

# **Initial Institutional Approval Proposal**

## **Teacher Induction Program**

### **Stage II – Eligibility Requirements**

#### **12 Criteria**

December 2018



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**Folsom Cordova Unified School District  
Initial Institutional Approval Proposal  
Eligibility Requirements – 12 Criteria**

**Table of Contents**

Criterion 1: Responsibility and Authority.....	Page 3
Criterion 2: Lawful Practices .....	Page 5
Criterion 3: Commission Assurances and Compliance .....	Page 6
Criterion 4: Requests for Data .....	Page 7
Criterion 5: Grievance Process .....	Page 8
Criterion 6: Communication and Information .....	Page 10
Criterion 7: Student Records Management, Access and Security .....	Page 12
Criterion 8: Disclosure.....	Page 13
Criterion 9: Veracity in all Claims and Documentation Submitted.....	Page 14
Criterion 10: Mission and Vision.....	Page 15
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation .....	Page 18
Criterion 12: Capacity and Resources.....	Page 21
<a href="#"><u>FCUSD Organizational Chart</u></a> .....	Page 24
<a href="#"><u>FCUSD Teacher Induction Organizational Chart</u></a> .....	Page 25
<a href="#"><u>FCUSD Special Education Organizational Chart</u></a> .....	Page 26
<a href="#"><u>FCUSD Human Resources Webpage</u></a> .....	Page 28
<a href="#"><u>FCUSD Career Opportunities Webpage</u></a> .....	Page 29
<a href="#"><u>FCUSD Board Policy #cf 4030, #cf 0410 Nondiscrimination in District Programs &amp; Activities</u></a> .....	Page 30
<a href="#"><u>Teacher Induction Handbook</u></a> .....	Page 34
<a href="#"><u>Teacher Induction Website Homepage</u></a> .....	Page 69
<a href="#"><u>FCUSD Annual Notices</u></a> .....	Page 70
<a href="#"><u>TalentEd Records Acknowledgements</u></a> .....	Page 71
<a href="#"><u>Teacher Induction Grievance Process</u></a> .....	Page 72
<a href="#"><u>Teacher Induction Grievance Process Flowchart</u></a> .....	Page 74
<a href="#"><u>Participant Acknowledgement Form</u></a> .....	Page 75
<a href="#"><u>FCUSD District Information Webpage</u></a> .....	Page 76
<a href="#"><u>Teacher Induction Brochure</u></a> .....	Page 77
<a href="#"><u>FCUSD Schools Webpage</u></a> .....	Page 79
<a href="#"><u>FCUSD Facilities List</u></a> .....	Page 80
<a href="#"><u>Superintendent Letter of Veracity 7-10-2019</u></a> .....	Page 82
<a href="#"><u>FCUSD Board Policy #cf 6011 Academic Standards</u></a> .....	Page 84
<a href="#"><u>FCUSD LCAP &amp; Goal Summary</u></a> .....	Page 87
<a href="#"><u>Third Party Comment Notice on FCUSD Homepage</u></a> .....	Page 214
<a href="#"><u>Third Party Notification Email</u></a> .....	Page 215
<a href="#"><u>FCUSD Final Audited Budget, 2017-2018</u></a> .....	Page 219
<a href="#"><u>Teacher Induction Budget 2018-2019</u></a> .....	Page 319
<a href="#"><u>Teacher Induction Budget (Estimated) 2019-2020</u></a> .....	Page 320
<a href="#"><u>Teacher Induction Closure Contingency Plan Email</u></a> .....	Page 321
<a href="#"><u>Job Description: Teacher Induction Coordinator</u></a> .....	Page 323
<a href="#"><u>Job Description: Assistant Superintendent of Elementary Education</u></a> .....	Page 325
<a href="#"><u>Job Description: Assistant Superintendent of Secondary Education</u></a> .....	Page 327
<a href="#"><u>Job Description: Curriculum and Instruction Director</u></a> .....	Page 329
<a href="#"><u>Job Description: Human Resources Director</u></a> .....	Page 331

<a href="#"><u>Job Description: Assistant Superintendent of Special Education</u></a> .....	Page 333
<a href="#"><u>Job Description: Director of Special Education</u></a> .....	Page 335
<a href="#"><u>Job Description: Special Education Program Specialist</u></a> .....	Page 337
<a href="#"><u>Job Description: Categorical Programs Director</u></a> .....	Page 339
<a href="#"><u>Job Description: Social/Emotional Learning Director</u></a> .....	Page 341
<a href="#"><u>Job Description: Chief Technology Officer</u></a> .....	Page 343
<a href="#"><u>Job Description: Technology Technician I</u></a> .....	Page 345
<a href="#"><u>Job Description: Technology Technician II</u></a> .....	Page 346
<a href="#"><u>Job Description: Personnel Technician</u></a> .....	Page 347

**Criterion 1: Responsibility and Authority**

The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individual to the Commission for a credential or authorization.

a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions, if applicable.

**Curtis Wilson, Assistant Superintendent of Elementary Instruction**

b) Identify the individual and position within the organizational structure that will coordinate each educator preparation program sponsored by the entity. Include a description of the reporting relationship between this person(s) and (a) above. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.

**Mindy Andrus, Teacher Induction Program Coordinator will coordinate the Teacher Induction program. The Teacher Induction Coordinator reports directly to the Assistant Superintendent of Elementary Instruction, the Assistant Superintendent of Secondary Instruction and the Director of Curriculum and Instruction. The Assistant Superintendent of Elementary Instruction reports directly to the Superintendent.**

**The Teacher Induction Program Coordinator holds monthly collaborative meetings with the Assistant Superintendent of Elementary Instruction. The Teacher Induction Leadership and Design teams both meet monthly with the Teacher Induction Program Coordinator. The content of the meetings focuses around the Teacher Induction Program including, but not limited to, updates on teacher progress, program progress, tasks, events, personnel, budget, etc.**

**The results of the meetings and progress of the Teacher Induction Program are shared with Superintendent by the Assistant Superintendent of Elementary Instruction monthly.**

c) Provide an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for program delivery. Ensure that these charts depict lines of authority.

**The Teacher Induction Program (BTSA) is located under the Assistant Superintendent of Elementary Instruction. The Teacher Induction Program Coordinator also informs the Assistant Superintendent of Secondary Instruction and Director of Curriculum and Instruction of program progress and updates. The Assistant Superintendents of Elementary and Secondary Instruction report to the Superintendent.**

[FCUSD Organizational Chart](#)

[FCUSD Teacher Induction Organizational Chart](#)

[FCUSD Special Education Organizational Chart](#)

d) Provide assurance to ensure that duties regarding credential recommendations are not delegated to persons other than employees of the Commission approved institution.

**The Superintendent of Folsom Cordova Unified School District guarantees that duties regarding credential recommendations are performed only by employees of the Folsom Cordova Unified School District.**

**The Credential Analyst for FCUSD is Charity Pelz, who is located in the Human Resources Department. She will work closely with the Teacher Induction Program Coordinator and the Director of Human Resources.**

e) Provide assurance that those individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.

**Folsom Cordova Unified School District assures that the individuals in the designated roles responsible for credential recommendation will take part in the Commission training related to the recommendation process.**

## Criterion 2: Lawful Practices

A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding the employment, retention or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention and graduation of students without unlawful discrimination.

a) A copy of the institution's policies governing personnel decisions including employment, retention, and promotion (employee handbook recruiting materials, or other published personnel materials) that include reference to an unlawful discrimination policy.

**FCUSD does not discriminate in employment against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation as per [Board Policy 4030](#). (See [Appendix](#))**

The FCUSD non-discrimination policy is provided to all employees in the [Annual Notices](#) document managed by the Human Resources department. The [Annual Notices](#) document includes a link to the appropriate Board Policy. All Employees read and acknowledge these policies in the [TalentEd Records Acknowledgement](#). TalentEd is the FCUSD Employee records management system.

**Criterion 3: Commission Assurances and Compliance**

The institution assures all of the following:

a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (General and Program Specific Preconditions for proposed programs and must accompany this document).

**Folsom Cordova Unified School District will comply with all preconditions required for the initial program(s) that the District would like to propose. General and program specific preconditions for proposed programs will accompany this document when submitted for Initial Program Approval.**

b) That all required reports to the Commission including, but not limited to, data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension divisions.

**Folsom Cordova Unified School District, the FCUSD Teacher Induction Program, and any associated extension divisions will submit all required reports to the Commission including, but not limited to, data reports and accreditation documents.**

c) That it will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.

**Folsom Cordova Unified School District will cooperate in an evaluation of the program by an external team or monitoring of the program by a Commission staff member.**

d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.

**Folsom Cordova Unified School District will participate fully in the Commission's accreditation system and adhere to submission timelines.**

e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor will offer the approved program, meeting the adopted standards, until the candidate; i. Completes the program; ii. Withdraws from the program; iii. Is dropped from the program; iv. Is admitted to another approved program to complete, with minimal disruption, the requirements for the authorization, in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

**Folsom Cordova Unified School District will offer the approved program, meeting the adopted standards until all accepted and enrolled candidates**

**i. complete the program**

**ii. withdraw from the program**

**iii. are dropped from the program**

**iv. are admitted to another approved program to complete with minimal disruption the requirements for the authorization, in the event the program closes. In this event, an individual plan would be developed with each candidate.**

**Criterion 4: Requests for Data**

The institution must identify and qualified officer responsible for reporting and responding to all requests from the Commission within specified timeframes for data including, but not limited to: a) program enrollments b) program completers c) examination results d) state and federal reporting e) candidate competence f) organizational effectiveness data g) other data as indicated by the Commission.

**Folsom Cordova Unified School District designates, Mindy Andrus, Teacher Induction Program Coordinator, in the Elementary Instruction Department as the qualified officer responsible for reporting and responding to all requests from the Commission within the specific timeframes for data including, but not limited to:**

- a) program enrollments**
- b) program completers**
- c) examination results**
- d) state and federal reporting**
- e) candidate competence**
- f) organizational effectiveness data**
- g) other data as indicated by the Commission**

## Criterion 5: Grievance Process

The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.

a) Provide a clearly delineated grievance process for candidates and applicants that is fair and is likely to ensure timely resolutions for candidate and applicants.

**It is the intent of the Folsom Cordova Unified School District Teacher Induction Program that matters giving rise to a complaint be addressed first on an informal basis and at the level closest to the situation. If a complaint cannot be addressed and resolved informally, then formal steps are available for resolution to any complaint.**

**Program Eligibility concerns should be directed to the Teacher Induction Program Coordinator who will review state guidelines for eligibility and provide information about deferred entry or alternative programs.**

**Candidate concerns, including those related to evaluation of work, recommendation for a Clear Credential, or program extension should also be directed to the Teacher Induction Program Coordinator who will work in partnership with the Credential Analyst to respond to concerns in a timely manner. To clarify, the following steps shall occur:**

**Step 1: An informal, verbal conversation between the Teacher Induction Coordinator and the other party, where the first attempt to resolve the issue is made.**

**If step 1 did not solve the problem, proceed to step 2.**

**Step 2: A formal, written complaint completed by the complainant is filed with the Teacher Induction Program Coordinator. They work collaboratively to solve the problem within 10 working days.**

**If step 2 did not solve the problem, proceed to step 3.**

**Step 3: A Uniform Complaint process begins.**

**Please see attached [Grievance Process](#) for specific details.**

**Please see attached [Grievance Flowchart](#) for specific details.**

b) Demonstrate how information pertaining to the grievance is accessible to all candidates and applicants.

**Information pertaining to the grievance process for Folsom Cordova Unified School District's Teacher Induction Program is provided in both the [Participant Handbook](#) and the [FCUSD Teacher Induction Website](#).**



c) Provide documentation that candidates will be informed of the grievance process.

**Potential and enrolled candidates may access information about the grievance process via the Folsom Cordova Unified School District's Teacher Induction website. At the first program meeting, all Teacher Induction participants will be provided with access to the [Participant Handbook](#) which contains complete program information, including the grievance process, and will be required to sign and submit the [Participant Acknowledgement of Policies and Procedures](#) form pertaining to FCUSD's Teacher Induction Program.**

**The Teacher Induction Program Coordinator will respond in writing to grievances received. A written report of finding and description of how the grievance will be resolved will be provided to the candidate within 60 calendar days of the initial receipt of the grievance.**

**Criterion 6: Communication and Information**

The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that:

a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs and requirements as listed in (b).

**Folsom Cordova Unified School District website includes basic information about the Teacher Induction Program and its requirements. The page currently includes a disclaimer indicating that the district is seeking CTC approval to become a program sponsor.**

**This page is a publicly accessible website and does not require login information. Should the page be discovered via search it currently includes a disclaimer indicating that the district is seeking CTC approval to become a program sponsor. If CTC approval is granted, FCUSD will provide a clickable link on its website to the [FCUSD Teacher Induction Website](#) so that interested parties may easily access the information.**

**[Third Party Information](#)**

b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs.

**Folsom Cordova Unified School District provides information about its mission and governances, on the [FCUSD Teacher Induction Website](#). FCUSD also provides information about admission procedures to its Teacher Induction Program on the [Teacher Induction Brochure](#).**

**The content of both the Teacher Induction Website and program brochure will be maintained by the Teacher Induction Coordinator and district webmaster. This information is all easily accessible to the public via web browser.**

c) Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

**Various means of communication will be used to inform the public about FCUSD's Teacher Induction Program. These include, but are not limited to the following:**

**-Printed [Teacher Induction Brochure](#) containing a link to FCUSD's [Teacher Induction Website](#).**

**-FCUSD's [Human Resources](#) page will include a link to FCUSD's website.**

**-FCUSD's [Teacher Induction Website](#) containing detailed program information and admissions materials.**

**These items will be shared widely in venues including but not limited to School Board meetings, Teacher Induction Leadership Team Meetings, new teacher orientations, principals' meetings, District Weekly Memos, district eNews, District sponsored professional learning events, and teacher recruiting events.**

**Criterion 7: Student Records Management**

The institution must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that:

a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

**Folsom Cordova Unified School District will use a web-based software application to track candidates' academic units and program completion. Candidates will be able to access unofficial copies of their records via password-protected access. Official transcripts must be requested in writing from the Teacher Induction Program Coordinator.**

b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies)

**Folsom Cordova Unified School District will maintain paper copies of candidate records in the Human Resources Department and electronic records on a secure server which is located at the District office, with cloud back-up.**

c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

**Folsom Cordova Unified School District will maintain any hard copies of records in locked cabinets in the Human Resources Department. Electronic copies of records will be maintained on a secure web-based server provided by a web-based software application.**

**Criterion 8: Disclosure**

Institutions must disclose information regarding:

a) The proposed delivery model (online, in person, hybrid, etc.)

**Folsom Cordova Unified School District will use a hybrid model of instructional delivery in its Teacher Induction Program. Direct instruction to participants via seminars and workshop will be provided at various sites listed in item (b) below. Digital learning or virtual classrooms will be created by an online classroom platform.**

b) All locations of the proposed educator preparation programs including satellite campuses.

**Folsom Cordova Unified School District's Teacher Induction Program is currently headquartered at our District Office (Education Service Center) located at 1965 Birkmont Drive, Rancho Cordova, CA 95742.**

**In-person delivery to candidates and mentors will take place at our District Office located at 1965 Birkmont Drive, Rancho Cordova, CA 95742 as well as at various schools within our District. See [Our Schools Directory](#) and [Facilities List](#).**

**Fieldwork will be completed in the following settings, as applicable.**

**20 Elementary Schools**

**1 Charter Elementary School**

**1 State Pre-School Center**

**4 Middle Schools**

**3 Comprehensive High Schools**

**2 Continuation High Schools**

**1 Independent Study School**

**1 Community Day School**

**1 Adult Education School**

c) Any outside organizations (those individuals not formally employed by the institution seeing IIA) that will be providing any direct educational services, and what those services will be, as all or part of the proposed programs.

**Most educational services will be provided by FCUSD administrators, staff from the Teacher Induction Program, Educational Services, Special Education, Lead Teachers, Mentors, English Learner and Family Engagement departments.**

**Teacher Induction Program participants, both candidates and mentors, may register to purchase post-graduate continuing education units via a partnership between FCUSD and California State University Sacramento or Brandman University. The Teacher Induction Coordinator is the instructor of record.**

**In some cases, FCUSD does contract with outside providers to deliver content to its teachers. Past and current providers have included, but not limited to: iReady, Illuminate, GLAD, Solution Tree, iLit, etc.**

### Criterion 9: Veracity in all Claims and Documentation Submitted

The institution and its personnel demonstrate veracity in all statements and documentation submitted to the Commission. Evidence of lack of veracity is cause for denial of IIA.

**The Superintendent of Folsom Cordova Unified School District positively affirms, via the attached [letter of the veracity](#) of all statements and documentation submitted to the Commission.**

**In addition, the District understands that lack of veracity is a cause for denial of initial institutional approval.**

**Criterion 10: Mission and Vision**

The Institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.

a) Statement of the institution's mission and vision for educator Preparation:

**FCUSD Mission: Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.**

**FCUSD Teacher Induction Mission: To provide a standards-based new teacher support and assessment program that will educate, empower and energize our new teachers. We seek to prepare caring and professional teachers who provide our students with a standards-based education. Teachers use data driven instruction to bring out the best in every student, every day while partnering with families and the community. Together in partnership, we support and assist in building professional efficacy in new teachers.**

**FCUSD Teacher Induction Vision: To create reflective practitioners who are committed to the success of all students and seek to be lifelong learners. This vision is the foundation in providing each new teacher with support and mentoring during the induction process.**

b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates:

**The mission and vision of Folsom Cordova Unified School District's Teacher Induction Program are published in both the printed [Teacher Induction Brochure](#) as well as on the FCUSD [Teacher Induction Website](#).**

c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.

**The mission and vision of FCUSD's Teacher Induction Program are aligned with the mission of the Folsom Cordova Unified School District which is referenced in section (a) above.**

**FCUSD's Teacher Induction Program is further aligned with the district's board-adopted academic standards which challenge all students to reach their full potential and specify what students are expected to know and be able to do at each grade level and in each area of study. These standards reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship. As indicated in FCUSD [Board Policy #cf 6011](#), district content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.**

d) Information that demonstrates the institution's commitment to preparing candidates to work

effectively with the full range of California TK-12 students.

**The mission and vision of FCUSD's Teacher Induction Program are aligned with the philosophy of the Folsom Cordova Unified School District which is to pursue excellence for all students and staff based on the following beliefs, values or tenets:**

- All students can learn and succeed at high levels. It is the obligation of schools and programs to ensure that all students achieve academic proficiency in essential areas of skill and knowledge.**
- Every student in the district, regardless of gender, age, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, linguistic or economic background, sexual orientation or the perception of one or more of such characteristics, has a right to a high-quality education that challenges the student to achieve to his/her fullest potential. Schools and programs must provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.**
- Schools and programs must provide for the specialized needs of identified groups of students. Early identification of student learning and behavioral difficulties contribute to student success.**
- Continuous school improvement is necessary to meet the needs of students in a changing economy and society. Schools must provide a system of shared accountability for student achievement with clear performance standards and consequences.**
- The diversity of the student population and staff enriches the learning experience for all students. Schools must develop each student's self-respect, respect for others, appreciation for diversity, and sense of personal responsibility.**
- A highly skilled and dedicated staff has a direct and powerful influence on student's lives and learning. Schools must provide time and resources for collaboration, planning and professional development for all staff. [LCAP & Goal 1](#)**

e) Statement that includes which educator preparation program(s) the institution will seek to offer.

**Folsom Cordova Unified School District seeks to offer Teacher Induction for all FCUSD Employees who hold Preliminary California Single Subject, Multiple Subject, and Education Specialist Credentials.**

f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.\*

**We believe that in order for new teachers to be successful, stay in the field of education and become reflective practitioners, a comprehensive Teacher Induction Program is vital.**



The foundation of our Teacher Induction program is based on the work of a variety of prominent researchers in the education field. Recognizing the work of Robert Marzano, Ellen Moir, Laura Lipton, Tina Boogren and others, our program underpinnings are a direct reflection of the latest research. We hold that the success of our students correlates to successful teachers.

We connect our philosophical underpinnings to our program by embedding current research based practices into our program design.

The design of FCUSD's Teacher Induction Program is based on a variety of research-based current best practices in the field of new teacher support and retention. The program is aligned with CTC's Preconditions and Standards for Induction Programs. FCUSD's Teacher Induction Program comprises 3 essential elements.

The elements include:

1. A 2 -year program of weekly mentoring provided by an experienced educator working in the same or similar teaching context.
2. Just in time support around topics of teaching and learning as well as effective professional practice, as appropriate for each candidate cohort.
3. A range of pre-approved professional development activities related to each candidate's goals.

Our goal is to provide a strong system of just in time support through collaboration with Mentors, Site Administrators, and other education professionals. We provide opportunities for reflection, utilize the pre-service transition plan, Professional Development, teaching strategies, peer collaboration and goal setting.

Our candidate's goals are articulated in each candidate's Individual Learning Plan, which is based on the Candidate's assessed progress toward mastery of the California Standards for the Teaching Profession.

g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.

**Folsom Cordova Unified School District operates in California only.**

h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.

**Folsom Cordova Unified School District wishes to offer a Teacher Induction Program which not only provides mentoring and professional development for its new teachers who hold California Preliminary Teaching Credentials, but also serves as a true induction into FCUSD by delivering professional development what is aligned to the district's strategic plan and the needs of all student populations it serves.**

\*A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission's adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.

**Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation**

Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience. CTC Staff will research available information about the institution relevant to the application for initial institutional approval.

Institutions must submit:

Proof of third party notification enlisting comments to be sent to: [Input@ctc.ca.gov](mailto:Input@ctc.ca.gov)

**Third party notification was posted in the display case at the FCUSD District Office on 12/18/18 and will remain posted until CTC has approved or denied our application. It was also posted on the [FCUSD Home page](#) of the website on 12/18/18 and will remain posted until CTC has approved or denied our application.**

**Third Party Notification was made via email on 12/18/18 to the following entities: [California State University Sacramento](#), [Brandman University](#), [University of the Pacific](#), [University California Davis](#)**

a) History related to its prior experience preparing, training and supporting educators within California or other states.

**Folsom Cordova Unified School District has enjoyed long partnerships with local and regional institutions of higher education, as well as with the Sacramento County Office of Education, in preparing, training, and supporting educators within California, specifically Sacramento County. IHE's include CSUS, Brandman University, University of the Pacific, University California Davis. Participants in programs offered by these institutions complete fieldwork in FCUSD's classrooms and district office.**

**Folsom Cordova Unified School District currently supports its teachers to participate in Sacramento County Office of Education's Teacher Induction Program and has done so since SCOE first offered BTSA. FCUSD was part of the pilot program at inception and a charter member of the Consortium.**

**FCUSD has implemented additional support and professional development for our participants.**

**Listed below are the types of strategic support provided.**

- 1. For New Mentors, FCUSD provided a series of workshops containing more in depth skills and strategies. FCUSD invites all Mentors to these trainings.**
- 2. For participants, FCUSD provided a series of workshops designed specifically for those clearing their Special Education credentials.**
- 3. For participants, FCUSD provides an annual Professional Development event. Participants can choose from a variety of offerings that address their own individual needs.**
- 4. FCUSD has implemented special training sessions in the fall and spring that provides support in writing and completing the ILP goal and preparation for the participant's Professional Growth Presentation.**

b) A list of all states and/or countries which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.

**Folsom Cordova Unified School District operates in California only and is seeking initial institutional approval from CTC for the first time.**

c) If applicable, a copy of the most recent approval document (state approval/accreditation) and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.

**Folsom Cordova Unified School District operates in California only and is seeking initial institutional approval from CTC for the first time.**

d) For institution currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed the program (taking into account the length of time of the program design).

**Folsom Cordova Unified School District operates in California only.**

e) If offering educator preparation program in other states, any information available on placement rates for candidates in the schools.

**Folsom Cordova Unified School District operates in California only.**

f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.

**Folsom Cordova Unified School District enjoys positive working relationships with local IHE's as well as with the Sacramento County Office of Education (SCOE), which is the current contracted Teacher Induction Program provider for employees who hold California Preliminary Teaching Credentials.**

**Local IHE partners include, but are not limited to: CSUS, Brandman University, University of the Pacific, Sacramento County Office of Education (SCOE), National University, University California Davis, etc. All of these institutions place candidates from their educator preparation programs in FCUSD classrooms for the fieldwork component of their programs. For the 2018-2019 school year, we have the following Interns working at FCUSD:**

**CSUS (2)**

**National University (6)**

**University of the Pacific (1)**

**SCOE (3)**

**Many graduates of local educator preparation programs are hired by the district. For the 2019-2020 school year, we will hire 10 of the 12 interns who are currently working in our district.**

**Brandman University and CSUS have partnered with FCUSD to be participants and contributors. They serve on our Teacher Induction Leadership/Advisory Team while FCUSD is seeking accreditation from the CTC. Going forward, we will continue our partnership with them and will begin the process of gathering data regarding our partnerships and placements with these IHE's.**

**Two FCUSD staff members serve on the Advisory Board for Sacramento County Office of Education's Teacher Induction Program. Assistant Superintendent Curtis Wilson and Teacher Induction Coordinator Mindy Andrus represent FCUSD on the SCOE Advisory Board. They consult and assist with the development of its Teacher Induction Program. The SCOE Advisory board meeting are held quarterly and the FCUSD personnel actively participates in and contributes to the decision-making process.**

**g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and their services they received by the institution.**

**Folsom Cordova Unified School District is seeking initial institutional approval from CTC for the first time. Going forward, FCUSD will gather evidence from candidates regarding their satisfaction with the educator preparation programs and the services they received by the institution/s.**

**Currently, our program provides an experienced Mentor who supports teachers for the first two years of contractual employment. The Mentors and new teachers engage in weekly conversations, Professional Development, reflective practices, the development of the ILP goal and provides just in time support.**

**Our program's partner provides survey data & feedback to the district. Each spring, our program's partner surveys candidates, Mentors, Coordinators and Advisors. The information is captured and shared with the district at the Annual Spring Planning Day. The data is reviewed and analyzed by the district. The program is adjusted based on the evidence contained in the survey.**

**FCUSD continues to monitor the progress of the teachers in the Teacher Induction program. Progress is monitored by the evidence collection on the Dashboard, weekly Mentor conversations, FCUSD District meetings, informal site visits, check in correspondence from the Coordinator and communications with site administrators.**

**Additionally, FCUSD regularly surveys Mentors and participants for feedback on a variety of topics. The topics include, teaching strategies, technology, district trainings, district adopted systems, curriculum, Special Education, behavior management, etc. The feedback from the surveys drives our Professional Development sessions. We also partner with the FCUSD Curriculum & Instruction Department, Special Education Department, Lead Teachers, Technology Department and Human Resources Department to provide a variety of training for our new teachers and Mentors.**

## Criterion 12: Capacity and Resources

The institution must submit a Capacity and resources plan providing information about how it will sustain the educator preparation program(s) through a 2-3 year provisional approval (if granted) at a minimum. The institution must also submit a plan to teach out candidates if, for some reason, the institute is unable to continue providing educator preparation program (s).

The plan must include:

a) A copy of the most recent audited budget for the institution.

**Please see attached copy of the [Final Audited Budget from 2017-2018](#).**

b) A proposed operational budget for the educational unit.

**Please see attached copy of the Proposed operational budget for FCUSD's Teacher Induction Program:**

**[Teacher Induction Budget, 2018-2019](#)**

**[Teacher Induction Budget, 2019-2020](#)**

c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:

- 1) The number and type of faculty (full time faculty, part time adjunct, etc.) and/or instructional personnel, including support providers and coaches of induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operations.
- 2) The criteria or minimum qualifications for each of the positions listed above.
- 3) If the Institution applying is an out of state institution, the institution must provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?

### **Instructional Personnel**

**All instructional personnel are employees of the Folsom Cordova Unified School District. All Superintendents, Directors, Coordinators, Program Specialists, Lead Teachers and Mentors hold Clear California Teaching Credentials and many hold a Clear California Administrative Services Credentials. Our technicians are not required to hold clear California Teaching Credentials.**

**[Teacher Induction Program Coordinator](#): Oversees Induction program, works with site leaders on mentor assignments, works with other instructional personnel listed below to coordinate professional development for candidates and mentors, observes candidates, monitors mentor logs, monitors candidate progress on assignments, provides recommendation to credential analyst, coordinates with HR and other stakeholders to implement feedback and recommendations into Teacher Induction Program, responds to requests from and reports back to CTC as required by policy.**

**Educational Services Staff:** [Assistant Superintendent of Elementary Instruction](#), [Assistant Superintendent of Secondary Instruction](#), [Curriculum & Instruction Director](#), [Human Resources Director](#): Provides content-area and programmatic professional development to all Teacher Induction Program candidates via in-person workshops or online platforms.

**Special Education Staff:** [Assistant Superintendent](#), [Director](#), [Program Specialist](#): Provides content-area and programmatic professional development to all Teacher Induction Program candidates via in-person workshops or online platforms.

**EL & SEL Staff:** [Categorical Programs Director](#) and [Social/Emotional Learning Director](#): Provides content-area and programmatic professional development to all Teacher Induction Program candidates via in-person workshops or online platforms.

**ETIS Staff (Technology):** [Chief Technology Officer](#), [Technology Tech 1](#), and [Technology Tech 2](#) Provide technology-related professional development via in-person or online platforms.

**Support Personnel**

[Human Resource Director](#), [Personnel Technician](#): Reviews candidate applications for Clear Credential and submits eligible candidates' recommendations to SCOE, if all criteria are met. Refers new hires who hold preliminary credentials to the FCUSD Teacher Induction Program, provides support to the Teacher Induction Program Coordinator, securely and confidentially stores any hard copies of candidate records, assists the Teacher Induction Program Coordinator in providing records to candidates who have moved out of district and to SCOE upon request.

**Folsom Cordova Unified School District operates in California only.**

d) If the institution applying is an out of state institute, the institution must provide relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through out of state office in order to get financial aid services, the institution should provide that information to the Commission.

**Folsom Cordova Unified School District operates in California only.**

e) Evidence of K-12 partnerships for the purposes of providing fieldwork.

**We are a Pre-K through 12th grade unified school district. Candidates will be employed in our schools and have direct access to the school site settings needed for fieldwork.**

**For information about school sites in the Folsom Cordova Unified School District, Please refer to [Facilities List](#) referenced in Criterion 8, Section (b) above for more detailed information.**

**FCUSD is be open to considering candidates from other districts once we have successfully piloted our program. Once we determine that our program has the capacity to open to other districts, we would be willing to do so. Some initial contacts have been made to neighboring districts and counties.**

f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.

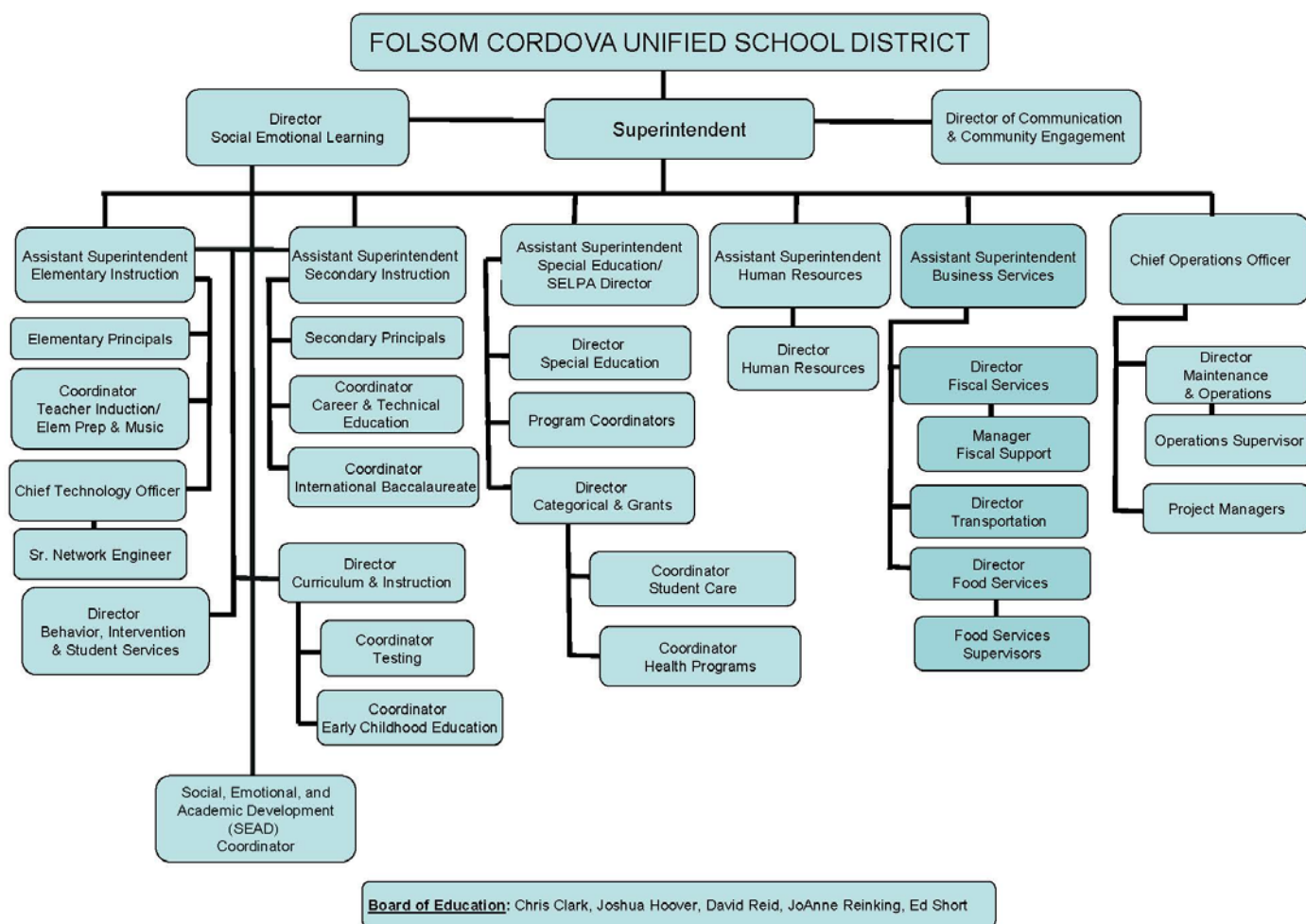
**We will utilize rooms and computer labs in various District facilities including the district Office and any of our 34 school locations in order to provide in-person Teacher Induction Program content. Any online Teacher Induction content will be delivered via current district standard policy through Google Classroom, TalentEd, GoSignMeUp, etc.**

g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

**Folsom Cordova Unified School District takes its commitment to future educators seriously. In the unlikely event of a program closure, the district would continue to provide all resources necessary for currently enrolled Year 2 Candidates to be able to complete the program. Additionally, FCUSD would place Year 1 Candidates in the Sacramento County Office of Education Teacher Induction Program, as verified by the [attached email](#) between FCUSD's Teacher Induction Coordinator and the Executive Director of the SCOE Teacher Induction Program.**

**In the event that SCOE were unable to accommodate FCUSD's year 1 Candidates, FCUSD would continue to provide all resources necessary for currently enrolled Year 1 Candidates to be able to complete the program as well.**

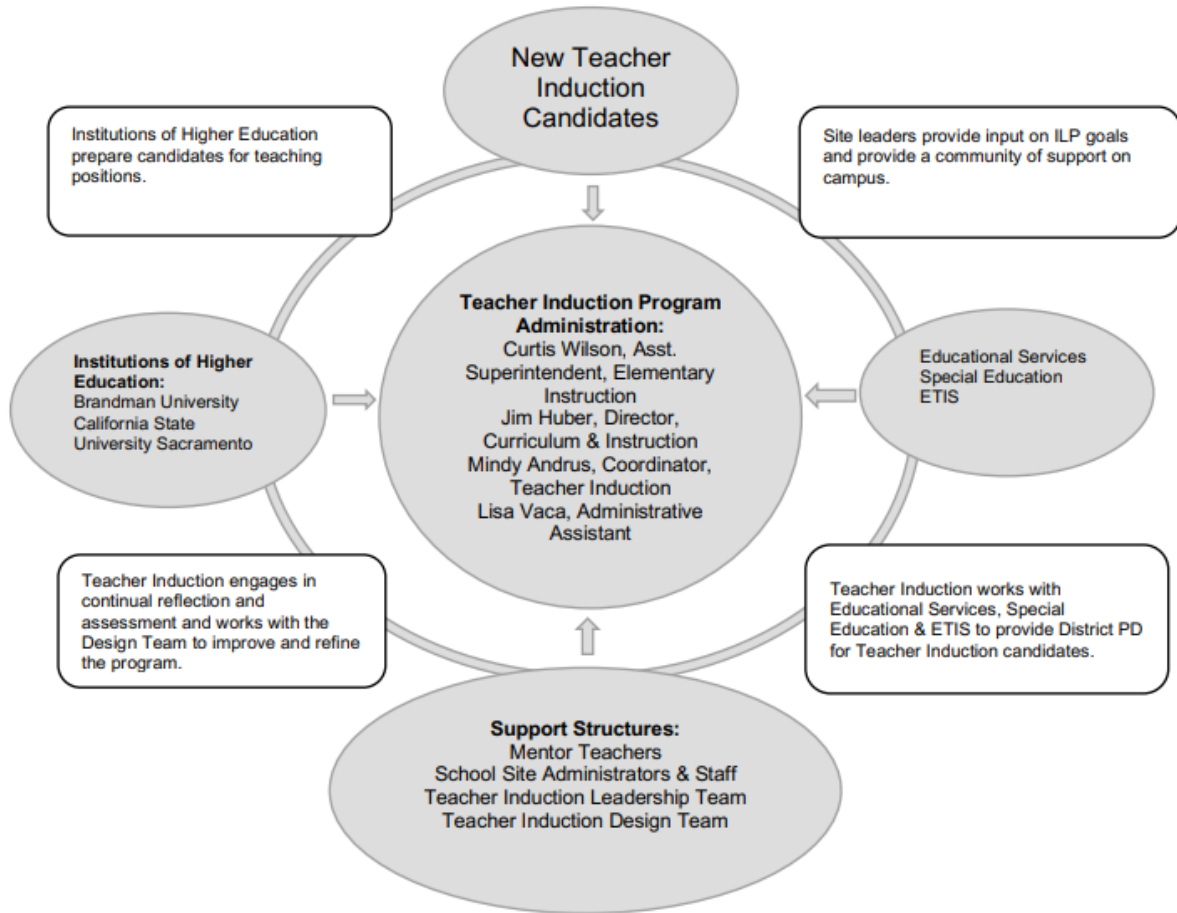
# FCUSD Organizational Chart



Revised 07/01/2019



## Teacher Induction Organizational Chart



## Special Education Organizational Chart

<b>Betty Jo Wessinger – Assistant Superintendent Special Education and Director of SELPA</b> District Special Education Operations Supervise Director of SpEd, SpEd Program Coordinators, School Psychologists, Collaboration Supervision of Director of C&I and Director of S.E.L. SELPA Community Advisory Committee (CAC) Policies and Procedures Due Process and Compliance			
Joan Sornborger-Diel	Meghan Magee	Hunt Lin	Robin Smay
Director	Elementary Coordinator	Secondary Coordinator	Inclusion Coordinator
<b>TAKES RESPONSIBILITY FOR:</b> <ul style="list-style-type: none"> <li>Facilities and supplies; Scheduling of staff for special ed dept.; screens employees and evaluates credentialed special programs staff</li> <li>IEP Facilitator as necessary</li> <li>Support SELPA Director; Planning; Administering and evaluating SpEd services and Programs</li> <li>Professional Development</li> <li>Assess needs and develop in-service programs</li> <li>Transportation Liaison</li> <li>Professional Development</li> </ul> <b>OVERSIGHT:</b> <ul style="list-style-type: none"> <li>AT, AAC, OI, OM, Music Therapy,</li> <li>Low Incidence</li> </ul> <b>SUPERVISE &amp; EVALUATE:</b> <ul style="list-style-type: none"> <li>Speech Pathologists</li> <li>AT, AAC, OI, OM, VI and Support Staff</li> <li>Other personnel as designated by Asst. Supt.</li> </ul>	<b>TAKES RESPONSIBILITY FOR:</b> <ul style="list-style-type: none"> <li>Facilities and supplies; Scheduling of staff for special ed dept.; screens employees and evaluates credentialed special programs staff</li> <li>IEP Facilitator as necessary</li> <li>Support SELPA Director; Planning; Administering and evaluating SpEd services and Programs</li> <li>Professional Development</li> <li>Assess needs and develop in-service programs</li> <li>Coordination of State testing</li> <li>ADR, CDE Compliance, OAH process</li> </ul> <b>OVERSIGHT:</b> <ul style="list-style-type: none"> <li>State Testing</li> <li>Elementary Principal training &amp; liaison</li> <li>NPS and Residential Facilities</li> <li>Charter</li> </ul> <b>SUPERVISE &amp; EVALUATE:</b> <ul style="list-style-type: none"> <li>Adapted P.E. Teachers</li> <li>Administrative Assist II (Collaboration)</li> <li>Programs Specialists</li> <li>Other personnel as designated by Asst. Supt.</li> </ul>	<b>TAKES RESPONSIBILITY FOR:</b> <ul style="list-style-type: none"> <li>Facilities and supplies; Scheduling of staff for special ed dept.; screens employees and evaluates credentialed special programs staff</li> <li>IEP Facilitator as necessary</li> <li>Support SELPA Director; Planning; Administering and evaluating SpEd services and Programs</li> <li>Professional Development</li> <li>Assess needs and develop in-service programs</li> <li>ADR, CDE Compliance, OAH process</li> </ul> <b>OVERSIGHT:</b> <ul style="list-style-type: none"> <li>Medical Independent Study (MIS)</li> <li>Secondary principal training &amp; liaison</li> <li>DHOH Program</li> <li>Curriculum</li> </ul> <b>SUPERVISE &amp; EVALUATE:</b> <ul style="list-style-type: none"> <li>WorkAbility Support Staff</li> <li>Administrative Assist II (Collaboration)</li> <li>Program Specialists</li> <li>DHOH Staff</li> <li>Other personnel as designated by Asst. Supt.</li> </ul>	<b>TAKES RESPONSIBILITY FOR:</b> <ul style="list-style-type: none"> <li>Facilities and supplies; Scheduling of staff for special ed dept.; screens employees and evaluates credentialed special programs staff</li> <li>IEP Facilitator as necessary</li> <li>Support SELPA Director; Planning; Administering and evaluating SpEd services and Programs</li> <li>Professional Development</li> <li>Assess needs and develop in-service programs</li> <li>ADR, CDE Compliance, OAH process</li> <li>IA, BSA, MHIA, Bus attendant Staff assignments</li> </ul> <b>OVERSIGHT:</b> <ul style="list-style-type: none"> <li>Inclusion Programs/projects</li> <li>Instructional Aide/SCIA Assignments</li> </ul> <b>SUPERVISE &amp; EVALUATE:</b> <ul style="list-style-type: none"> <li>Occupational Therapists</li> <li>Physical Therapists</li> <li>BSA, MHIA, VI, Itinerant IA Staff</li> </ul>

Updated 9/6/18

## Special Education Organizational Chart

Bethanee Hunnicutt Elementary Ext 102420	Sherry Plumb Elementary Ext 102474	Simone Worsham Elementary Ext 102421	Beth Marjerison Secondary Ext 102423	Jennifer Ostlund Secondary Ext 102481	Kim Trigueiro Secondary Ext 102422
<b>Schools:</b> Empire Oaks Folsom Hills Gold Ridge Oak Chan Peter J. Shields Russell Ranch White Rock  <b>Other Duties:</b> <ul style="list-style-type: none"> <li>• SEIS Team</li> <li>• ECAT Team</li> <li>• ADR Support</li> <li>• Compliance Monitoring</li> <li>• IEP Facilitation</li> <li>• Teacher Coaching</li> <li>• ESY Support</li> <li>• IA Matrix/Balancing</li> <li>• Placement Support</li> <li>• Projections</li> <li>• Trainings</li> <li>• Other duties as assigned</li> </ul>	<b>Schools:</b> Blanche Sprentz Cordova Villa Folsom Charter Natoma Station Rancho Cordova Riverview Sandra J. Gallardo Theodore Judah  <b>Other Duties:</b> <ul style="list-style-type: none"> <li>• State Testing</li> <li>• ADR Support</li> <li>• Compliance Monitoring</li> <li>• IEP Facilitation</li> <li>• Teacher Coaching</li> <li>• ESY Support</li> <li>• IA Matrix/Balancing</li> <li>• Placement Support</li> <li>• Projections</li> <li>• Trainings</li> <li>• Other duties as assigned</li> </ul>	<b>Schools:</b> Carl Sundahl Cordova Gardens Cordova Lane Cordova Meadows Mather Heights Navigator Williamson  <b>Other Duties:</b> <ul style="list-style-type: none"> <li>• SELPA CAC Member</li> <li>• ECAT Team</li> <li>• ADR Support</li> <li>• Compliance Monitoring</li> <li>• IEP Facilitation</li> <li>• Teacher Coaching</li> <li>• ESY Support</li> <li>• IA Matrix/Balancing</li> <li>• Placement Support</li> <li>• Projections</li> <li>• Trainings</li> <li>• Other duties as assigned</li> </ul>	<b>Schools:</b> Sutter Middle Mills Middle Folsom High Folsom Lake  <b>Other Duties:</b> <ul style="list-style-type: none"> <li>• Course Committee</li> <li>• SEIS Team</li> <li>• ADR Support</li> <li>• Compliance Monitoring</li> <li>• IEP Facilitation</li> <li>• Teacher Coaching</li> <li>• ESY Support</li> <li>• IA Matrix/Balancing</li> <li>• Placement Support</li> <li>• Projections</li> <li>• Trainings</li> <li>• Other duties as assigned</li> </ul>	<b>Schools:</b> Folsom Middle Mitchell Middle Vista del Lago Kinney High/Prospect Walnutwood/MIS  <b>Other Duties:</b> <ul style="list-style-type: none"> <li>• State Testing</li> <li>• Juvenile Hall Rep.</li> <li>• ADR Support</li> <li>• Compliance Monitoring</li> <li>• IEP Facilitation</li> <li>• Teacher Coaching</li> <li>• ESY Support</li> <li>• IA Matrix/Balancing</li> <li>• Placement Support</li> <li>• Projections</li> <li>• Trainings</li> <li>• Other duties as assigned</li> </ul>	<b>Schools:</b> Cordova High Non-Public Residential  <b>Other Duties:</b> <ul style="list-style-type: none"> <li>• WorkAbility</li> <li>• ADR Support</li> <li>• Compliance Monitoring</li> <li>• IEP Facilitation</li> <li>• Teacher Coaching</li> <li>• ESY Support</li> <li>• IA Matrix/Balancing</li> <li>• Placement Support</li> <li>• Projections</li> <li>• Trainings</li> <li>• Other duties as assigned</li> </ul>

Joshua Forgia – Administrative Assistant III to Assistant Superintendent ext 104570

Alycia Bankson – Administrative Assistant II to Director and Elementary Program Coordinator ext 102411

Stacy Munroe – Administrative Assistant II to Secondary Coordinator and Inclusion Coordinator ext 102400

Holli Ahlstrom – Account Clerk II/Special Education Budget ext 102412


Rochelle Wulf – Research Assistant II/SEIS/CASEMIS ext 102415

Melissa Muzzi – Student Records/Special Education Preschool ext 102405

**WorkAbility** - Danine Clemons – Special Project Coordinator WorkAbility ext 102442 • Caitlin Quillin – Transition Assistant WorkAbility ext 102436





Updated 9/6/18

## FCUSD Human Resource Webpage



# Folsom Cordova

UNIFIED SCHOOL DISTRICT

 HOME
  POWERSCHOOL PORTAL
  SERVICE DESK
  CALENDAR

[Home](#)
[Our District](#)
[Our Board](#)
[Our Schools](#)
[Student Services](#)
[Departments](#)
[For Parents](#)
[For Staff](#)
[News](#)
[Events](#)

### Human Resources

- Welcome
- Calendars for Staff 2017 2018
- Calendars for Staff 2018 2019
- Salary Schedules
- Employment
- Certificated Information
- Classified Information
- Employee Training
- Substitutes
- Evaluations
- Complaints
- Volunteer Procedures
- Worker's Comp
- Job Descriptions

### Welcome to Human Resources

**Who We Are:**

The Human Resources department is about people. Our employees are our business. We help our administrators select the best candidates. We keep their records, encourage their professional development, maintain safe work environment, follow all legal requirements and generally work towards the good of all FCUSD staff members.

**What We Do:**

- Maintain hiring procedures and practices
- Update and produce job descriptions
- Work through issues and negotiate with bargaining units

Here you will find links that will help you with many of your employment questions. We encourage you to familiarize yourself with the information provided.

[CLICK HERE TO MAKE AN APPOINTMENT TO BE FINGERPRINTED](#)

[Frequently asked questions](#)

### Contact Us

Phone: (916) 294-9002  
Fax: (916) 294-9021

[Employment Verifications](#)  
Phone: (916) 294-9000 Ext. 104363  
Fax: (916) 294-9022

[Don Ogden](#)  
Assistant Superintendent,  
Human Resources

[Mike Shepherd](#)  
Director, Human Resources

[Sherry Ekern](#) Ext 104410  
Administrative Secretary

[Sheryl Sharp](#) Ext 104414  
Personnel Clerk II

- LiveScan
- Clerk Duties as Assigned

[Kristi Webber](#) Ext 104400  
Personnel Analyst

- Certificated Management
- Certificated Staff, Folsom

[Becky Marquez](#) Ext 104411  
Personnel Technician

- Classified Staff, Folsom and ESC
- Instructional Assistant Subs
- Backup for Certificated

[Charity Pelz](#) Ext 104408  
Personnel Technician


- Certificated Staff, Rancho Cordova and ESC
- Certificated Staff, Adult Education
- Talent Ed / Records & Perform

## FCUSD Career Opportunity Webpage



# Folsom Cordova

UNIFIED SCHOOL DISTRICT

 HOME
  POWERSCHOOL PORTAL
  SERVICE DESK
  CALENDAR

[Home](#)
[Our District](#)
[Our Board](#)
[Our Schools](#)
[Student Services](#)
[Departments](#)
[For Parents](#)
[For Staff](#)
[News](#)
[Events](#)

### Human Resources


- Welcome
- Calendars for Staff 2017 2018
- Calendars for Staff 2018 2019
- Salary Schedules
- Employment
- Certificated Information
- Classified Information
- Employee Training
- Substitutes
- Evaluations
- ✚ Complaints
- ✚ Volunteer Procedures
- Worker's Comp
- ✚ Job Descriptions

Folsom Cordova posts all open Certificated and Classified positions on EdJoin, **including all openings for classified and certificated subs.**

Please follow the instructions on EdJoin for how to apply. If you have technical questions regarding the application process, please contact EdJoin directly. There is a computer available in our ESC lobby where you can access EdJoin.org and complete your application.

To view open positions search EdJoin:


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### **Folsom Cordova USD | BP 4030 Personnel Nondiscrimination In Employment**

The Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.

(cf. **1240** - Volunteer Assistance)

(cf. **4111** / **4211** / **4311** - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

(cf. **0410** - Nondiscrimination in District Programs and Activities)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. **4151** / **4251** / **4351** - Employee Compensation)

(cf. **4154** / **4254** / **4354** - Health and Welfare Benefits)

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code **12940** or 2 CCR **11006** -11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. **4033** - Lactation Accommodation)

(cf. **4119.11** / **4219.11** / **4319.11** - Sexual Harassment)

**b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.**

**c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity**

(cf. [4119.41](#) / [4219.41](#) / [4319.41](#) - Employees with Infectious Disease)

**d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition**

(cf. [4032](#) - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code [12940](#) )

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Coordinator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition the superintendent or designee shall post in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR [11013](#)

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action) (cf. [4218](#) - Dismissal/Suspension/Disciplinary Action) Legal Reference:

#### **EDUCATION CODE**

**200-262.4 Prohibition of discrimination CIVIL CODE**

**51.7 Freedom from violence or intimidation GOVERNMENT CODE**

**11135 Unlawful discrimination**

**11138 Rules and regulations**

**12900-12996 Fair Employment and Housing Act**

#### **PENAL CODE**

**422.56 Definitions, hate crimes**

**CODE OF REGULATIONS, TITLE 2**

**11006-11086 Discrimination in employment**

**11013 Recordkeeping**

**11019 Terms, conditions and privileges of employment**

**11023 Harassment and discrimination prevention and correction 11024 Sexual harassment training and education**

**CODE OF REGULATIONS, TITLE 5**

**4900-4965 Nondiscrimination in elementary and secondary education UNITED STATES CODE, TITLE 20**

**1681-1688 Title IX of the Education Amendments of 1972**

**UNITED STATES CODE, TITLE 29**

**621-634 Age Discrimination in Employment Act**

**794 Section 504 of the Rehabilitation Act of 1973**

**UNITED STATES CODE, TITLE 42**

**2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended**

**Legal Reference: (continued)**

**2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended 2000ff-2000ff-11 Genetic Information**

**Nondiscrimination Act of 2008 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964**

**12101-12213 Americans with Disabilities Act**

**CODE OF FEDERAL REGULATIONS, TITLE 28 35.101-35.190 Americans with Disabilities Act CODE OF FEDERAL REGULATIONS, TITLE 34 100.6 Compliance information**

**104.7 Designation of responsible employee for Section 504**

**104.8 Notice**

**106.8 Designation of responsible employee and adoption of grievance procedures**

**106.9 Dissemination of policy**

**110.1-110.39 Nondiscrimination on the basis of age**

Folsom Cordova Unified School District - 12 Criteria, Induction Program



## **COURT DECISIONS**

**Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863**

**Shephard v. Loyola Marymount, (2002) 102 CalApp.4th 837**

**Management Resources:**

## **CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS**

**California Law Prohibits Workplace Discrimination and Harassment, December 2014 U.S.**

**DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS**

**Notice of Non-Discrimination, August 2010**

**EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS Questions and Answers:  
Religious Discrimination in the Workplace, 2008**

**New Compliance Manual Section 15: Race and Color Discrimination, April 2006**

**Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999**

## **WEB SITES**

**California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>**

**U.S. Department of Education, Office for Civil Rights:**

**<http://www.ed.gov/about/offices/list/ocr>**

**U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov> Policy FOLSOM CORDOVA**

**UNIFIED SCHOOL DISTRICT adopted: February 18, 2016 Folsom, California**

**revised: August 4, 2016,**

**revised: March 9, 2017**

# Teacher Induction Handbook

## 2019-2020

### Program Information

- Mission & Vision Statement
- Program Underpinnings
- Admission & Eligibility
- Early Completion Option (ECO)
- Contact Information
- Roles & Responsibilities: New Teacher
- Roles & Responsibilities: Mentor
- FCUSD Discrimination Policy

### A: Calendar of Events

- Year 1 Candidates
- Year 2 Candidates
- Mentors for all Candidates

### B: Support & Resources

- Early Completion Option Application
- Early Completion
- Early Completion CSTP Rubric

### C: Help & Problem Solving

- FAQs
- Grievance Process
- Grievance Process Flowchart
- Acronym Key

### D: Forms

- Candidate Enrollment Form
- Mentor Enrollment Form
- Acknowledgement of Policies/Procedures
- Clear Credential Application (*more to come*)

### E: Technology

- TalentEd Teacher Induction (*more to come*)
- Go Sign Me Up (*more to come*)

# Program Information

- Mission & Vision Statement
- Program Underpinnings
- Admission & Eligibility
- Early Completion Option (ECO)
- Contact Information
- Roles & Responsibilities: New Teacher
- Roles & Responsibilities: Mentor
- FCUSD Discrimination Policy

# Program Information

## Mission & Vision Statement

Mission: To provide a standards-based new teacher support and assessment program that will educate, empower and energize our new teachers. We seek to prepare caring and professional teachers who provide our students with a standards-based education. Teachers use data driven instruction to bring out the best in every student, every day while partnering with families and the community. Together in partnership, we support and assist in building professional efficacy in new teachers.

Vision: To create reflective practitioners who are committed to the success of all students and seek to be lifelong learners. This vision is the foundation in providing each new teacher with support and mentoring during the induction process.

# Program Information

## Program Underpinnings

Philosophy: New teachers who participate in the Teacher Induction program experience enhanced professional growth and development and become increasingly attached to teaching through a rich and thoughtful induction process. Each teacher gains their own professional voice by working in close concert with experienced colleagues and trained mentors to chart their progress through the California Standards for the Teaching Profession.

Program Design: The Teacher Induction program is a two year, job embedded process. Each new teacher is teamed with an experienced mentor teacher. The new teacher and mentor work collaboratively, through a series of learning experiences based on the California Standards for the Teaching Profession. Throughout the two year process, new teachers are given many opportunities to reflect upon their teaching practice and become conscientiously aware of effective instructional and management practices with the assistance of their assigned mentor.

Purpose: Teacher Induction is designed to support the professional development of newly credentialed teachers and fulfill the requirements for the California Clear Multiple and Single Subject Credential, or Ed specialist Credential. Ultimately, the program is also designed to increase student achievement, retain well-trained and effectively credentialed teachers and improve implementation of the California Standards for the Teaching Profession and California K-12 Academic Content Standards in district classrooms.

# Program Information

## Admission & Eligibility

Folsom Cordova Unified School District provides Teacher Induction programs to our employees who hold preliminary single subject, multiple subject and education specialist credentials.

There are no fees charged to participate. Induction program candidates and Mentors are required to complete a candidate commitment form each year.

FCUSD's Teacher Induction Program does not discriminate in admission against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or sexual orientation.

# Program Information

## Early Completion Option (ECO)

In accordance with CTC Induction Preconditions, FCUSD makes an early completion option available. An electronic application must be submitted and supporting documentation provided. The Early Completion Option is available for “experienced and exceptional” candidates who meet the following established criteria.

### ECO Requirements

- Hold a California Preliminary single subject, multiple subject, or education specialist credential
- Be employed in a California public school
- Be able to document a minimum of 3 years prior teaching experience as the teacher of record (Experience may include, but is not limited to completion of an intern program, teaching out of the state of California, or other recent teaching experience.)
- Be able to provide positive evaluations from prior teaching employment
- Provide evidence of exceptional practice during prior professional experience: For each of the six (6) California Standards for the Teaching Profession (CSTP), you must provide evidence/documentation of teaching practice that meets the quality indicators on the ECO Rubric.
- Provide a detailed recommendation from current site or district administrator
- Sign ECO Letter of Commitment (in lieu of standard Teacher Induction letter of Commitment)
- Evidence of exceptional teaching practice (video). Please submit a 10-15 minute continuous video of a lesson that you have taught that is representative of your teaching practice. The primary content of the video should show you providing instruction to your students.

This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential.

FCUSD’s Teacher Induction program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that they have the knowledge, skills, abilities and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Induction Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

# Program Information

## Contact Information

**Mindy Andrus, Teacher Induction Program Coordinator**

1965 Birkmont Drive

Rancho Cordova, CA 95742

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

**Lisa Vaca, Administrative Assistant**

1965 Birkmont Drive

Rancho Cordova, CA 95742

Phone: 916.294.2413 Email: [lvaca@fcusd.org](mailto:lvaca@fcusd.org)

<https://www.fcusd.org/Page/24938>



# Program Information

## Roles & Responsibilities: New Teacher

I understand that this induction program is part of the learning-to-teach continuum. Induction requirements for this program are designed to build on my professional teacher preparation.

1. Actively participate in all required Teacher Induction District Trainings and Meetings.
2. Complete required TalentEd Teacher Induction website documentation including a review of your credential and your individual renewal requirements.
3. Meet weekly with your Mentor or other appropriate resource personnel for an average of 1 hour each week for a total of 40 hours each year. Document reflective conversations on the TalentEd Teacher Induction website.
4. Participate in required informal and formal formative assessment observations with your Mentor.
5. Implement and periodically revise an annual Individualized Learning Plan (ILP) based on the results of formative assessment and your individual professional growth goal(s).
6. Develop electronic professional portfolio using the evidence collected through the various Teacher Induction processes.
7. Complete the review and presentation with your Mentor in preparation for your end-of-year Professional Growth Presentation.
8. Based on your ILP goals and with your Mentor and the Teacher Induction Program Coordinator's approval, participate in 24 hours per year, of professional development that directly related to your ILP goals.
10. Collaborate with your Mentor, Site Administrator(s), and colleagues to support development of your professional goals and growth. Observe another teacher/s and reflect on your learnings. Work with your Mentor to schedule and prepare for the observation.
11. Participate in the program evaluation process. Provide feedback on program effectiveness through the various surveys which will be distributed throughout the year. You will also receive a survey from the CTC when you complete the 2 year Teacher Induction Program.
12. If for any reason you and your Mentor are not working together in a professional and productive manner, please inform your Teacher Induction Coordinator.
13. Bring your own desired technology device (laptop, tablet, etc.) to each District training or meeting. Your device must be able to connect to wireless internet. In addition to accessing internet, you must also have the ability to record yourself teaching using iPad, smartphone or other device.

Note: All assessments are confidential and belong to the Teacher and the Teacher Induction Program. District personnel shall not use information generated through the Teacher Induction Program for employment purposes.

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Signature

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Date

# Program Information

## Roles & Responsibilities: Mentor

1. Actively participate in all required Mentor Retreats, Trainings and District Meetings.
2. Understand the professional induction and credentialing process through active support and engagement in the entire Teacher Induction Program.
3. Regularly use TalentEd Teacher Induction program to record information and check on the progress of your Teacher/s.
4. Complete required TalentEd Teacher Induction documents.
5. Meet weekly with your Teacher/s for an average 1 hour each week for a total of 40 hours each year. Review and approve the documents provided by the Teacher. Support teachers in meeting with other resource personnel as appropriate and serve as a support to teachers in identifying appropriate resource personnel.
6. Observe your Teacher/s in order to provide information based on the California Standards for the Teaching Profession and state-adopted student content and performance standards to be used in formative self-assessment and in determining professional growth goals.
7. Support and guide your Teacher/s in creating, implementing and periodically revising an Individualized Learning Plan (ILP) and related Action Research cycles based on the results of the formative assessment process.
8. Assist your Teacher's preparation for their end-of-year Professional Growth Presentation (PGP).
9. Collaborate with your Teacher/s, Site Administrator/s, Teacher Induction participants, and colleagues. Meet with site administrator during the "Triad meeting" to support teachers understanding of site, grade level, department and/or district goals.
10. Participate in the program evaluation process. Provide feedback on program effectiveness through the various surveys which will be distributed throughout the year.
11. Support your Teacher/s in the collection of evidence that meets program standards regarding their teaching practice over the two-year period.
12. If for any reason you and your Teacher are not working together in a professional and productive manner, please inform the Teacher Induction Program Coordinator immediately. New Teacher/Mentor matches may be adjusted, if necessary.

Note: All assessments are confidential and belong to the Teacher and the Teacher Induction Program. District personnel shall not use information generated through the Teacher Induction Program for employment purposes.

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Signature

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Date

# Program Information

## FCUSD Discrimination Policy

(cf. [4111/4211/4311](#) - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment.
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training.

Board Policy # cf 4111, 4211, 4311, 0410

# A: Calendar of Events

- Year 1 Candidates
- Year 2 Candidates
- Mentors for all Candidates

# A: Calendar of Events (Tentative)

## Year 1 Candidates

8/5/19 New Teacher Orientation Breakfast

9/18/19 FCUSD Orientation

10/15/19 District Meeting (Choose 1)

10/16/19 District Meeting

11/19/19 District Meeting (Choose 1)

11/20/19 District Meeting

12/10/19 District Meeting (Choose 1)

12/11/19 District Meeting

1/21/20 District Meeting (Choose 1)

1/22/20 District Meeting

2/11/20 District Meeting (Choose 1)

2/12/20 District Meeting

3/17/20 District Meeting (Choose 1)

3/18/20 District Meeting

4/22/20 EOY Presentations (Secondary)

4/29/20 EOY Presentations (Elementary)

5/6/20 EOY Culminating Event & Celebration (All New Teachers & Mentors)

# A: Calendar of Events (Tentative)

## Year 2 Candidates

8/5/19 New Teacher Orientation Breakfast (If first year with FCUSD)

9/18/19 FCUSD Orientation

10/15/19 District Meeting (Choose 1)

10/16/19 District Meeting

11/19/19 District Meeting (Choose 1)

11/20/19 District Meeting

12/10/19 District Meeting (Choose 1)

12/11/19 District Meeting

1/21/20 District Meeting (Choose 1)

1/22/20 District Meeting

2/11/20 District Meeting (Choose 1)

2/12/20 District Meeting

3/17/20 District Meeting (Choose 1)

3/18/20 District Meeting

4/22/20 EOY Presentations (Secondary)

4/29/20 EOY Presentations (Elementary)

5/6/20 EOY Culminating Event & Celebration (All New Teachers & Mentors)

# A: Calendar of Events

## Mentors for all Candidates

7/17/19	Mentor Retreat (Choose 1)
7/24/19	Mentor Retreat
8/5/19	New Teacher Orientation Breakfast
9/18/19	FCUSD Orientation
10/15/19	District Meeting (Choose 1)
10/16/19	District Meeting
11/19/19	District Meeting (Choose 1)
11/20/19	District Meeting
12/10/19	District Meeting (Choose 1)
12/11/19	District Meeting
1/21/20	District Meeting (Choose 1)
1/22/20	District Meeting
2/11/20	District Meeting (Choose 1)
2/12/20	District Meeting
3/17/20	District Meeting (Choose 1)
3/18/20	District Meeting
4/22/20	EOY Presentations (Secondary) (Choose 1)
4/29/20	EOY Presentations (Elementary)
5/6/20	EOY Culminating Event & Celebration (All New Teachers & Mentors)

## **B: Support & Resources**

**Early Completion Option Application**

**Early Completion Recommendation Form**

**Early Completion CSTP Rubric**

***More to come***



# B: Support & Resources

**Early Completion Option Application 2019-2020**

**Application Due Date: 11/01/19**

SB57 (Scott) provides for an Early Completion Option for Multiple, Single Subject and Education Specialist induction candidates. The Early Completion Option (ECO) is equally as rigorous as the full-length program, although shorter in length. Upon successful completion of induction requirements as set forth in this policy, candidates are recommended to the Commission on Teacher Credentialing for a Clear Credential.

**Name:** \_\_\_\_\_ **School Site/s:** \_\_\_\_\_

**1. Prior Teaching experience as a full-time contractual Teacher of Record. Complete all that apply.**

**Private or Private School classroom experience**

Name & address of school/school district:

Years as Teacher of Record:

**Out of State Classroom experience**

Name & address of school/school district:

Years as Teacher of Record:

**2 year Intern Program Completion**

University or College name & address:

School site placement and grade level:

Date and verification of completion evidence:

2. Evidence of exceptional teaching practice during prior professional experience. For each of the six (6) California Standards for the Teaching Profession (CSTP), attach your documentation/evidence of teaching practice that meets the qualify indicators on the ECO Rubric.

3. Evidence of exceptional teaching practice video. Please submit a 10-15 minute continuous video of you teaching a lesson that shows you teaching your students.

4. Completion of the ECO Administrator Recommendation form. Administrator must email the for directly to the Teacher Induction Program Coordinator.

If accepted as an ECO candidate, you will be required to complete all ECO induction tasks by the required deadline. Failure to complete ECO tasks by the required deadline may result in you being dropped from the ECO program and moved to Year 1 status. Acceptance as an ECO Teacher Induction participant requires maintenance of exceptional performance and professionalism. The participant must meet all deadlines, and attend all required TEacher Induction District Meetings. If accepted to ECO status, the Teacher will be assigned ECO tasks.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

# B: Support & Resources

## Early Completion Recommendation Form 2019-2020

SB57 (Scott) provides for an Early Completion Option for Multiple, Single Subject and Education Specialist induction candidates. The Early Completion Option (ECO) is equally as rigorous as the full-length program, although shorter in length. Upon successful completion of induction requirements as set forth in this policy, candidates are recommended to the Commission on Teacher Credentialing for a Clear Credential.

All ECO applications will be reviews by the FCUSD Teacher Induction ECO Review Panel. The review panel will make the final decision on ECO status. Incomplete applications will not be accepted.

Candidates will receive notification by November 15, 2019 as to whether or not they have been accepted as an ECO candidate.

Candidates who are accepted into the ECO program will be given direction as to which tasks and events are required for the ECO and the deadline for completion of required tasks and events.

**Name:** \_\_\_\_\_ **School Site/s:** \_\_\_\_\_

Recommended for ECO Program: \_\_\_\_\_

Not recommended for ECO Program: \_\_\_\_\_

## B: Support & Resources

### Early Completion CSTP Rubric (*more to come*)

**Key Quality Indicators for CSTP 1:** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences and learning interests. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They monitor student learning and adjust instruction while teaching.

**Key Quality Indicators for CSTP 2:** Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They establish and maintain learning environments that are physically, intellectually and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. They employ classroom routines, procedures and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

**Key Quality Indicators for CSTP 3:** Teachers exhibit in depth working knowledge of subject matter and academic content standards. They apply knowledge of student development to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers use and adapt resources, technologies and standards-aligned instructional resources, including adopted materials, to make subject matter accessible to all students. They address the needs of English Learners and students with special needs to provide equitable access to the content.

**Key Quality Indicators for CSTP 4:** Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

**Key Quality Indicators for CSTP 5:** Teachers collect and analyze assessment data from a wide variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning goals and to plan, differentiate and modify instruction. They use assessment information to share timely and comprehensible feedback with students and their families.

**Key Quality Indicators for CSTP 6:** Teachers reflect on their teaching practices to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity and ethical conduct.

**0 No evidence found, 1 Minimal evidence, 2 Average evidence, 3 Exceptional evidence**

# C: Help & Problem Solving

**FAQs**

**Grievance Process**

**Grievance Process Flowchart**

**Acronym Key**

# C: Help & Problem Solving

## FAQs

### **What is a Teacher Induction Program?**

The intent of a teacher induction program is to provide a systematic structure of support for beginning teachers. A comprehensive induction program may include components such as: New teacher orientation, Mentor support, ILP goal setting, student portfolio, professional development, reflection, a triad meeting with Mentor, candidate & administrator, end of year presentation of professional growth, sharing of student portfolio, etc

### **Are part time teachers eligible for Teacher Induction?**

Yes. Decisions will be made on a case by case basis, but general guidelines require access to the same group of students regularly as well as responsibility for lesson planning, assessment, student caseload.

### **Are temporary or substitute teachers eligible for Teacher Induction?**

Generally, no. Decisions will be made on a case by case basis, but general guidelines require access to the same group of students regularly as well as responsibility for lesson planning, assessment, student caseload. Final decisions will be made by the Assistant Superintendent of Elementary or Secondary Instruction.

### **How do I access my records or request a transcript?**

Folsom Cordova Unified School District uses a web-based software application to track candidates' academic units and program completion. Candidates will be able to access unofficial copies of their records via password-protected access. Official transcripts must be requested in writing from the Induction Program Coordinator.

### **How are New Teacher/Mentor matches made?**

The relationship between the new teacher and the Mentor is critical for the success of our new teachers. Every effort will be made to assure that this relationship is a positive and productive one. Several factors are considered when matching the new teacher with an experienced Mentor. Prior positive and productive relationships, New Teacher/Mentor request, Administrator recommendation, proximity, school/work site, content area, grade level, etc.

### **What happens if a New Teacher/Mentor match isn't working?**

Contact the Teacher Induction Program Coordinator as soon as there are indicators that there is a mis-match. In most cases, the Coordinator, Mentor and New Teacher are able to work together to remove roadblocks and resolve most issues. If the Teacher Induction Program Coordinator, Mentor and New Teacher are unable to solve the problem, a new Mentor will be assigned.

# C: Help & Problem Solving

## FAQs

### **What does a teacher induction program in California mean?**

California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. Once the Preliminary Credential is obtained, new teachers will enroll in a 2 year Teacher Induction program. Once a teacher successfully completes all of the requirements of the Teacher Induction program, they can apply for the Clear Credential.

### **What is Teacher Induction/BTSA Program?**

The California Teacher Induction/Beginning Teacher Support and Assessment (BTSA) program provides formative assessment, individualized support and advanced content for newly-credentialed, beginning teachers and is the preferred pathway to a California Professional (Clear) Teaching Credential.

*(More to come)*

# C: Help & Problem Solving

## Teacher Induction Grievance Process

It is the intent of the Folsom Cordova Unified School District Teacher Induction Program that matters giving rise to a complaint be addressed first on an informal basis and at the level closest to the situation. If a complaint cannot be addressed and resolved informally, then formal steps are available for resolution to any complaint.

Program Eligibility concerns should be directed to the Teacher Induction Program Coordinator who will review state guidelines for eligibility and provide information about deferred entry or alternative programs.

Candidate concerns, including those related to evaluation of work, recommendation for a Clear Credential, or program extension should also be directed to the Teacher Induction Program Coordinator who will work in partnership with the Credential Analyst to respond to concerns in a timely manner. To clarify, the following steps shall occur:

**Step 1:** An informal, verbal conversation between the Teacher Induction Coordinator and the other party, where the first attempt to resolve the issue is made.

If step 1 did not solve the problem, proceed to step 2.

**Step 2:** A formal, written complaint completed by the complainant is filed with the Teacher Induction Program Coordinator. They work collaboratively to solve the problem within 10 working days.

If step 2 did not solve the problem, proceed to step 3.

**Step 3:** A Uniform Complaint process begins.

# C: Help & Problem Solving

## Teacher Induction Grievance Process

### Step 1: Informal Complaint Process

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the Teacher Induction candidate shall first discuss the issue with the Teacher Induction Coordinator. Formal complaint procedures shall not be initiated until the Teacher Induction participant has first attempted to resolve the matter informally.

### Step 2: General Complaint Process

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Teacher Induction Program Coordinator. The early informal resolution of complaints at the lowest level is encouraged whenever possible. Procedure/Timeline:

1. Discuss the situation directly with the person involved if appropriate. If not resolved within 10 working days...
2. Discuss with the site supervisor or principal (who will provide the General Complaint Form) If not resolved within 10 working days...
3. Forward the General Complaint Form to the appropriate Instructional Assistant Superintendent or Human Resources for procedural review.

Link to form in English:

<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/general%20complaint.pdf>

### Step 3: Uniform Complaint

If the complaint has not been satisfactorily resolved at Step 2, the Uniform Complaint process should be followed. A Uniform Complaint alleges a violation of federal or state laws governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and failure to comply with laws relating to pupil fees. All concerns should first be brought to the attention of the direct parties and the appropriate supervisor following the General Complaint Procedure.

Title IX of the Education Amendments of 1972, implemented at 34 CFR § 106.31, sub (a), provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives federal financial assistance.



# C: Help & Problem Solving

## Teacher Induction Grievance Process, continued

Title IX violations shall be reported via the Uniform Complaint Procedure. If you are unsure if your issue fits this category, a General Complaint is an appropriate starting point and it can be moved to either the Williams or Uniform category as needed. Procedure/Timeline:

1. Within 5 working days of conclusion of Informal Complaint procedure (discussing the complaint with school site principal), complainant requests Level I form, completes it and files with School Site Principal
2. Within 10 working days of receipt of Level I Complaint form, a site/program administrator will:
  - a. Obtain written statements from employee(s) regarding concern
  - b. Issue written statement to complainant and employee(s) of investigation, conclusion, actions taken to resolve
  - c. Advise complainant of appeal process
3. Complainant has 5 working days from receipt of decision to submit written appeal to Superintendent/Designee (Level 2)
4. Complainant may file written appeal to Board of Education within 5 working days of receipt of District decision (Level 3)
5. The Complainant may appeal to the Department of Education within fifteen (15) days of receipt of the Board decision

Link to Uniform Complaint Procedures:

[https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/FCUSD\\_UCP\\_Brochure\\_SinglePageLayout-Eng.pdf](https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/FCUSD_UCP_Brochure_SinglePageLayout-Eng.pdf)

Link to Uniform Complaint Form:

<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/NEW%20UCP%20new%20header.pdf>

Link to BP 1312.3 Community Relations

<http://www.gamutonline.net/district/folsomcordovausd/DisplayPolicy/690448/1>

# C: Help & Problem Solving

## Grievance Process Flowchart

### Step 1: Informal Complaint Process

The Teacher Induction Participant discusses the issue with the Teacher Induction Program Coordinator.



### Step 2: General Complaint Process

If not resolved through informal process, complainant files written general complaint form with the Teacher Induction Program Coordinator within 10 days. Within 10 working days of receipt of complaint, Teacher Induction Program Coordinator conducts investigation and meets with complainant. Within 10 working days after the meeting, the Teacher Induction Coordinator prepares and sends a written response. If not resolved through the General Complaint Process, the Teacher induction Coordinator will forward the General Complaint Form to the appropriate Instructional Assistant Superintendent or Human Resources for procedural review.



### Step 3: Uniform Complaint Process

Within 5 working days of conclusion of Informal Complaint procedure (discussing the complaint with school site principal), complainant requests Level I form, completes it and files with School Site Principal. Within 10 working days of receipt of Level I Complaint form, a site/program administrator will: obtain written statements from employee(s) regarding concern, issue written statement to complainant and employee(s) of investigation, conclusion, actions taken to resolve and advise complainant of appeal process.

1. Complainant has 5 working days from receipt of decision to submit written appeal to Superintendent/Designee
2. Complainant may file written appeal to Board of Education within 5 working days of receipt of District decision
3. The Complainant may appeal to the Department of Education within fifteen (15) days of receipt of the Board decision



For detailed information, please see the FCUSD Human Resources Webpage:

<https://www.fcusd.org/Page/26066>

# C: Help & Problem Solving

## Acronym Key

<b>BU</b>	<b>Brandman University</b>
<b>CCSS</b>	<b>Common Core State Standards</b>
<b>CTC</b>	<b>Commission on Teacher Credentialing</b>
<b>COE</b>	<b>County Office of Education</b>
<b>CSTP</b>	<b>California Standards for the Teaching Profession</b>
<b>CSUS</b>	<b>California State University, Sacramento</b>
<b>CLAD</b>	<b>Cross-Cultural Language Acquisition Development</b>
<b>CTP</b>	<b>Continuum of Teaching Practice</b>
<b>ELL</b>	<b>English Language Learner</b>
<b>IHE</b>	<b>Institute of Higher Education</b>
<b>IEP</b>	<b>Individual Education Program</b>
<b>LCAP</b>	<b>Local Control Accountability Plan</b>
<b>LCFF</b>	<b>Local Control Funding Formula</b>
<b>PAR</b>	<b>Peer Assistance &amp; Review</b>
<b>PGP</b>	<b>Professional Growth Presentation</b>
<b>PT</b>	<b>Participating Teacher</b>
<b>SARC</b>	<b>School Accountability Report Card</b>
<b>SP</b>	<b>Support Provider</b>
<b>SCOE</b>	<b>Sacramento County Office of Education</b>
<b>TP</b>	<b>Transition Plan</b>

*(more to come)*

# D: Forms

**Candidate Enrollment Form**

**Mentor Enrollment Form**

**Acknowledgement of Policies/Procedures**

**Clear Credential Application (*more to come*)**

# D: Forms

## Candidate Enrollment Form

Full Name as it appears on Credential :

Address:

Personal & school phone number & extension:

Primary School/Location & room number:

FCUSD email address:

Personal email address:

Date of FCUSD hire:

Is this your first contracted teaching position?

If no, name of district/school and employed and dates of employment:

Have you participated in Teacher Induction/BTSA elsewhere?

If yes, what district or consortium, dates of participation and Coordinator name:

List any credential/s you currently hold and expiration date/s:

Are you enrolled in a Master's Program:

If yes, name of institution and program name:

Number of years you have taught in California:

Number of years you have taught out of state and name of state:

List any out of state credential/s you currently hold and expiration date/s:

Any additional information, Mentor preference, etc.:

Please read the FCUSD Teacher Induction Program Roles & Responsibilities. I have read the FCUSD Teacher Induction Roles & Responsibilities and I agree to adhere to and fulfill them. I hereby request to participate in FCUSD Teacher Induction Program.

Signature/Date:

# D: Forms

## Mentor Enrollment Form

Full Name:

Address:

Personal & school phone number & extension:

Primary School/Location & room number:

FCUSD email address:

Personal email address:

List all credential/s you currently hold and expiration date/s:

Teaching Experience:

Dates employed	District	School	Grade	Content Area


List Academic Preparation for teaching:

Dates of attendance	Institution	Degree	Major/Minor	Focus Area


What is your experience with Teacher Induction/BTSA? What makes you interested in supporting new teachers and what makes you an excellent candidate?

Describe a time in your professional educational career where you had a conflict with a colleague, parent or administrator. How did you handle the conflict? What was the result? What might you do differently?

## Mentor Enrollment Form, continued

Describe your experiences with collaboration in an educational setting:

Describe your unique qualities, interpersonal skill and strengths that you bring to this position:

How would you support a teacher who has just been notified they have been non-reelected?

How do you continually improve your professional practice?

What contributions have you made to the teaching profession? (e.g., research, published articles, leadership roles, site coaching, cooperative teaching, etc.)

Please describe a time you had a student who exhibited challenging behaviors. What worked and what didn't work? How did you go about managing the student behavior? What did you learn from the experience?

How would you support a beginning teacher to improve their performance?

What are the components of an effective lesson?

Please read the FCUSD Teacher Induction Program Roles & Responsibilities. I have read the FCUSD Teacher Induction Roles & Responsibilities and I agree to adhere to and fulfill them. I hereby request to participate in FCUSD Teacher Induction Program.

Signature/Date:

# D: Forms

## Acknowledgement of Policies/Procedures

I acknowledge that I have received a copy of the Folsom Cordova Unified School District (FCUSD) Teacher Induction Program Participant Handbook. I understand that this participant handbook replaces any and all prior verbal and written communications regarding FCUSD Teacher Induction working conditions, policies, procedures, appeal processes, and benefits. I have read and understand the contents of this handbook and will act in accordance with these policies and procedures as a condition of my participation in FCUSD Teacher Induction Program. I understand that if I have questions or concerns at any time about the Participant Handbook, I will consult the Teacher Induction Program Coordinator or Human Resources staff, for clarification. Finally, I understand that the contents of the Teacher Induction Program handbook are simply policies and guidelines, not a contract or implied contract with participants. The contents of the Teacher Induction Program handbook may change at any time. Please read the Participant Handbook carefully to understand these conditions of participation before you sign this document.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

FCUSD Email address: \_\_\_\_\_

School/Site: \_\_\_\_\_

For more information, contact:  
Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)  
Folsom Cordova Unified School District



# D: Forms

Clear Credential Application (*more to come*)

# E: Technology

TalentEd Teacher Induction (*more to come*)

Go Sign Me Up (*more to come*)

# E: Technology

## **TalentEd Teacher Induction (*more to come*)**

All tasks and evidence will be housed in our web-based record system. TalentEd currently houses all FCUSD employee documents, evaluation reports and other confidential information. A separate platform is in the process of being developed to house Teacher Induction documents. New Teachers and Mentors will have access to this portal beginning August 2019.

Here is the link to the login page for FCUSD employees:

<https://fcusd.tedk12.com/sso/Account/Login?ReturnUrl=%2Fsso%2F%3Fpid%3D8%26productUrl%3D>

# E: Technology


## **Go Sign Me Up (*more to come*)**

All District Meetings, Professional Development opportunities, retreats and other Teacher Induction related events will be posted on the FCUSD GoSignMeUp system. New Teachers and Mentors will use this system to register for all events. The FCUSD GoSignMeUp system currently houses all FCUSD sponsored Professional Development opportunities, retreats and other events. New Teachers and Mentors will have access to the list of Teacher Induction events beginning August 2019.

Here is the link to the login page for FCUSD employees:



<https://www.fcusd.org/Domain/992>

## Teacher Induction Website Homepage



# Folsom Cordova

UNIFIED SCHOOL DISTRICT

 HOME
  POWERSCHOOL PORTAL
  SERVICE DESK
  CALENDAR

[Home](#)
[Our District](#)
[Our Board](#)
[Our Schools](#)
[Student Services](#)
[Departments](#)
[For Parents](#)
[For Staff](#)
[News](#)
[Events](#)

### Induction

- FCUSD Teacher Induction
- Induction Calendar
- Induction Program Information
- Induction Support Team
- Induction Accreditation

## Welcome to FCUSD Teacher Induction

[Edit Page](#)

**The Folsom Cordova Unified School District is currently seeking Accreditation from CTC.**

**Request for Comments – Educator Preparation Programs**

NOTICE: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow the Folsom Cordova Unified School District to sponsor educator preparation programs in California. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other - please specify). All identifying information will remain confidential.

For more information, contact:

Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

Folsom Cordova Unified School District

**If approved, our program will Launch August 2019!**

**Check back here for updates!**

**FCUSD Equal Opportunity Policy**

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The District also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in District programs and activities. Board Policy #cf0410

[http://www.gamutonline.net/district/folsomcordovausd/DisplayPolicy/1052777/4%20\(%20BP%204030\)](http://www.gamutonline.net/district/folsomcordovausd/DisplayPolicy/1052777/4%20(%20BP%204030))

## FCUSD Annual Notices



**Donald Ogden,**  
**Assistant Superintendent**  
 dogden@fcusd.org

### Department of Human Resources

**Folsom Cordova Unified School District**

To: All FCUSD Employees  
 From: Donald Ogden, Assistant Superintendent of Human Resources  
 Date: August 9, 2018  
 Subject: Annual Employee Notifications

FCUSD is required to provide all employees with policies and practices in the areas listed below. All employees should review this information. To access these items on FCUSD's website, go to FCUSD.org.

- click on Departments
- click on Human Resources
- click on each blue link
- Sexual Harassment ([AR 4119.11](#) / [4219.11](#) / [4319.11](#))
- Use of Pesticide product, active ingredients, Internet access to information ([AR 3514.2](#))
- Uniform Complaint Procedures, appeals, civil law remedies, coordinator, complaints about student fees, and local control accountability plan ([AR 1312.3](#), [BP 0460](#), [BP 3260](#))
- Request for volunteers to be trained to administer epinephrine auto-injectors, opioid antagonist ([AR 5141.21](#))
- Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal ([BP 4136](#) / [4236](#) / [4336](#))
- Oath or affirmation of allegiance of disaster service workers ([AR 4112.3](#) / [4212.3](#) / [4312.3](#))
- Drug and Alcohol/Tobacco Free Workplace, actions taken if violated, employee assistance program ([BP 4020](#) / [BP 4159](#) / [4259](#) / [4359](#))
- Right to purchase service credit for military service performed prior to public employment ([GC 21029](#))
- Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan ([AR 5141](#))
- District's tobacco-free policy and enforcement procedures ([AR 3513.3](#))
- AIDS and hepatitis B, methods to prevent exposure ([AR 4119.43](#) / [4219.43](#) / [4319.43](#))
- Amount of sick leave available ([AR 4161.1](#) / [4261.1](#) / [4361.1](#))
- Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage, Disability rights and benefits ([BP 4154](#) / [4254](#) / [4354](#))
- Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor ([AR 4157.1](#) / [4257.1](#) / [4357.1](#))
- Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law ([AR 5141.4](#))
- District's policy on nondiscrimination and related complaint procedures ([BP 0410](#) / [BP 4030](#))
- Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of leave when possible ([AR 4146.8](#) / [4261.8](#) / [4361.8](#))
- Availability of asbestos management plan; any inspections, response actions or post response actions planned in progress ([BP 3514](#))

If you have any questions or would like further information, please do not hesitate to call Donald Ogden at 916-294-9000.

1965 Birkmont Dr., Rancho Cordova, CA 95742

916.294-9002 • Fax 916.294-9021

[www.fcusd.org](http://www.fcusd.org)

## TalentEd Records Acknowledgements

### CERTIFICATED EMPLOYEE ACKNOWLEDGMENTS - REVIEW

Penal Code

[Penal Code.pdf](#)

FCUSD Job Hazards

[FCUSD Job Hazards.pdf](#)

Harassment Brochure

[Harassment Info.pdf](#)

Worker's Comp Info - English

[Workers' Comp Info - English.pdf](#)

Worker's Comp Info - Spanish

[Workers' Comp Info - Spanish.pdf](#)

Unemployment Brochure

[Unemployment Info.pdf](#)

AESOP Quick Guide

[AESOP QUICK GUIDE.pdf](#)

Technology Use Agreement

[2013 07 09 Technology Use Agreement.pdf](#)

Rights of Victims of Domestic Violence, Sexual Assault and Stalking

[Victims of Domestic Violence Leave Notice.pdf](#)

Salary Schedule

[Click here](#) to access the salary schedule.

Calendars for Staff

[Click here](#) to access the calendars for staff.

DIANNE AQUINO

----DRAFT----

## **Teacher Induction Grievance Process**

### **Step 1: Informal Complaint Process**

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the Teacher Induction candidate shall first discuss the issue with the Teacher Induction Coordinator. Formal complaint procedures shall not be initiated until the Teacher Induction participant has first attempted to resolve the matter informally.

### **Step 2: General Complaint Process**

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Teacher Induction Program Coordinator. The early informal resolution of complaints at the lowest level is encouraged whenever possible. Procedure/Timeline:

1. Discuss the situation directly with the person involved if appropriate. If not resolved within 10 working days...
2. Discuss with the site supervisor or principal (who will provide the General Complaint Form) If not resolved within 10 working days...
3. Forward the General Complaint Form to the appropriate Instructional Assistant Superintendent or Human Resources for procedural review.

Link to form in English:

<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/general%20complaint.pdf>

### **Step 3: Uniform Complaint**

If the complaint has not been satisfactorily resolved at Step 2, the Uniform Complaint process should be followed. A Uniform Complaint alleges a violation of federal or state laws governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and failure to comply with laws relating to pupil fees. All concerns should first be brought to the attention of the direct parties and the appropriate supervisor following the General Complaint Procedure.

Title IX of the Education Amendments of 1972, implemented at 34 CFR § 106.31, sub (a), provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives federal financial assistance.

Title IX violations shall be reported via the Uniform Complaint Procedure. If you are unsure if your issue fits this category, a General Complaint is an appropriate starting point and it can be moved to either the Williams or Uniform category as needed. Procedure/Timeline:

1. Within 5 working days of conclusion of Informal Complaint procedure (discussing the complaint with school site principal), complainant requests Level I form, completes it and files with School Site Principal



## **Teacher Induction Grievance Process, Continued**

2. Within 10 working days of receipt of Level I Complaint form, a site/program administrator will:

- a. Obtain written statements from employee(s) regarding concern
- b. Issue written statement to complainant and employee(s) of investigation, conclusion, actions taken to resolve
- c. Advise complainant of appeal process

3. Complainant has 5 working days from receipt of decision to submit written appeal to Superintendent/Designee (Level 2)

4. Complainant may file written appeal to Board of Education within 5 working days of receipt of District decision (Level 3)

5. The Complainant may appeal to the Department of Education within fifteen (15) days of receipt of the Board decision

Link to Uniform Complaint Procedures:

[https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/FCUSD\\_UCP\\_Brochure\\_SinglePageLayout-Eng.pdf](https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/FCUSD_UCP_Brochure_SinglePageLayout-Eng.pdf)

Link to Uniform Complaint Form:

<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/NEW%20UCP%20new%20header.pdf>

Link to BP 1312.3 Community Relations

<http://www.gamutonline.net/district/folsomcordovausd/DisplayPolicy/690448/1>

## Teacher Induction Grievance Process Flowchart

### Step 1: Informal Complaint Process

The Teacher Induction Participant discusses the issue with the Teacher Induction Program Coordinator.



### Step 2: General Complaint Process

If not resolved through informal process, complainant files written general complaint form with the Teacher Induction Program Coordinator within 10 days. Within 10 working days of receipt of complaint, Teacher Induction Program Coordinator conducts investigation and meets with complainant. Within 10 working days after the meeting, the Teacher Induction Coordinator prepares and sends a written response. If not resolved through the General Complaint Process, the Teacher induction Coordinator will forward the General Complaint Form to the appropriate Instructional Assistant Superintendent or Human Resources for procedural review.



### Step 3: Uniform Complaint Process

Within 5 working days of conclusion of Informal Complaint procedure (discussing the complaint with school site principal), complainant requests Level I form, completes it and files with School Site Principal. Within 10 working days of receipt of Level I Complaint form, a site/program administrator will: obtain written statements from employee(s) regarding concern, issue written statement to complainant and employee(s) of investigation, conclusion, actions taken to resolve and advise complainant of appeal process.

1. Complainant has 5 working days from receipt of decision to submit written appeal to Superintendent/Designee
2. Complainant may file written appeal to Board of Education within 5 working days of receipt of District decision
3. The Complainant may appeal to the Department of Education within fifteen (15) days of receipt of the Board decision



For detailed information, please see the FCUSD Human Resources Webpage:  
<https://www.fcusd.org/Page/26066>

## Participant Acknowledgement Form



### *Teacher Induction*

1965 Birkmont Drive, Rancho Cordova, CA 95742 (916) 294-2413 Fax: (916) 294-9020

Mindy Andrus, M.Ed., Coordinator [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

Lisa Vaca, Administrative Assistant [lvaca@fcusd.org](mailto:lvaca@fcusd.org)

### Participant Acknowledgement of Policies and Procedures

I acknowledge that I have received a copy of the Folsom Cordova Unified School District (FCUSD) Teacher Induction Program Participant Handbook. I understand that this participant handbook replaces any and all prior verbal and written communications regarding FCUSD Teacher Induction working conditions, policies, procedures, appeal processes, and benefits. I have read and understand the contents of this handbook and will act in accordance with these policies and procedures as a condition of my participation in FCUSD Teacher Induction Program. I understand that if I have questions or concerns at any time about the Participant Handbook, I will consult the Teacher Induction Program Coordinator or Human Resources staff, for clarification. Finally, I understand that the contents of the Teacher Induction Program handbook are simply policies and guidelines, not a contract or implied contract with participants. The contents of the Teacher Induction Program handbook may change at any time. Please read the Participant Handbook carefully to understand these conditions of participation before you sign this document.

Name: \_\_\_\_\_ FCUSD Email address: \_\_\_\_\_

For more information, contact:

Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org) Folsom Cordova Unified School District

## FCUSD District Information Webpage



# Folsom Cordova

UNIFIED SCHOOL DISTRICT

 HOME
  POWERSCHOOL PORTAL
  SERVICE DESK
  CALENDAR

[Home](#)
[Our District](#)
[Our Board](#)
[Our Schools](#)
[Student Services](#)
[Departments](#)
[For Parents](#)
[For Staff](#)
[News](#)
[Events](#)

### Holiday STAR shopping spree puts smile on Rancho Cordova elementary students' faces

A number of Rancho Cordova elementary students were treated to a shopping spree thanks to The Holiday STAR program. [read more](#)

### FHS student participates in MARIJUANA IS NOT FOR ME Winter PSA

The Future Forward Campaign encourages teens to stay away from drinking or using marijuana. [read more](#)

### Bulldogs football team wins fourth CIF I-AA state championship in a decade

The Bulldogs beat Cathedral Catholic in CIF I-AA championship game. [read more](#)

#### Report Bullying

- Report Bullying - FCUSD

#### School Board Agendas

 powered by CSBA

[School Board Agendas and Minutes](#)

#### Quick Links

- All About Lunch
- Board Policies
- Budget Central

#### Announcements

##### FCUSD Seeking Accreditation from CTC

Notice: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). All identifying information will remain confidential.

For additional information see the full memorandum linked below or contact Mindy Andrus, Teacher Induction Program Coordinator by Phone: 916.294.2413 or Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

[CTC Request for Comments - Education Preparation Program Memo](#)

#### District News

##### District Newsletter Signup

Stay connected to student success by signing up for your FCUSD District Digest eNewsletter!

[Sign up today](#)

#### Contact Us

**District Office**  
 1965 Birkmont Drive  
 Rancho Cordova, CA 95742-6407  
[\[ View Google Map \]](#)

Phone: (916) 294-9000  
 Fax: (916) 294-9020

## FCUSD Teacher Induction Brochure

### We serve teachers who:

Hold Preliminary Multiple Subject,  
Single Subject or Education Specialist  
credentials and need to clear them.

We offer:

Early Completion Option

Continuing Education Units

**Launching...**

**August 2019**

### Contact us:

#### Folsom Cordova Unified School District

Mndy Andrus  
Teacher Induction Program  
Coordinator  
Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

Lisa Vaca  
Teacher Induction Administrative  
Assistant  
[lvaca@fcusd.org](mailto:lvaca@fcusd.org)

1695 Birkmont Drive  
Rancho Cordova, CA 95742

Phone: 916.294.2413

FCUSD's Teacher Induction Program, in accordance with applicable Federal and State law and District policy, does not discriminate in admission against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. The District also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in District programs and activities.

### Teacher Induction Program



#### Folsom Cordova Unified School District

## FCUSD Teacher Induction Brochure

### Program Overview

Each Induction participant receives an average of not less than one hour per week of individualized support/ mentoring coordinated and/or provided by the mentor.

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program

The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and **not** for evaluation for employment purposes.

\*In accordance with CTC Induction Preconditions, FCUSD makes an Early Completion Option available. Experienced and exceptional candidates who meet established criteria may be eligible to apply for the Early Completion Option. Please visit our website to learn more.

### Fees

This program is provided at **no charge** to teachers in the Folsom Cordova Unified School District who hold a Preliminary Teaching Credential.

### Program Details

Candidates and mentors will attend regularly scheduled after-school workshops throughout each year of the program. Workshops are cohort specific, differentiated, and feature participant-driven agendas designed to address the varied needs of 1st and 2nd year teachers or mentors which arise during the school year.

Together with their mentors, candidates will develop and refine an Individual Learning Plan that is based on the California Standards for the Teaching Profession.

District -provided content area professional development may be counted toward Induction requirements. (Prior approval from coordinator required.)

Candidates will collect evidence of coursework, fieldwork, assessments, and participation in mentoring that indicate that they meet CTC adopted competency and support all students in meeting state adopted academic standards and possess the knowledge and skills necessary to effectively educate our students.

Visit <https://www.fcusd.org/Domain/5165> for more information or to enroll.

### Mission & Vision

To provide a standards-based new teacher support and assessment program that will


educate, empower and energize our new teachers. We seek to prepare caring and professional teachers who provide our students with a standards-based education. Teachers use data driven instruction to bring out the best in every student, every day while partnering with families and the community. Together in partnership, we support and assist in building professional efficacy in new teachers.

To create reflective practitioners who are committed to the success of all students and seek to be lifelong learners. This vision is the foundation in providing each new teacher with support and mentoring during the induction process.

### Requirements





FCUSD's Teacher Induction Program is a pathway to earning a Clear California Teaching Credential, this completion of all elements outlined in the ILP as well as participation in all district meetings and mentoring is required. District meeting dates are provided well in advance so that participants can reschedule or make alternate arrangements for any calendar conflicts. New and returning candidates must register prior to September 30th of the year in which they wish to enroll.

## FCUSD Schools Webpage



# Folsom Cordova

UNIFIED SCHOOL DISTRICT

 HOME
  POWERSCHOOL PORTAL
  SERVICE DESK
  CALENDAR

[Home](#)
[Our District](#)
[Our Board](#)
[Our Schools](#)
[Student Services](#)
[Departments](#)
[For Parents](#)
[For Staff](#)
[News](#)
[Events](#)

## Our Schools Directory

A B C E F G K M N O P R S T V W

- District Map of Schools
- School Directory
- School Report Cards (SARCS)

### A

- Adult Ed

### B

- Blanche Sprentz Elementary

### C

- Carl Sundahl Elementary
- Cordova Gardens Elementary
- Cordova High School
- Cordova Meadows Elementary
- Cordova Villa Elementary

### E

- Empire Oaks Elementary

### F

- Folsom Cordova Community Charter ... K-8 Home School Program
- Folsom High School

- Folsom Hills Elementary
- Folsom Lake High School
- Folsom Middle School

### G

- Gold Ridge Elementary

### K

- Kinney High School

### M

- Mather Heights Elementary
- Mills Middle School

### N

- Natoma Station Elementary
- Navigator Elementary

### O

- Oak Chan Elementary

### P

- Peter J Shields Elementary

- Prospect Community Day School (Formerly MYA)

### R

- Rancho Cordova Elementary
- Riverview STEM Academy
- Russell Ranch Elementary

### S

- Sandra J Gallardo Elementary
- Sutter Middle School

### T

- Theodore Judah Elementary

### V

- Vista Del Lago High School

### W

- W.E. Mitchell Middle School
- Walnutwood High School
- White Rock Elementary
- Williamson Elementary



# FCUSD Facilities List

## 2018/2019

### FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

1965 Birkmont Drive ♦ Rancho Cordova, CA 95742 ♦ 916.294.9000 ♦ FAX 916. 294.9020

**Sarah Koligian, Ed. D., Superintendent**

Kathryn Allaman, Assistant Superintendent, Secondary Instruction

Rhonda Crawford, Assistant Superintendent, Business Services

Don Ogden, Assistant Superintendent, Human Resources

Betty Jo Wessinger, Assistant Superintendent, Special Education and Director, SELPA

Curtis Wilson, Assistant Superintendent, Elementary Instruction

#### ELEMENTARY SCHOOLS

210	Blanche Sprentz Elementary TK-5 249 Flower Drive, Folsom, CA 95630	1966	294.9110 FAX 294.2480	Andy Smith, Principal Julie Bruce, Admin Asst
220	Carl H. Sundahl Elementary K-5 9932 Inwood Road, Folsom, CA 95630	1987	294.2425 FAX 294.2481	Monika Himmrich, Principal Becky Crust, Admin Asst
605	Cordova Gardens Elementary K-6 2400 Dawes Street, Rancho Cordova, CA 95670	FLES 1959	294.9115 FAX 294.2475	John Bliss, Principal Kellie McKinley, Admin Asst
610	Cordova Lane Center, CA State Preschool Prog. 2460 Cordova Lane, Rancho Cordova, CA 95670		294-9090 FAX 294.2474	Jacqueline Wyse, Coordinator Sonia Davis, Admin Asst
615	Cordova Meadows Elementary K-5 2550 La Loma Drive, Rancho Cordova, CA 95670	Uniforms 1965	294.9120 FAX 294.2482	Marie Pawlek, Principal Lynn Blodgett, Asst. Principal Kelley Wentworth, Admin Asst
620	Cordova Villa Elementary TK-5 10359 S. White Rock Road, Rancho Cordova, CA 95670	1969	294.9125 FAX 294.2483	Richard Tapia, Principal Rebecca Evers, Asst. Principal Jennifer Trevino, Admin Asst
290	Empire Oaks Elementary K-5 1830 Bonhill Drive, Folsom, CA 95630	2001	294.9130 FAX 294.2484	Alison McKeenan-Rice, Principal Malissa Thatcher, Admin Asst
230	Folsom Hills Elementary TK-5 106 Manseau Drive, Folsom, CA 95630	FLES 1991	294.9135 FAX 294.2485	Shawn Lundberg, Principal Vicky Cackler, Admin Asst
240	Gold Ridge Elementary K-5 735 Halidon Way, Folsom, CA 95630	1998	294.9140 FAX 294.9079	David Frankel, Principal Teresa McLaughlin, Admin Asst
630	Mather Heights Elementary K-5 4370 School Road, Mather, CA 95655	ACADEMY 2000	294-2440 FAX 294.2486	Sara Parenzin, Principal Kristina Vargas, Admin Asst
250	Natoma Station Elementary K-5 500 Turn Pike Drive, Folsom, CA 95630	1994	294.9145 FAX 351.9209	Vickie Boudouris, Principal Susan Thomas, Admin Asst
660	Navigator Elementary K-5 10679 Bear Hollow Drive, Rancho Cordova, 95670	2006	294.2420 FAX 294.9082	Carole Vargas, Principal Wendy Sol, Asst. Principal Melanie Whitney, Admin Asst
260	Oak Chan Elementary K-5 101 Prewett Drive, Folsom, CA 95630	1989	294.9155 FAX 294.2487	Kat Bahry, Principal Karen Morris, Admin Asst
635	Peter J. Shields Elementary TK-5 10434 Georgetown Drive, Rancho Cordova, CA 95670	1961	294.9160 FAX 294.2488	Ted Bosque, Principal Tracy McKnight, Admin Asst
640	Rancho Cordova Elementary TK-5 2562 Chassella Way, Rancho Cordova, CA 95670	1956	294.9165 FAX 294.2489	Jessica Hutchinson, Principal Liz Ely, Admin Asst
648	Riverview STEM Academy K-5 10700 Ambassador Drive, Rancho Cordova, CA 95670	MAGNET 2014	294.2435 FAX 294.2436	Tony Peterson, Principal Janet McCarthy, Admin Asst
285	Russell Ranch Elementary K-5 375 Dry Creek Road, Folsom, CA 95630	2007	294.2430 FAX 294.2431	Joanie Cunningham, Principal Amanda McBee, Admin Asst
270	Sandra J. Gallardo Elementary K-5 775 Russi Road, Folsom, CA 95630	2003	294.9170 FAX 294.9077	Pat Graham, Principal Zaherabel Rodriguez, Admin Asst
280	Theodore Judah Elementary K-5 101 Dean Way, Folsom, CA 95630	ACADEMY 1950	294.9175 FAX 294.9071	Sandy Spaulding, Principal Mary Roy, Admin Asst
650	White Rock Elementary K-6 10487 White Rock Road, Rancho Cordova, CA 95670	1960	294.9180 FAX 294.9072	Canen Peterson, Principal Kim Christerson, Asst. Principal Concha (Maria) Cortes, Admin Asst
655	Williamson Elementary TK-5 2275 Benita Drive, Rancho Cordova, CA 95670	1962	294.9185 FAX 294.9073	Angi Carlomagno, Principal Amber Fontaine, Asst. Principal Shirley Abraham, Admin Asst



# FCUSD Facilities List

6/29/2018

## FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT MIDDLE SCHOOLS

310	<b>Folsom Middle School 6-8</b> 500 Blue Ravine Road, Folsom, CA 95630	1967	<b>294.9040</b> FAX 294-9078	Larry Mahoney, Principal Michael Bose, Asst. Principal Christy Wilkerson, Asst. Principal Karen Lewis, Admin Asst
710	<b>Mills Middle School 6-8</b> 10439 Coloma Road, Rancho Cordova, CA 95670	1960	<b>294.9045</b> FAX 294.2476	Dana Carrigan, Principal Jenna Schuette, Asst. Principal Keith Shields, Asst. Principal Cheryl Blower, Admin Asst
720	<b>Mitchell Middle School 6-8</b> 2100 Zinfandel Drive, Rancho Cordova, CA 95670	1964	<b>294.9050</b> FAX 294.2477	Dan Anklam, Principal Brian Botsford, Asst. Principal Sandra Garcia, Asst. Principal Amy Strawn, IB Coordinator Stacey Michelini, Admin Asst
320	<b>Sutter Middle School 6-8</b> 715 Riley Street, Folsom, CA 95630	2000	<b>294.9035</b> FAX 294.9081	Keri Phillips, Principal Kevin Garmston, Asst. Principal Andrew Evans, Asst. Principal Chrisi Jones, Admin Asst

## HIGH SCHOOLS

810	<b>Cordova High School 9-12</b> 2239 Chase Drive, Rancho Cordova, CA 95670	1961	<b>294.2450</b> FAX 294.9080	Jerad Hyden, Principal Joel Francisco, Asst. Principal Ann Botsford, Asst. Principal Michele Brown, Asst. Principal Amy Strawn, IB Coordinator Heidy Naderi, Admin Asst
415	<b>Folsom High School 9-12</b> 1655 Iron Point Road, Folsom, CA 95630	1997	<b>294.2400</b> FAX 294.9070	Howard Cadenhead, Principal Elizabeth Sisson, Asst. Principal Greg Crannell, Asst. Principal Eric Eklund, Asst. Principal Sherrie Graston, Admin Asst
410	<b>Vista del Lago High School</b> 1970 Broadstone Parkway, Folsom, CA 95630	2007	<b>294.2410</b> FAX 294.2411	Lori Emmington, Principal Jonathan Johnson, Asst. Principal Kimberly Moore, Asst. Principal Rochelle Dagnall, Admin Asst

## ALTERNATIVE EDUCATION

190	<b>Folsom Cordova Community Charter School</b> 4420 Monhegan Way, Mather, CA 95655 (K-8 home school)	2004	<b>294.9190</b> FAX 294.9191	Kristina Richardson, Director Nancy Morgan, Admin Asst
131	<b>Adult Education</b> 10850 Gadsten Way, Rancho Cordova, CA 95670	1989	<b>294.9106</b> FAX 294.2490	Rhonda Balmain, Principal Cindy Knoble, Admin Asst
840	<b>Walnutwood High School (Independent Study)</b> 10848 Gadsten Way, Rancho Cordova, CA 95670	1989	<b>294.9105</b> FAX 294.2479	Annie Conover, Principal Shelley Raffaelli, Admin Asst
420	<b>Folsom Lake High School (Continuation)</b> 955 Riley Street, Folsom, CA 95630	2000	<b>294.9055</b> FAX 294.9076	Leane Linson, Principal Doris Gronachon, Admin Asst
820	<b>Kinney High School (Continuation)</b> 2710 Kilgore Road, Rancho Cordova, CA 95670	1971	<b>294.9060</b> FAX 294.9075	Michelle Flowers, Principal Hugh (Allen) Sims, Asst. Principal Melissa Robledo, Admin Asst
830	<b>Prospect Community Day School</b> 2710 Kilgore Road, Rancho Cordova, CA 95670	1960	<b>294.9060</b> FAX 294.2478	Michelle Flowers, Principal Hugh (Allen) Sims, Asst. Principal Melissa Robledo, Admin Asst

## Veracity Letter


**FCUSD**
*Office of the Superintendent*

**Sarah Koligian, Ed.D.**  
**Superintendent**

July 10, 2019

Dear Commission Members:

The Folsom Cordova Unified School District (FCUSD) is committed to hiring, supporting and retaining highly qualified teachers. We recognize the critical role that a quality Teacher Induction program plays in attracting, supporting and retaining quality educators.

I, the undersigned Superintendent of the Folsom Cordova Unified School District, which sponsors the FCUSD Teacher Induction Program, submit this letter of verification as evidence that the LEA shall adhere to all of the requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved Teacher Induction Program.

Following a needs analysis comprised of the FCUSD Cabinet, Teachers, Mentors and other stakeholders, it has become clear that such a program is necessary in FCUSD in order to support and address the needs of teachers requiring induction. Currently, our candidates in our district receive teacher preparation through the Sacramento County Office of Education (SCOE). Due to the unique needs of our school district which serves two different cities, the projected growth of residential homes in the Folsom and Cordova areas over the next 20 years, the rising cost of the SCOE program and the need for a pipeline of teacher development in the East Sacramento/Highway 50 Corridor area, we are requesting acceptance into the program.

The program sponsor, FCUSD, will establish a Teacher Induction Credential Program Advisory Board that will work with our FCUSD Teacher Induction Design Team. The teams will work together to ensure the design, development and execution of the program's philosophical underpinnings, content, Mission, Vision, Goals and Values.

In addition to sponsoring the FCUSD Teacher Induction Program, I verify that each candidate accepted by the program will be enrolled until the candidate completes the program; until such time the candidate withdraws or is dropped from the program based on set and established criteria. In the event of program closure, individual transition plans will be developed for each participant.

1965 Birkmont Drive, Rancho Cordova, CA 95742

916.294-9000

[www.fcusd.org](http://www.fcusd.org)

## Veracity Letter

Page 2

July 10, 2019

Upon examination of the preconditions and standards and acting in my capacity as Superintendent, I affirm the veracity of all statements and documentation submitted to the Commission and understand that evidence found for lack of accuracy would be cause for denial of Initial Institutional Approval or for stipulations from the Committee on Accreditation.

Sincerely,



Sarah Koligian, Ed.D.

Superintendent

## FCUSD Board Policy #cf 6011 Academic Standards



[Folsom Cordova USD](#) | BP 6011 Instruction

### Academic Standards

The Governing Board shall adopt high standards for student achievement which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship.

The Superintendent or designee shall provide the Board with recommended standards using a process that involves teachers, school site and district administrators, students, parents/guardians, representatives from business/industry and postsecondary institutions, and/or community members. He/she shall ensure the proper articulation of standards between grade levels and the alignment of the standards with the district's vision and goals, graduation requirements, college entrance requirements, and other desired student outcomes. He/she also shall ensure that the standards are easily understandable and measurable.

- (cf. [0000](#) - Vision)
- (cf. [0200](#) - Goals for the School District)
- (cf. [1220](#) - Citizen Advisory Committees)
- (cf. [1700](#) - Relations Between Private Industry and the Schools)
- (cf. [6146.1](#) - High School Graduation Requirements)
- (cf. [6146.5](#) - Elementary/Middle School Graduation Requirements)

District content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

- (cf. [5148.3](#) - Preschool/Early Childhood Education)
- (cf. [6142.2](#) - World/Foreign Language Instruction)
- (cf. [6142.6](#) - Visual and Performing Arts Education)
- (cf. [6142.7](#) - Physical Education and Activity)
- (cf. [6142.8](#) - Comprehensive Health Education)
- (cf. [6142.91](#) - Reading/Language Arts Instruction)
- (cf. [6142.92](#) - Mathematics Instruction)
- (cf. [6142.93](#) - Science Instruction)
- (cf. [6142.94](#) - History-Social Science Instruction)
- (cf. [6174](#) - Education for English Language Learners)
- (cf. [6178](#) - Career Technical Education)

District curriculum, instruction, student assessments, and evaluations of the instructional program shall be aligned with district content standards. In accordance with Education Code [44662](#), standards of expected student achievement also shall be used in evaluating teacher performance.

- (cf. [0500](#) - Accountability)



(cf. [4115](#) - Evaluation/Supervision)  
 (cf. [6141](#) - Curriculum Development and Evaluation)  
 (cf. [6143](#) - Courses of Study)  
 (cf. [6162.5](#) - Student Assessment)  
 (cf. [6190](#) - Evaluation of the Instructional Program)

Teachers and school administrators shall receive ongoing professional development to inform them of changes in the standards and to build their capacity to implement effective standards-based instructional methodologies.

(cf. [4131](#) - Staff Development)  
 (cf. [4331](#) - Staff Development)

The Superintendent or designee shall annually communicate the applicable standards to students and their parents/guardians to inform them of the expectations for student learning at their grade level.

Staff shall continually assess students' progress toward meeting the standards, report each student's progress to the student and his/her parent/guardian, and offer remedial assistance in accordance with Board policy and administrative regulation.

(cf. [5121](#) - Grades/Evaluation of Student Achievement)  
 (cf. [5123](#) - Promotion/Acceleration/Retention)  
 (cf. [6177](#) - Summer School)  
 (cf. [6179](#) - Supplemental Instruction)

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary. At a minimum, district standards shall be reviewed whenever applicable statewide standards are revised and in response to changing student needs.

#### Legal Reference:

##### EDUCATION CODE

[44662](#) Evaluation of certificated employees

[51003](#) Statewide academic standards

[60605-60605.9](#) Adoption of statewide academically rigorous content and performance standards

##### UNITED STATES CODE, TITLE 20

[6311](#) State academic standards and accountability for Title I, Part A

#### Management Resources:

##### CSBA PUBLICATIONS

Common Core Standards, Fact Sheet, August 2010

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, January 2009

California Preschool Learning Foundations, Vol. 1, 2008

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, March 2008

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve, January 2005

Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve, January 2001

English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve, July 1999

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997

Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Common Core State Standards Initiative: <http://www.corestandards.org>

Council of Chief State School Officers: <http://www.ccsso.org>

National Governors Association Center for Best Practices: <http://www.nga.org/center>

U.S. Department of Education: <http://www.ed.gov>

Policy FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

adopted: October 20, 2011 Folsom, California

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Folsom Cordova Unified School District	M. Elena Cabrera Director of Categorical Programs and Grants	ecabrera@fcusd.org (916) 294-9000

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Folsom Cordova Unified School District is a large suburban district that spans the cities of Folsom and Rancho Cordova just east of the state Capitol. Our district has three comprehensive high schools, five continuing and alternative education schools, four middle schools, 20 elementary schools, one charter school, and preschool and adult programs serving over 20,000 students.

FCUSD's educational program has largely been constructed by teachers who, because of board and administrative support and vision, have been given the opportunity to develop a comprehensive standards-based curriculum delivered through a wide range of instructional strategies. The district continues to develop and improve upon these strategies through ongoing collaboration and professional development. The goal: ensuring all students are college and career ready by the time they graduate from FCUSD.

Much of FCUSD's success is a result of active parent and community engagement designed to build understanding and support for district-related activities. The parent-teacher-student organizations provide educational enhancement for every student by supporting FCUSD's academic and extracurricular programs. Community partners, such as the Folsom Cordova Education Foundation, provides additional resources for individual teachers and programs. Parents are also a vital part of the FCUSD policy and decision making process as members of the Superintendent's Communication Committee.

FCUSD's economic sector is home to global corporations, including Intel, Aerojet, Kaiser Permanente, and Verizon (each recognized leaders in their respective industries). Supporting the academic focus of the FCUSD are two outstanding academic institutions: California State University, well known for its teacher education program, as well as its engineering and computer science programs; and Folsom Lake College, with two state of the art campuses, located a short distance



from our high schools. Both institutions are an integral part of the Sacramento region, with numerous educational opportunities for our students and teachers.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Working closely with stakeholders throughout the district, four goals have been identified for focus within the next three years.

- Goal 1 - All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
- Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
- Goal 3 - Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
- Goal 4 - Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Folsom Cordova Unified School District has much to celebrate. Base on the indicators of progress and the California Dashboard the following areas were identified for distinction:

- English Learner Progress (+2.6%)
- Graduation Rate (97%)
- English Language Arts (19 schools increased their Distance from level 3)
- Mathematics (20 schools increased their Distance from level 3)
- Implementation of Town Hall meetings as a method to engage stakeholders in a purposeful way.

The districts will build upon its success by focusing on increasing individual and organizational capacity through professional learning opportunities directly connected to our LCAP goals. In addition, increased stakeholder input will enhance our ability to respond to community needs and expectations.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?



## Greatest Needs

Folsom Cordova Unified School districts (FCUSD) aggregate achievement data continues to be exemplary when compared to other schools in California. While FCUSD didn't have any state indicators in the "Red" or "Orange" performance levels, we have identified a need to focus on improving student performance on the suspension indicator by specifically focusing on the continued implementation of PBIS (Goal 2, Action 4) and positive alternatives for suspensions district wide (Goal 2, Action 4). In addition, as a result of our improved stakeholder engagement processes, we have identified the need to increase student connectedness and services to Foster Youth.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Suspension rate data shows that Homeless, Socioeconomically Disadvantaged, Students with Disabilities African American, and Pacific Islanders' students are two levels below the "all students" performance. To address the gap, the following actions and services are included:

- Decrease all suspension incidents by 2% (to 1624). Keep expulsions below 30, or decrease expulsion incidents by 2%. Closely monitor our system that reports and tracks bullying incidents and create an annual survey focused on school safety and connectedness for parents, staff, and students (Goal 2, Action 4).

To meet this goal, the district is implementing the following strategies and interventions:

1. PBIS: All schools have a PBIS Coach and are implementing PBIS.
2. Specialized training for all administrators focusing on empathy, equity, bullying prevention, LGBTQ, and at-risk students.
3. Monthly meetings for all Principals to analyze data and implement interventions.
4. Utilizing district resources (counselors, school social workers, and mental health specialists) to implement restorative practices, counseling, skills groups, and possible referral to outside agencies for our at-risk students.
5. Change of discipline policies. Example, first time marijuana and alcohol offenders will receive counseling and a reduction in the number of days of suspension.

Graduation rate of Students with Disabilities and Two or more Race subgroups are two levels below the "all students" performance. To address the gap the following actions and services are included:

- Utilize Lead to support teachers with first instruction and design intervention.
- Provided extended learning before and after school, summer school for 9-12 and Boost for K-8.
- Hired intervention teachers to support student not meeting grade level standards in ELA and Math.
- Continue ongoing assessment and early identification of deficits and interventions; utilize resources to identify effective strategies (Goal 4, Action 1) to provide students support.
- Provide math support at secondary schools with high-need students (Goal 4, Action 1).

- Identify appropriate curriculum and supports for special education students (Goal 4, Action 1).

Foster Youth, Homeless, Students with Disabilities, African American, American Indian, and Pacific Islander subgroups performance on the CAASPP English Language Arts is two levels below the “all students” performance. To address the gap the following actions and services are included:

- Student progress and educational outcomes will be monitored for success using CAASPP test results (Goal 4, Actions 1&2).

Foster Youth, Homeless, African American, Hispanic, and Pacific Islander subgroups performance on the CAASPP mathematics is two levels below the “all students” performance. To address the gap the following actions and services are included:

- Increase the high school graduation rate and decrease the dropout rate for all students including historically underperforming sub-groups (Goal 2, Action 2)
- Student progress and educational outcomes will be monitored for success using CAASPP test results (Goal 4, Actions 1&2)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

FCUSD will increase or improve services to low income, English learners, and foster youth through the implementation of the following strategies:

Created increased access to experiential learning; college visits, field trips, vasa experiences.

Provided child care to increase access to parent engagement for parents with low income, EL, Foster and Homeless Youth.

Safety: Through the formation of a new district wide Safety Committee, stakeholder feedback has identified the need for additional resources to support safety improvements in the following areas: Prevention and Planning; Security Measures; Threat Response; and Communication. Through the pending development of an action plan based on stakeholder feedback, additional services and expenditures will be identified in both the short and long term.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$218,765,804
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$223,039,722.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.



The district strives to implement its strategic vision toward improving student outcomes while maintaining fiscal responsibility. The LCAP includes 70.3% of the total general fund budget for 2018-19. Expenditures such as Chromebooks, transportation, classroom supplies, network support, utilities and insurance, as well as expenditures from restricted grants such as Title I, Title II, Title III, Maintenance, Mental Health, and other federal, state and local grants are not included in the LCAP. The majority of district general fund expenditures (85%) are used for salaries and benefits to deliver and support services to students (approximately \$185 million).

**DESCRIPTION****AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$175,609,665

# Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness.

- 1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
- 1.2 Maintain schools in good repair.
- 1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1.1 Credential audit  1.2 Williams facility audit  1.3 Williams instructional materials audit	1.1 100% appropriately assigned credentials  1.2 Williams on-site reviews were conducted in six schools. Teams checked for the good repair of school facilities. All six schools reviewed were found to be in exemplary condition. No emergency repair issues were found at any of the reviewed schools.  1.3 Williams on-site reviews were conducted in six schools. Teams checked for the sufficiency of instructional materials. All schools reviewed were found to have sufficient textbooks. However, the public hearing to determine the sufficiency of Instructional Materials was not held within the first eight weeks of the school year as required by Ed Code. A public hearing was held on November 16, 2017.

Expected	Actual
<p><b>17-18</b></p> <p>1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction (BTSA) participation by tracking successful completion of year 1 and year 2 and number of teachers completing.</p> <p>1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.</p> <p>1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.</p> <p><b>Baseline</b></p> <p>1.1 100% appropriately assigned and credentials</p> <p>1.2 100% in good repair</p> <p>1.3 100% compliance</p>	

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-assignments and	1.1 A) Human Resources (HR) provided appropriately credentialed staff and audited all	A) Credential Review (HR) 1000-3999: Classified/Certificated/Benefits Base 76,638	A) Credential Review (HR) 1000-3999: Classified/Certificated/Benefits Base 90,776

provide administrators training and greater awareness regarding legal assignment practices. B) Process through Committee on Assignments for Board. C) BTSA Professional Development will be expanded through Educator Effectiveness Grant.	master schedules for appropriate assignments/mis-assignments and provided administrators training and developed a greater awareness regarding legal assignment practices.  B) HR processed employees through Committee on Assignments using procedures found in the Board Policy.  C) BTSA progress was monitored by tracking the progression of teachers successfully advancing through the program.	C) Professional Development /BTSA 1000-3999: Classified/Certificated/Benefits Educator Effectiveness 690,000  A) Certificated Salaries 1000-3999: Classified/Certificated/Benefits Base 93,185,000  A) Special Education 1000-3999: Classified/Certificated/Benefits Base 21,072,000	C) Professional Development /BTSA 1000-3999: Classified/Certificated/Benefits Educator Effectiveness 694,562  A) Certificated Salaries 1000-3999: Classified/Certificated/Benefits Base 99,628,379  A) Special Education 1000-3999: Classified/Certificated/Benefits Base 26,317,773
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 A) Implement bond and maintenance projects. B) Hold quarterly Bond Oversight Committee meetings to review projects. C) Complete Annual Report to Voters and Board of Education on bond projects. D) Present project overviews to city councils and other special interest groups. E) Develop project timeline and cash flow. F) Communication to community and parents through website and other media. G) Add portables for K-3 CSR (Class Size Reduction) if needed.	1.2 A) Continued to implement bond and maintenance projects through Measure G, Measure P, and Deferred Maintenance. B) Held quarterly Bond Oversight Committee meetings to review project status. C) Completed Annual Report to Voters on bond projects. D) Presented project overviews to stakeholders, City Councils and other groups.	A) Maintenance and bond projects (Measures G and P) 6000-6999: Capital Outlay Bond fund 44,535,978  H) Custodial and maintenance upkeep 1000-3999: Classified/Certificated/Benefits Base 6,122,400	A) Maintenance and bond projects (Measures G and P) 6000-6999: Capital Outlay Bond fund 59,907,818  H) Custodial and maintenance upkeep 1000-3999: Classified/Certificated/Benefits Base 7,003,916



H) Continue to receive 100% compliance with the Williams Act Review.

E) Developed project timelines and estimated cash flow.

F) Communicated to community and parents through website and other media sources.

G) No additional portables for K-3 CSR needed.

H) Continued to receive 100% compliance with the Williams Act Review.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 A) Continue with ELA/ELD program/curriculum adoption monitoring and support (ie: iLit) B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff. C) Continue to fund support staff to assist with Title I services at all Title I school sites. D) Provide certificated librarian to oversee libraries with high EL/LI populations. E) Pilot and adopt/purchase common core aligned Social Science program/curriculum.	1.3 A) Provided all elementary and secondary ELA/ELD teachers a minimum of two all-day and afternoon sessions to support teachers with ELA/ELD program/curriculum adoption monitoring and support (ie: iLit, Benchmark, StudySync) B) Funded employees (BIAs, Translation Staff, service providers) dedicated to written and oral translation services. Continued to provide effective communication to parents and staff. C) Funded support staff as needed to assist with Title I services at all Title I school sites. Staff helped with enrollment, income verification, and parent teacher conferences.	A) iLit software 5000-5999: Services And Other Operating Expenditures Base 260,000  B) Translation Services 1000-3999: Classified/Certificated/Benefits Supplemental 215,838  D) Librarian 1000-3999: Classified/Certificated/Benefits Supplemental 60,361  E) Social Science Textbook Adoption/Replacement 4000-4999: Books And Supplies Base 1,600,000  E) Middle School Science supplementary instructional materials 4000-4999: Books And Supplies Base 384,000	A) iLit software 5000-5999: Services And Other Operating Expenditures Base 622,572  B) Translation Services 1000-3999: Classified/Certificated/Benefits Supplemental 249,037  D) Librarian 1000-3999: Classified/Certificated/Benefits Supplemental 63,136  E) Social Science Textbook Adoption/Replacement 4000-4999: Books And Supplies Base 950,000  E) Middle School Science supplementary instructional materials 4000-4999: Books And Supplies Base 350,000

D) Funded a certificated librarian located at CHS to oversee libraries with high EL/LI populations.  
 E) Began the pilot process for common core aligned Social Science program/curriculum. The adoption process for grades 9-12 will be phased during 2018-19. The adoption process for grades K-8 will continue through Fall 2018.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services associated with this goal have been implemented as planned. The district continues to immerse itself into the implementation of Measure G, a community bond that benefits schools in Folsom, and Measure P, a community bond that benefits schools in Rancho Cordova. The following projects have, or will be completed, as the end of this year: Cordova High School new gymnasium and stadium improvements; Folsom High School new auxiliary gymnasium; Carl Sundahl Elementary modernization/new construction; Oak Chan Elementary modernization/new construction; technology upgrades at Folsom High, Sutter Middle, Theodore Judah Elementary, Folsom Lake High, Folsom Middle, and Carl Sundahl Elementary;

In addition, the district continue to provide certificated staff professional development opportunities aimed at improving the quality of their instruction. Certificated staff had the opportunity to participate in four grade level or content area specific professional development days and one district wide professional development day. New this year was the implementation of professional development targeting classified employees. The district offered all classified employees the opportunity to participate in a district wide professional development day designed to increase their service to students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district is making progress towards the goal of ensuring all students receive high quality instruction and have access to curriculum that promotes college and career readiness. Through feedback provided by certificated and classified staff the professional development days offered this year have been received very well. In addition, the completion of Measure P and Measure G projects



translates into improved facilities and additional resources for FCUSD students and staff. There are still many projects to be completed, but staff is methodically completing projects.

The District collaborated with the Folsom Cordova Educators Association bargaining unit to implement a variety of strategies to attract and retain highly-qualified teachers. These strategies included; a raise and additional contribution to the benefits package, providing additional preparation time for special education teachers, reviewing and updating job descriptions and working conditions, and providing an additional professional development day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1A) Certificated salaries increased due to negotiated salary increases for 2016/17 and 2017/18

1.1A) Special Education contribution increased due to higher than projected salaries/benefits as well as program costs.

1.3A) Increase for iLit was due to additional number of licenses purchased and multi-year agreement.

1.3E) History/Social Science materials for grades 9-12 Board approved May 10, 2018. Grades K-8 Board approved June 7, 2018. Grades K-5 will be purchased in 2018/19 and grade 6-12 will be purchased in 2019/20.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to this goal.

## Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 2

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>	
2.1 Attendance rates	2.1 District attendance rate changed from 96% to 95.55%. Alternative education attendance increased from 76% to 77% Chronic Absenteeism changed from 9% to 9.7%.
2.2 Graduation rates and dropout rates	2.2 The District Wide Graduation rate changed from 92.2% to 97% and dropout rate 3.6 % from XXX
2.3 Eighth grade dropout	2.3 Maintained middle school dropout rate below 5% and the current rate is XXX
2.4 Suspension and expulsion	2.4 Suspension rate changed from 1614 to 1771. Expulsions increased from 30 to 37
2.5 Volunteers and parent attendance	2.5 Parent and community volunteers (Category 2) increased by 821 (including Community Reader-trained volunteers, from 84 to 102).
2.6 Partnerships	Average Parent summit attendance increased by 31%, from 39 to 56.  Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings met the minimum requirement.
2.7 Print and digital communication	The District's CAC (SELPA) held three meetings per year. The District participated in the SCOE foster youth meeting.  Average Superintendent's Communication Committee participation met the target of at least 25 per meeting (25/30 or 83%), at an average attendance of 25.3 in 2017-18.  2.6 Increased from 105 to 107  2.7 Increased digital and print communications and engagement, weekly and targeted by 23.8%. (11,379 digital followers to 14,807) (37 to 38 weekly newsletter issues)

Expected

Actual

**17-18**

**2.1**

Currently at 96%, maintain district-wide attendance at or above 95%.  
Currently at 78.36%, increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 1%. (from 10% to 9%)

**2.2**

Currently at 92.2% Maintain district-wide graduation rate at or above 91%.  
Increase English learners from 80.7% to 83%, African American from 82.7% to 88%, and special education subgroups rates from 73% to 75%.  
Maintain dropout rate below 10%, which is currently at 3.6%.

**2.3**

Currently at 100%, maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.07%.

**2.4**

Decrease all suspension incidents by 2% (to 1614). Keep expulsions below 30 or decrease expulsion incidents by 2%. Target reduction in African American suspension. Monitor system that reports and tracks bullying incidents and create an annual survey about school safety and connectedness for parents, staff, and students.

**2.5**

Parent and community volunteers will increase by 5% (new Category 2 by 100, Community Reader-trained volunteers to 56), with emphasis of engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase parent summit attendance by 10%, from 35 to 39. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting (25/30 or 83%).

**2.6**

Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%.

**2.7**

Increase digital and print communications and engagement, weekly and targeted by at least 1%. (37 to 38 weekly) (9343 digital to 9436)

14 c

**Baseline**



## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance. B) Utilize the SART/SARB process to address chronically absent or truant students. C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.	2.1 A) Increased focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance, by providing high quality programs; including CTE, IB, electives, and athletics B) Utilized the SART/SARB process to address chronically absent or truant students C) Worked collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, phone calls, or court referrals.	A) Administrative Support (Assistant Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 566,606  A) School Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 127,896  C) Attendance Nurse 1000-3999: Classified/Certificated/Benefits Supplemental 77,950  C) MSW 1000-3999: Classified/Certificated/Benefits Supplemental 85,681  C) Centralized Health Clerk/Nurse for immunizations 1000-3999: Classified/Certificated/Benefits Supplemental 83,377  C) Preschool/TK Nursing Services 1000-3999: Classified/Certificated/Benefits Supplemental 379,504	A) Administrative Support (Assistant Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 604,333  A) School Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 127,217  C) Attendance Nurse 1000-3999: Classified/Certificated/Benefits Supplemental 80,289  C) MSW 1000-3999: Classified/Certificated/Benefits Supplemental 89,555  C) Centralized Health Clerk/Nurse for immunizations 1000-3999: Classified/Certificated/Benefits Supplemental 86,243  C) Preschool/TK Nursing Services 1000-3999: Classified/Certificated/Benefits Supplemental 341,494

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.2  
A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students.  
B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.

2.2  
A) Staff (career clerks, counselors and teachers prioritized outreach and support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students.  
B) Used Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.

Naviance software cost reflected in action/service goal 3.3

Naviance software cost reflected in action/service goal 3.3

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 A) Offer more interventions programs for at risk middle school students. B) Ensure EL/LI students have access to electives. C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips and clubs. D) SCOE Care Program (offered at no cost to the District)	2.3 A) Provided interventions and support ELA an Math sections for at risk middle school students. B) Funded additional instruments to loan and made supplies available for EL/LI students have access to music. Hired Art docent to support increased VAPA access and electives. C) EL/LI students have access to after-school activities and clubs. Provided numerous experiential learning and extra curricular activities for student engagement, funded additional field trips and clubs that provide opportunities to experience government, history, science and art first hand. D) SCOE Care Program (offered at no cost to the District) in place at three Middle schools.	B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 70,000  C) After school activities and transportation 5000-5999: Services And Other Operating Expenditures Supplemental 120,000  C) Field Trips, Student Scholarships. Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 95,000  C) Art Docent Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 30,261	B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 78,967  C) After school activities and transportation 5000-5999: Services And Other Operating Expenditures Supplemental 104,000  C) Field Trips, Student Scholarships. Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 96,745  C) Art Docent Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 31,492



**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 A) Continue character education and anti-bullying programs at all grades. B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events. C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities. D) Offer Early Intervention Programs	2.4 A) Continue character education and anti-bullying programs at all grades B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events. C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities. D) The Early Intervention Program was implemented at 15 schools. Pre and post School Adjustment Ratings document that students improved in all four areas: 1) Teacher-preferred behaviors; 2) Peer-preferred behaviors; 3) Classroom adjustment behaviors and 4) Overall social competence and school adjustment. E) Added Mentoring Programs at all comprehensive Middle and High Schools (Link Crew and WEB).	A) Marriage and Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Supplemental 489,068  A) Early Intervention Program 1000-3999: Classified/Certificated/Benefits Supplemental 190,234  B) Positive School Climate (PBIS) 4000-4999: Books And Supplies Supplemental 126,243  C) Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 182,899  C) Staffing for athletics/activities 1000-3999: Classified/Certificated/Benefits Supplemental 55,000	A) Marriage and Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Supplemental 488,118  A) Early Intervention Program 1000-3999: Classified/Certificated/Benefits Supplemental 151,685  B) Positive School Climate (PBIS) 4000-4999: Books And Supplies Supplemental 105,231  C) Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 192,679  C) Staffing for athletics/activities 1000-3999: Classified/Certificated/Benefits Supplemental 55,000  A) Bullying Prevention Curriculum 1000-3999: Classified/Certificated/Benefits Supplemental 2,601

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>2.5</p> <p>A) Continue the community reading program that outlines opportunities for adults to support students.</p> <p>B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless).</p> <p>C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students.</p> <p>D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input.</p> <p>E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input.</p> <p>F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p> <p>G) Increase training for parent/community engagement and home visits for high need students.</p>	<p>2.5</p> <p>A) Continued the community reading program that outlines opportunities for adults to support students. Served 48 students at 10 schools.</p> <p>B) Developed and implemented additional EL Classes for adults at three locations (VWV, RCE, and CME). Volunteer processing is a work in progress as it relates to fingerprinting as immigration status creates a barrier for some parents. Outreach to at risk populations/agencies (Foster Youth, Homeless) has greatly improved as evidenced by the increased services, donations, volunteers, and advocacy from partners. (Shoe/backpack/sock/hoodie drives, tutoring) and access to computer for Social Services and job search at CLC and Walnutwood.</p> <p>C) Provided childcare at numerous parent training including Love and Logic training and (3) Education Town Halls. DELAC and Parent Summits (3) provide childcare and food to lower barriers for parent/community engagement for high need students.</p> <p>D) Met goal of three District English Learners Advisory Committee (DELAC) meetings to provide information and solicit stakeholder input for EL programs, LCAP, and Addendum.</p>	<p>A) Community Outreach Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 78,875</p> <p>B) Parent Education 1000-3999: Classified/Certificated/Benefits Supplemental 25,000</p> <p>B) Foster Parent Workshops 4000-4999: Books And Supplies Supplemental 2,500</p> <p>B) Parent Coordinators 1000-3999: Classified/Certificated/Benefits Supplemental 186,134</p> <p>I) Elementary Social Emotional Learning (SEL) Program 4000-4999: Books And Supplies Supplemental 100,000</p>	<p>A) Community Outreach Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 78,748</p> <p>B) Parent Education 1000-3999: Classified/Certificated/Benefits Supplemental 17,792</p> <p>B) Foster Parent Workshops 4000-4999: Books And Supplies Supplemental 2,000</p> <p>B) Parent Coordinators 1000-3999: Classified/Certificated/Benefits Supplemental 187,259</p> <p>I) Elementary Social Emotional Learning (SEL) Program 4000-4999: Books And Supplies Supplemental 215</p>
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H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.  
I) Support the Skills for Parent and Student School Success program and Rancho Cordova elementary sites in partnership with PTA

E) All school sites met a minimum of three School Site Council (SSC) meetings; schools meeting criteria also facilitated three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input.

F) Parent participation in the Superintendent's Communication Committee (SCC), and ELAC is offered child care and outreach activities to ensure attendance and remove barriers.

G) Met goal with assistance from Career center clerks and College and Career Counselors to increase training for parent/community engagement.

H). The Community Advisory Committee (CAC) held five meetings on 9/20/17; 10/25/17; 1/17/18; 4/18/18; and 5/9/18.

Parent Trainings were held on 10/25/17; 11/29/17; and 2/28/18. Special Events were held on 3/21/18 and 5/9/18.

I) Not met, a shift to focus on parent/student engagement supported through Parent Summits, Increased Adult ELD options, Education Town Hall/Data Walks, partnerships and committee participation.

## Action 6

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

2.6 A) Increase community partners, including faith-based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator. B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees. C) Utilize school website calendars and local newspapers to advertise events.	2.6 A) Community Partnerships among the corporate, nonprofit, and faith-based sectors identified or newly created increased 1.9% (from 105 to 107). B) Participated in community committees. Chamber Workforce Development, SELPA CAC, SCC, and other business partners and volunteers supported programs such as CTE. C). Utilized school website calendars and local newspapers to advertise events. D) Increase participation in California Healthy Kids Survey (CHKS)	A) Community Meetings 5000-5999: Services And Other Operating Expenditures Base 7,000	A) Community Meetings 5000-5999: Services And Other Operating Expenditures Base 10,000
			A) Cordova Community Council Partnership 5000-5999: Services And Other Operating Expenditures Base 5,000
			D) Incentives for CHKS participation 4000-4999: Books And Supplies Supplemental 2,828

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large. B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of	2.7 A) Utilized mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large. B) Distributed "District Digest" (weekly newsletter) to greater	A) Annual Contracts for Blackboard and Schoolwires 5000-5999: Services And Other Operating Expenditures Base 75,000  B) Constant Contact e-mail newsletter service 5000-5999: Services And Other Operating Expenditures Base 1,700	A) Annual Contracts for Blackboard and Schoolwires 5000-5999: Services And Other Operating Expenditures Base 95,088  B) Constant Contact e-mail newsletter service 5000-5999: Services And Other Operating Expenditures Base 546

Constant Contact e-mail newsletter service).  
C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.

number of recipients (use of Constant Contact e-mail newsletter service), increasing from approximately 3068 to 3,234

C) Utilized marketing and strategic communication most effective to inform students, families, and staff of educational programs and opportunities.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were implemented as planned. One of Superintendent Koligian's priorities when she joined FCUSD in July 2017 was to improve stakeholder engagement. In response, FCUSD partnered with SCOE's LCAP network and adopted "stakeholder engagement" as its problem of practice. The most impactful initiative to emanate from our partnership with SCOE was the implementation of "Data Walks". Modeled after Ed Trust West's Data Equity Walk model, data walks enabled the district to engage approximately 350 stakeholders from a variety of backgrounds in purposeful discussion on student achievement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district's efforts to increase stakeholder engagement and to provide safe, healthy, and positive learning environments have been deemed effective. Through the expansion of intervention and credit recovery programs, PBIS strategies, the use of Naviance, and an increased emphasis on purposeful stakeholder engagement FCUSD has advanced this goal. As we near the end of the academic school year, measures of success will be denoted by an increase in attendance (95%) and graduation rates (92%), reduction in suspensions (1614), and increased stakeholder engagement (new volunteers 100).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 (A) Salaries and benefits increased due to negotiated salary increases for 2016/17 and 2017/18.

2.3 (C) School sites have been unable to utilize the full allocation; funds will be reallocated next year.



- 2.5 (I) Actual expenditures less due to scheduling issues with Sacramento State Counseling Internship Program; funding to be reallocated in 2018/19 for SEL services.
- 2.6 (A) Actual expenditures higher than projected due to implementation of increased stakeholder engagement efforts district-wide including "Data Walks."
- 2.6 (D) Added service to increase CHKS participation

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

### 2.3

- (B) Funding for musical instruments funds at Mills Middle, Mitchell Middle, and Cordova High has reached the end of its four-year implementation plan. Funding will be re-prioritized in 2018/19.
- (C) Funding for after school activities, clubs, sports, and field trips will be reduced in 2018/19 due to transportation issues. In addition, we are adding athletics to our definition of an extra-curricular activity.

2.4 With a new district wide annual survey implemented in the 2017-18 school year, which reached students, families, and employees, metrics were added to this goal to better measure indicators related to stakeholder perception of school climate, connectedness, and safety. Additionally, additional actions were added to this goal to support the work and to more directly respond to stakeholder feedback gathered through FCUSD's expanded 2018 LCAP Stakeholder Engagement efforts including Education Town Halls and a district wide LCAP survey. New actions include: 2.4 E,F, and G and 2.5 J,K,L, and M.

2.5 With a new district wide annual survey implemented in the 2017-18 school year, which reached students, families, and employees, metrics were added to this goal to better measure indicators related to stakeholder perception of family engagement and school connectedness. Additionally, additional actions were added to this goal to support the work and to more directly respond to stakeholder feedback gathered through FCUSD's expanded 2018 LCAP Stakeholder Engagement efforts including Education Town Halls and a district wide LCAP survey, as well as feedback from the District's new Safety Committee.

- (A) Funds for Community Outreach Coordinator are being redirected to the general fund after revisions to the job description to expand scope of work.
- (I) Funds for Elementary Social Emotional Learning are being redirected after the District was unable to reach agreement with the counseling internship program at California State University, Sacramento.

2.7 Additional metrics were added to strengthen measurements of audience engagement with digital communication tools, as well as to more directly respond to stakeholder feedback gathered through FCUSD's expanded 2018 LCAP Stakeholder Engagement efforts including Education Town Halls and a district wide LCAP survey.

# Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Provide students with high quality classroom instruction and access to a broad course of study.

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP, and STEM courses.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 3.1 Professional Development to implement state standards  3.2 EL instructional strategies  3.3 Access to A-G, CTE, IB, AP, and STEM courses.	3.1 The district lead teachers facilitated four release day professional development opportunities for core content area teachers. In addition, all teachers had the opportunity to attend a district professional development day and outside the school day professional development sessions. GATE teachers had the opportunity to participate in in six hours of training related to their work with GATE students.  3.2 Consultants (Dr. Luis Cruz) and district lead teachers facilitated EL professional development opportunities for teachers and administrators. In addition, all teachers had the opportunity to attend a district professional development day and outside the school day professional development sessions. GLAD training was to over provided in Summer 2017, Fall 2017 and Spring 2018 to over 100 K-12 teachers to improve and refine EL strategies.

## Expected

**17-18****3.1**

Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD & science  
Professional development related to GATE student needs will increase to 6 hours.

**3.2**

Train all teachers and administrators in research based EL strategies and ELD (ie. ELA/ELD Adoption, GLAD and CORE).

**3.3**

Increase the percentage of students who complete A-G requirements by 2%  
Increase the number of students who complete CTE, PTLW, advanced math, and advanced science courses to 7947.  
Increase the opportunities for elementary STEM activities by 5%.  
Increase by 2% the number of students taking AP and passing with a "3".  
Increase the number of unduplicated students completing IB and AP courses by 1%. Students in DP courses by 5%. Students receiving a DP diploma by 20%

## Actual

3.3 The percentage of students who completed A-G requirements decreased by 2% (CHS from 33% to 28%; FHS from 61% to 63%; VdL from 62% to 62%).

Increased the number of students who completed CTE, PTLW, advanced math, and advanced science courses from 7947 to 8343. This represents an increase of 5% of the FCUSD secondary schools' enrollment.

Increased the opportunities for elementary STEM activities from 9731 to 9815, an increase of .86%.

Increased the 8% number of students taking AP and passing with a "3" students taking AP and passing with a "3" 841 to 912.(Correction 1199 represented AP course completers)

Increased the number of unduplicated students completing IB and AP courses by 8% (AP course completers from 1199 to 1301; IB course completers from 1924 to 1945). Students in DP courses by 3%(from 270 to 279). Students receiving a DP diploma by 0% (from 23 to 22).



Expected	Actual
<b>Baseline</b> 3.1 Minimum of two days offered  3.2 GLAD training district-wide  3.3 A-G Completion : CHS - 33.4% FHS - 61.2% VDLHS - 62.4%  CTE related completers: 7947  Elem. Stem participation: 9,371  A.P. course completers: 1199  A.P. pass rate: 1366  I.B. course completers: 1924  I.B. course Completers: 270  I.B. DP completers: 23	

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 A) Provide ongoing professional development to implement the CCSS curriculum, administrator	3.1 A) Teachers and administrators were provided over four days of professional development on the	A) Professional Development 1000-3999:	A) Professional Development Day 1000-3999:

training to articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff. B) Provide guided collaboration time to Professional Learning Communities(PLC) for curriculum implementation and data analytics. C) Continue the use of formative and summative assessment tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments. D) Provide professional development in GATE strategies.	implementation of state standards and meeting the needs of struggling learners. B) Guided collaboration opportunities were funded through the districts SB103 grant. Schools could apply for funding to release teachers and others to conduct collaborative curriculum development or data analysis work. C) The district continues to provide K-12 teachers in data disaggregation and unpacking units of instruction. D) Teachers had the opportunity to participate in six hours of professional development focused on GATE.	Classified/Certificated/Benefits Base 485,000  B) PLC training and Collaboration 1000-3999: Classified/Certificated/Benefits Supplemental 600,000	Classified/Certificated/Benefits Supplemental 490,000  B) PLC training and Collaboration 1000-3999: Classified/Certificated/Benefits Supplemental 641,561  A) Professional Development 1000-3999: Classified/Certificated/Benefits Base 250,000
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies. B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.	3.2 A) Funded staff (Lead Teachers, Bilingual Instructional Aides, support staff,) to provide direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies. B) Provided focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff. Release time was	A) Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 528,369  A) Bilingual Aides 1000-3999: Classified/Certificated/Benefits Supplemental 868,125  B) Administrator training on alignment between core and ELD supplemental curriculum, etc. 1000-3999: Classified/Certificated/Benefits Supplemental 20,000	A) Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 552,486  A) Bilingual Aides 1000-3999: Classified/Certificated/Benefits Supplemental 933,278  B) Administrator training on alignment between core and ELD supplemental curriculum, etc. 1000-3999: Classified/Certificated/Benefits Supplemental 0



C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.	made available for lesson design and model lesson support. C) Maintained services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.	A) Testing Services 1000-3999: Classified/Certificated/Benefits Supplemental 212,812	A) Testing Services 1000-3999: Classified/Certificated/Benefits Supplemental 223,087
		B) GLAD Training 5000-5999: Services And Other Operating Expenditures Supplemental 186,400	B) GLAD Training 5000-5999: Services And Other Operating Expenditures Title II 186,400
		B) Release time for model lesson design and observations 1000-3999: Classified/Certificated/Benefits Supplemental 20,000	B) Release time for model lesson design and observations 1000-3999: Classified/Certificated/Benefits Supplemental 0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements. B) Continue implementation of resources (ie. Naviance and GALE) to support students with college and career readiness, use EAP assessments to identify college readiness, and provide support and guidance through counselors and career centers. C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator. D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).	3.3 A) Created and expanded opportunities using STEM that provided awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements. Had a very successful Science Fair season in the school day and in the ASES program. B) Goal continued to be met for the implementation of resources (ie. Naviance and GALE) to support students with college and career readiness, used EAP assessments to identify college readiness, and provide support and guidance through counselors and career centers. College information is shared on a regular basis to parents and students.	C) STEM Elementary Lead Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 126,150  C) CTE Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 105,766  B) Naviance Software 5000-5999: Services And Other Operating Expenditures Supplemental 118,600  B) GALE-Library Resources Three year contract cost. 5000-5999: Services And Other Operating Expenditures Supplemental 144,000  A) Career Guidance Clerks 1000-3999:	C) STEM Elementary Lead Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 132,817  C) CTE Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 105,766  B) Naviance Software Year 3 5000-5999: Services And Other Operating Expenditures Supplemental 96,315  B) GALE-Library Resources Three year contract cost. 5000-5999: Services And Other Operating Expenditures Supplemental 142,470  A) Career Guidance Clerks 1000-3999:

<p>E) Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not meeting grade level standards.</p> <p>F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music.</p> <p>G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.</p>	<p>C) Funded Elementary STEM Lead Teacher and CTE Coordinator who developed and support high quality programs with management and guidance.</p> <p>D) Offered additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).</p> <p>E) Increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not meeting grade level standards, providing increased options to new courses and college level curriculum.</p> <p>F) Provided increased information and student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music.</p> <p>G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.</p>	<p>Classified/Certificated/Benefits Supplemental 100,231</p>	<p>Classified/Certificated/Benefits Supplemental 96,010</p>
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

FCUSD believes that teacher quality significantly influences student learning. There was a strong focus on professional learning and professional development with a specific emphasis on CCSS aligned instructional materials implementation, formative assessment, GLAD Training to support EL students, and literacy and mathematics instruction. All PD was evaluated and reviewed to ensure the adult learners improved levels of understanding and application.



The CTE Coordinator position established in 2017-18 has allowed for growth in building the capacity of students to become College and Career Ready. CTE pathways were re-organized to ensure compliance. An integration of CTSOs, the creation of increased student internship opportunities, and increased CTE course offerings, have enticed student interest in CTE coursework.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

FCUSD has been able to build on successes utilizing a continuous improvement process. Overall, classified and certificated staff have had increased opportunities to deepen and increase professional learning.

PD Day Certificated

PD Day Classified

Curriculum embedded PD

Job/skill related PD

Speakers that support district's vision and next steps.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 (A) Professional Development Day for Certificated and Classified Employees

3.1 (A) Professional Development for curriculum implementation split between General Fund Base and Educator Effectiveness Grant (goal 1.1 (C))

3.2 Salaries and benefits increased based on negotiated salary increases for 2016/17 and 2017/18

3.2 (B) Administrator training and model lesson design - Actual expenditures funded by federal funds (Title I and Title II). Release time for lesson design and model lesson support not used.

3.2 (B) GLAD training funded by Title II.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

## Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 4

Student progress and educational outcomes will be monitored for success using assessment results.

- 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
- 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- 4.3 Ensure English Learners make yearly progress.
- 4.4 Ensure Special Education students make yearly progress.
- 4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
- 4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 4.1 CAASPP ELA & EAP  4.2 CAASPP Math & EAP  4.3 CAASPP ELA & Math CELDT/ELPAC EL Progress RFEP  4.4 CAASPP Special Ed  4.5 Number of students enrolled in early childhood education  4.6 Ninth grade completion	4.1 Increased iReady or CAASPP ELA proficient levels by 2%, from 61% to 63%. Decreased the percentage of students scoring college ready on Early Assessment Placement exams by 4% to from 44% to 40% (ELA).  4.2 Increased CAASPP Math proficient levels by 1%, from 52% to 53%. Decreased the percentage of students scoring college ready on Early Assessment Placement exams by 1% 24% to 23% (math).  4.3 EL Progress increased (dashboard) proficient levels by 3%, from 69% to 72%. Increased CAASPP ELA proficient levels by 1%, from 13% to 14%. Decreased CAASPP Math proficient levels by 2%, from 14% to 12%. RFEP increased from 343/454 19.6% to 23%  4.4 CAASPP ELA Sp. Ed. proficient levels by 0% change from 21% to 21%. Increased CAASPP Math Sp. Ed. proficient levels by 1%, from 17% to 18%.  4.5 320 students enrolled in Pre Schools  4.6 Increased 9th grade completion rate by 4% from 85% (2016/17) to 89%.

Expected	Actual
<p><b>17-18</b></p> <p>4.1 Increase iReady or CAASPP ELA proficient levels by 2%, from 62% to 64%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 51.8% (ELA).</p> <p>4.2 Increase CAASPP Math proficient levels by 2%, from 53% to 55%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 30.4% (math).</p> <p>4.3 EL Progress (Dashboard) will increase by 2%</p> <p>Increase ELA CAASPP scores by 2% Increase Math CAASPP scores by 2%</p> <p>Reclassification rate will increase by 2%</p> <p>4.4 Increase student with disabilities ELA CAASPP proficient levels by 2%, from 21% to 23%. Increase student with disabilities Math CAASPP proficient levels by 2%, from 18% to 20%.</p> <p>4.5 Increase the number of students enrolled in early childhood education programs (CSPP, First Five, Transitional Kindergarten, and Special Education Pre-school) by 2%. 16/17 baseline of 771</p> <p>4.6 Increase 9th grade completion rate by 2%, from 84% (2015/16) to 86%.</p>	

Expected	Actual
<b>Baseline</b> 4.1 ELA 62% ELA EAP 46.8%  4.2 Math 53% EAP 25.4%  4.3 ELA 13% Math 14% EL Progress 69.6% RFEP 19.6%  4.4 Sp. Ed. ELA 21% Sp.Ed. Math 18%  4.5 Early Childhood Education Enrollment: 771  4.6 9th grade completion rate 85%	

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources to identify effective strategies.	4.1 A) Continued the use of iReady assessments to appropriately place students in English classes.	B) School Improvement Staff 1000-3999: Classified/Certificated/Benefits Supplemental 185,528	B) School Improvement Staff 1000-3999: Classified/Certificated/Benefits Supplemental 203,944



B) Facilitate data analysis and progress monitoring through "Every Child By Name" collaboration at all elementary and secondary schools to identify and support under-performing students. (intervention teachers and iReady)  
C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.

iLit curriculum supported students with strategic or intensive intervention needs. Requisite professional development was provided for staff to effectively implement the iLit program with fidelity.

B) PLC teams monitored student data and made recommendations for intervention needs.

C) Research based professional development continued for the adopted StudySync program, with emphasis on Universal Designs for Learning. Lead teachers and publishers' representatives provided ongoing professional development for StudySync and for iLit.

C) ELA Support Teacher @ CHS 1000-3999:  
Classified/Certificated/Benefits Supplemental 82,099

C) ELA Support Teacher @ CHS 1000-3999:  
Classified/Certificated/Benefits Supplemental 86,320

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2</p> <p>A) Assess grade level and department progress at each school.</p> <p>B) Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.</p> <p>C) Provide math support at secondary schools with high need students.</p>	<p>4.2</p> <p>A) Grade level and department progress was measured at each school site. PLC teams made recommendations for appropriate student placement in courses and referred struggling students for Intervention.</p> <p>B) Lead teachers and other professionals provided ongoing "best practices" professional development for teachers.</p>	<p>C) Math Support at Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 285,975</p> <p>C) Math Support at Cordova High School 1000-3999: Classified/Certificated/Benefits Supplemental 76,500</p>	<p>C) Math Support at Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 279,766</p> <p>C) Math Support at Cordova High School 1000-3999: Classified/Certificated/Benefits Supplemental 74,561</p>



C) Intervention teachers at sites, math coaches, and math support coaches were provided to support students with identified math skill gaps.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3</p> <p>A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer.</p> <p>B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP.</p> <p>C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available).</p> <p>D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.</p>	<p>4.3</p> <p>A) Provided additional instruction and support for LTELs and high need students after school and during the summer. Sections were added to accommodate need for two sections of language arts/ELD for students not yet meeting standards. Library hours were extended and computers were available to provide students a place to study and get academic support.</p> <p>B) Provided ongoing professional development to Program Monitors for each school to coach and facilitated teacher's understanding of EL, LTEL and RFEP. Emphasized ELPAC, stakeholder engagement, alternative assessments, and refugee support.</p> <p>C) Provided culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available). Increased BIAs in Farsi, Dari and Pashto language speakers to support</p>	<p>A) Interventions during school year 1000-3999: Classified/Certificated/Benefits Supplemental 75,000</p> <p>A) Summer School for remedial and at-risk students 1000-3999: Classified/Certificated/Benefits Supplemental 275,000</p> <p>D) ELD Support secondary sites 1000-3999: Classified/Certificated/Benefits Supplemental 271,721</p>	<p>A) Interventions during school year 1000-3999: Classified/Certificated/Benefits Supplemental 76,107</p> <p>A) Summer School for remedial and at-risk students 1000-3999: Classified/Certificated/Benefits Supplemental 410,545</p> <p>D) ELD Support secondary sites 1000-3999: Classified/Certificated/Benefits Supplemental 287,594</p>

recent increased refugee student population.  
D) Through workshops and Lead teacher training, emphasis was provided to EL students received appropriate ELA/ELD curriculum and instruction through teacher support and material training, increased framework knowledge and provided scheduling and instructional grouping guidance.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 A) For special education students, identify appropriate curriculum and supports. B) Provide professional development for general education teachers to modify curriculum. C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment. D) Provide additional classes and services.	4.4 A) Sonday Reading curriculum was purchased and implemented in the Learning Centers at Elementary Schools and in the 100s classes at secondary as appropriate to address the reading needs of students with dyslexia  B) Program Specialists worked with general education teachers and Learning Center teachers to modify curriculum for fully included students.  C) Additional mental health supports were provided to address mental health needs pursuant to IEPs, including Mental Health Specialists and Mental Health Assistants for our CEP classes.  D) Additional CEP (Counseling Enriched Program) and Autism	C) Mental Health Aides 1000-3999: Classified/Certificated/Benefits Other 182,794  C) Marriage & Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Other 486,645  C) Special Education Encroachment into base program 8980: General Fund Contribution Base 19,883,453  D) Special Education new program expenditures 1000-3999: Classified/Certificated/Benefits Base 175,760	C) Mental Health Assistants 1000-3999: Classified/Certificated/Benefits Other 167,247  C) Mental Health Specialists 1000-3999: Classified/Certificated/Benefits Other 797,332  C) Mental Health Specialists 1000-3999: Classified/Certificated/Benefits Supplemental 387,777  C) Special Education Encroachment into base program 8980: General Fund Contribution Base 25,127,990  D) Special Education new program expenditures 1000-3999: Classified/Certificated/Benefits Base 150,000

	Classes were added to support students.		C) Mental Health Associates 1000-3999: Classified/Certificated/Benefits Other 177,096
			C) Mental Health Associates 1000-3999: Classified/Certificated/Benefits Supplemental 136,552

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.5</p> <p>A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.</p> <p>B) Increase parent awareness with curriculum articulation, transitions from grade level to school level, parent education related to kindergarten readiness and TK.</p> <p>C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.</p>	<p>4.5</p> <p>A) Increased student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool through continued expansion of programs.</p> <p>B) Increased parent awareness with curriculum articulation, transitions from grade level to school level, parent education related to kindergarten readiness and TK. This was accomplished by structured parent chats, workshops, and ongoing articulation between parents and staff.</p> <p>C) Funded additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students. Accomplished by continued efforts of expansion as well as parent communication and outreach.</p>	<p>A) Coordinator of Early Childhood Education 1000-3999: Classified/Certificated/Benefits Supplemental 106,159</p> <p>C) Preschool expansion 1000-3999: Classified/Certificated/Benefits Supplemental 96,562</p>	<p>A) Coordinator of Early Childhood Education 1000-3999: Classified/Certificated/Benefits Supplemental 111,388</p> <p>C) Preschool expansion 1000-3999: Classified/Certificated/Benefits Supplemental 96,325</p>



## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.6</p> <p>A) Use data to review placement for under-performing students in support programs/courses.</p> <p>B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.</p> <p>C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.</p>	<p>4.6</p> <p>A) Within the PLC structures at each site, iReady data and CAASPP scores were analyzed and used to target and place students in programs of support. Based on pre-established iReady cut scores, students were placed into appropriate levels of English classes.</p> <p>B) Allowed for credit recovery, based on concept mastery, during summer school and during defined Intervention periods. Uniquely targeted Interventions were established at each site to assist 9th graders with study skills and test taking skills.</p> <p>C) Increased staff and courses to improve and track learning of targeted high need students, ELs, and Foster Youth.</p>	<p>A) Data Systems - Illuminate and iReady 5000-5999: Services And Other Operating Expenditures Supplemental 184,339</p> <p>B) Middle School Teachers @ Mills Middle 1000-3999: Classified/Certificated/Benefits Supplemental 423,964</p> <p>C) Counselors 1000-3999: Classified/Certificated/Benefits Supplemental 303,661</p> <p>C) Intervention Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 2,192,554</p>	<p>A) Data Systems - Illuminate and iReady 5000-5999: Services And Other Operating Expenditures Supplemental 178,992</p> <p>B) Middle School Teachers @ Mills Middle 1000-3999: Classified/Certificated/Benefits Supplemental 390,571</p> <p>C) Counselors 1000-3999: Classified/Certificated/Benefits Supplemental 303,752</p> <p>C) Intervention Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 2,307,420</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were implemented as planned. The district continues to utilize a variety of assessments to monitor student outcomes. Teachers were provided ongoing training on how best to leverage assessment data to improve ALL students. We also continued to provide teachers training in EL strategies aimed at improving the quality of their instruction and student

outcomes. The district feels confident that the resources committed to supporting teachers in the use of data will be reflected in our state testing results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

FCUSD continues to improve its use of assessment data to inform instruction. Through an ongoing commitment to PD that reaches all classrooms, we have been able to deeply implement strategies that target students with learning gaps, specifically EL and special education students. In addition, the role iReady plays in identifying learning gaps has been institutionalized. Across the district data is being used to develop intervention groups, support EL and Special Education students, and assess the overall quality of our programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries and benefits increased based on negotiated salary increases for 2016/17 and 2017/18

4.1 (B) School Improvement services to be reorganized in 2018-19, and funding will be redirected to other services.

4.3 (A) Experienced an increase in students, which increased cost for staffing and services.

4.4 (C) Marriage Family Therapists re-classed to Mental Health Associates and Mental Health Specialists. Additional positions added in 2017/18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to this goal.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

When the District began its annual review in the fall of 2017, Folsom Cordova leaders joined a professional learning network facilitated by the Sacramento County Office of Education to examine ways to improve the LCAP development process and better align services and actions to strengthen student outcomes. Through this process Folsom Cordova identified its highest area of need, also called a “problem of practice,” and developed five essential questions to focus the work of solving this problem:

Problem of Practice: Stakeholders are not engaged in meaningful ways

Top 5 Analytical Questions (These questions are intended to focus solutions to the “problem of practice”):

How do we clearly define and engage ALL stakeholders?

How do we ensure all stakeholders understand their purpose and role?

How do we differentiate our tools to capture stakeholder input and feedback?

How do we measure and evaluate impact of stakeholder engagement?

How will stakeholders know the system acted on their input?

On a parallel timeline, the Superintendent formed a new LCAP working group to oversee the District's stakeholder engagement process and review draft revisions to the LCAP. This group included the Superintendent, Assistant Superintendents for Elementary and Secondary Education, Director of Professional Learning and School Supports, Director of Categoricals and Grants, Testing Coordinator, three parent/guardian representatives, two Board of Education members, and the president of the Folsom Cordova Education Association, the labor group representing certificated staff members.

This working group created a comprehensive 2017-18 LCAP Stakeholder Engagement Plan that consisted of two phases, described in more detail below.

Phase I: Education Town Halls

As part of its 2017-18 LCAP Stakeholder Engagement Plan, Folsom Cordova chose to pilot a series of “Education Town Halls” modeled after Ed Trust West’s Data Equity Walk model. This model was chosen because of its ability to provoke dialogue among diverse stakeholders with different levels of understanding and to inspire collective action through the brainstorming of solutions.



At these Education Town Hall gatherings, teams of targeted school site stakeholders (teachers, classified employees, parents, students, principals/administrators and community members) were assembled to study select school and District performance measures. These included math and English-Language Arts test scores, suspension rates, graduation rates, A-G completion, school climate survey results, LCAP metrics, and other indicators. Site leaders were instructed to assemble their Town Hall teams strategically, with emphasis on representation among English learners, foster youth, and socioeconomically disadvantaged stakeholders.

Each Town Hall consisted of four parts:

Overview presentation: LCAP and how to understand the data.

Gallery walk: Participants were sorted into groups outside of their individual school groups, and rotated between six gallery stations presenting various performance data sets. Participants reflected on their observations and used Post-It notes to leave feedback, questions, or ideas on the gallery stations.

School site data dive: At Town Halls in which school site teams were present, participants returned to their individual school teams and logged onto the California School Dashboard to review school site performance metrics. Dialogue was facilitated to focus on how schools can use this data to drive decisions at the site level, through School Site Council, English Learner Advisory Committees, and other opportunities.

Evaluation: Each participant was asked to fill out an exit ticket evaluation form.

From December 2017 through March 2018, the District held six of these facilitated data walks and engaged approximately 350 stakeholders including certificated employees; classified employees; management and administration; parents/guardians; students; Board of Education members; and community members:

Data Walk - Superintendent's Communication Committee: Dec. 7, 2017, Education Services Center Board Room

Education Town Hall: Jan. 16, 2018, Folsom High School

Data Walk - Monthly FCUSD Management Meeting: Jan. 23, 2018

Education Town Hall: Jan. 31, 2018, Cordova High School

Education Town Hall/Parent Summit: Feb. 3, 2018, Rancho Cordova Elementary School

Data Walk - FCUSD Student Advisory Board: March 6, 2018, Folsom High School

In total, six languages were served throughout the Town Hall process, and 1,357 pieces of feedback were collected, including:

92 Student thoughts

487 Parent/Guardian thoughts

185 Certificated thoughts

160 Classified thoughts

329 Management thoughts

104 Community/Other thoughts

Phase II: Standardized Stakeholder Presentation and Districtwide Survey

This phase, conducted from March-April 2018, allowed school sites and departments to engage their specific faculty, ELAC, School Site Council, and parent groups with the specifics of our 2017-18 LCAP goals, actions and services. The District created a standardized presentation, script and video for school site leaders to deploy in English, Spanish, Russian, and Farsi. Each presentation concluded with an opportunity to take a District LCAP survey to collect additional input.

As a supplemental reference material, the District created an easy-to-use 2017-18 LCAP infographic to build greater understanding for goals, actions, services, and expenditures.

In all, school site, departments, and bargaining units held more than 80 presentations throughout the district:

Folsom Hills Elementary staff meeting: March 8, 2018  
 Folsom Hills Elementary School Site Council: March 13, 2018  
 Folsom Hills Elementary PTA: March 20, 2018  
 Folsom Cordova Education Association Rep Council Meeting: March 20, 2018  
 Cordova Gardens Elementary Staff Meeting: March 22, 2018  
 Kinney High School Staff Meeting: March 22, 2018  
 Empire Oaks Elementary Staff Meeting: March 22, 2018  
 Natoma Station Elementary PTA: April 3, 2018  
 Peter J. Shields Elementary PTA: April 3, 2018  
 Navigator Elementary PTA: April 3, 2018  
 Vista del Lago Staff Meeting: April 4, 2018  
 Natoma Station Elementary ELAC: April 4, 2018  
 Empire Oaks Elementary PTA: April 4, 2018  
 Walnutwood High Staff Meeting: April 4, 2018  
 Oak Chan Elementary ELAC, PTO and School Site Council: April 4, 2018  
 Natoma Station Elementary School Site Council: April 4, 2018  
 Natoma Station Elementary ELAC: April 4, 2018  
 Mitchell Middle Staff Meeting: April 5, 2018  
 Sandra J. Gallardo Elementary Staff Meeting: April 5, 2018  
 Oak Chan Elementary Staff Meeting: April 5, 2018  
 Peter J. Shields Elementary Staff Meeting: April 5, 2018  
 After School Education and Safety Program: April 5, 2018  
 Cordova Villa Elementary Staff Meeting: April 5, 2018  
 Translation Services Staff Meeting: April 5, 2018  
 Homeless Services Staff Meeting: April 5, 2018  
 Cordova High Leadership Meeting: April 5, 2018  
 Mills Middle School Staff Meeting: April 5, 2018  
 Natoma Station Elementary Staff Meeting: April 5, 2018



Folsom Lake High School Staff Meeting: April 6, 2018  
 Williamson Elementary ELAC: April 6, 2018  
 Meeting with Bilingual Instructional Aides: April 9, 2018  
 Cordova Gardens PTA Meeting: April 9, 2018  
 Mitchell Middle ELAC: April 9, 2018  
 Mitchell Middle PTA: April 9, 2018  
 Sandra J. Gallardo Elementary PTA: April 9, 2018  
 Mather Heights Elementary PTA: April 9, 2018  
 Theodore Judah Elementary PTA: April 9, 2018  
 Sandra J. Gallardo Elementary School Site Council: April 10, 2018  
 Sandra J. Gallardo Elementary ELAC: April 10, 2018  
 FCUSD DELAC Meeting: April 10, 2018  
 Russell Ranch Elementary PTA: April 10, 2018  
 Folsom High School PTSA: April 10, 2018  
 Cordova Villa Elementary School Site Council: April 11, 2018  
 Cordova Villa Elementary ELAC: April 11, 2018  
 White Rock Elementary School Site Council: April 11, 2018  
 White Rock Elementary ELAC: April 11, 2018  
 Cordova Gardens Elementary School Site Council Meeting: April 11, 2018  
 Cordova Gardens Elementary ELAC Meeting: April 11, 2018  
 Rancho Cordova Elementary School Site Council: April 11, 2018  
 Rancho Cordova Elementary Staff Meeting: April 12, 2018  
 Williamson Elementary Staff Meeting: April 12, 2018  
 White Rock Elementary Staff Meeting: April 12, 2018  
 Folsom High School Faculty Division Leads: April 12, 2018  
 Navigator Elementary Staff Meeting: April 12, 2018  
 Cordova High Department Meetings, April 12, 2018  
 Mather Heights Elementary Staff Meeting: April 12, 2018  
 Gold Ridge Elementary School Site Council: April 12, 2018  
 Gold Ridge Elementary ELAC: April 12, 2018  
 Theodore Judah Elementary Staff Meeting: April 12, 2018  
 Cordova Meadows Elementary School Site Council: April 12, 2018  
 Cordova Meadows Elementary ELAC: April 12, 2018  
 Cordova Meadows Elementary PTA: April 12, 2018  
 Russell Ranch Elementary Staff Meeting: April 12, 2018  
 Student Support Services/SELPA Staff Meeting: April 16, 2018  
 Mather Heights Elementary School Site Council: April 17, 2018  
 Mather Heights Elementary ELAC: April 17, 2018

Folsom High School - Teachers serving on Site Council: April 17, 2018  
 Gold Ridge Elementary PTA: April 18, 2018  
 Theodore Judah Elementary School Site Council: April 18, 2018  
 Theodore Judah Elementary ELAC: April 18, 2018  
 Williamson Elementary PTA: April 18, 2018  
 Student Support Services/SELPA Community Advisory Committee: April 18, 2018  
 Williamson Elementary School Site Council: April 18, 2018  
 Rancho Cordova Elementary PTA: April 18, 2018  
 Sutter Middle ELAC: April 18, 2018  
 Sutter Middle PTA: April 18, 2018  
 Gold Ridge Elementary Staff Meeting: April 19, 2018  
 Blanche Sprentz Elementary Staff Meeting: April 19, 2018  
 Cordova Meadows Elementary Staff Meeting: April 19, 2018  
 Cordova Meadows Elementary ELD Class: April 19, 2018  
 Sutter Middle Staff Meeting: April 20, 2018  
 Empire Oaks Elementary School Site Council: April 25, 2018  
 Navigator Elementary School Site Council: April 25, 2018  
 Navigator Elementary ELAC: April 25, 2018

On April 12, 2018 the District distributed the presentation, infographic, and survey to all 20,000 families and 2,000 employees via its mass notification system, Blackboard Connect. All materials were posted online at [www.fcusd.org/lcap](http://www.fcusd.org/lcap) and promoted through various communication channels including a weekly newsletter and social media.

In total, the District received 552 responses to its survey during Phase II of our LCAP Stakeholder Engagement Plan.

Throughout the Stakeholder Engagement Plan, FCUSD convened a new LCAP Working Group to direct the process and help synthesize stakeholder input. These meetings included the Superintendent, three parent representatives, Cabinet-level staff, Board of Education members, and a representative from the Folsom Cordova Education Association, which represents certificated staff. These meetings were held on the following dates:

Nov. 29, 2018  
 Feb. 22, 2018  
 April 23, 2018

Additionally, FCUSD provided updates and opportunities for input throughout the year with to its Superintendent's Communication Committee (the District's PAC) - which is made up of a parent representative from all 32 of FCUSD's schools - and the District's Management team. These updates were provided on the following dates:

Dec. 7, 2017  
 Feb. 16, 2018

March 16, 2018  
May 8, 2018

LCAP was presented to DLAC (EL PAC) on April 10 for review and comments. No comments were received

FCUSD staff presented a report on stakeholder feedback and common themes that could influence revisions to the LCAP to the Board of Education on May 10, and May 24th 2018.

On May 24, 2018, FCUSD staff released a public draft of the LCAP to the Board of Education

Public hearing on the budget and LCAP were held on June 7th

Final adoption of the LCAP and Budget - June 24th

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

In April, the District's LCAP working group, Cabinet, and entire Management team participated in activities to synthesize all feedback gathered through both phases of the LCAP Stakeholder Engagement Plan. To best connect feedback to potential LCAP revisions, the following guiding questions were used to tease out common themes and ideas for LCAP revisions:

What are common themes I am seeing?

Are there existing goals, actions, and services in our LCAP that address the feedback?

Is there existing work in our District that addressed the feedback but that is NOT reflected in the LCAP ? If so, should it be incorporated into the LCAP?

Are there actions, goals, or services that currently DO NOT exist anywhere in our District that can be incorporated into our LCAP? If so, how would they connect to the stakeholder input we received?

Through this analysis, the following common themes were identified:

School connectedness & climate

Desire for more counseling and social-emotional supports

Suspensions & alternatives

Special Education & Foster Youth

Sharing best practices school-to-school



Career preparation and CTE  
Desired increase in family & community engagement

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal 1

All students will receive instruction from a highly- qualified teacher and have access to curriculum, which promotes college and career readiness.

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

#### Identified Need:

Fully-credentialed teachers, access to materials and good learning environment are key to student success.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Credential audit	1.1 100% appropriately assigned and credentials	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines.	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines.	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines.
1.2 Williams facility audit	1.2 100% in good repair	Monitor teacher induction (BTSA) participation by tracking successful completion of year 1 and year 2 and	Monitor teacher induction (BTSA) participation by tracking successful completion of year 1 and year 2 and	Monitor teacher induction (BTSA) participation by tracking successful completion of year 1 and year 2 and
1.3 Williams instructional materials audit	1.3 100% compliance			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		number of teachers completing.  1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.  1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.	number of teachers completing.  1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.  1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.	number of teachers completing.  1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.  1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

**2017-18 Actions/Services**

1.1  
A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-assignments and provide administrators training and greater awareness regarding legal assignment practices.  
B) Process through Committee on Assignments for Board.  
C) BTSA Professional Development will be expanded through Educator Effectiveness Grant.

**2018-19 Actions/Services**

1.1  
A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-assignments and provide administrators training and greater awareness regarding legal assignment practices.  
B) Process through Committee on Assignments for Board.  
C) BTSA Professional Development will be funded through the general fund.

**2019-20 Actions/Services**

1.1  
A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-assignments and provide administrators training and greater awareness regarding legal assignment practices.  
B) Process through Committee on Assignments for Board.  
C) BTSA Professional Development will be funded through the general fund.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	76,638	92,582	94,433
Source	Base	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Credential Review (HR)	1000-3999: Classified/Certificated/Benefits A) Credential Review (HR)	1000-3999: Classified/Certificated/Benefits A) Credential Review (HR)
Amount	690,000	250,000	250,000
Source	Educator Effectiveness	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Professional Development /BTSA	1000-3999: Classified/Certificated/Benefits C) BTSA	1000-3999: Classified/Certificated/Benefits C) BTSA

Amount	93,185,000	95,346,366	97,507,732
Source	Base	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Certificated Salaries	1000-3999: Classified/Certificated/Benefits A) Certificated Salaries	1000-3999: Classified/Certificated/Benefits A) Certificated Salaries
Amount	21,072,000	27,120,113	29,270,170
Source	Base	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Special Education	1000-3999: Classified/Certificated/Benefits A) Special Education	1000-3999: Classified/Certificated/Benefits A) Special Education

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.2  
A) Implement bond and maintenance projects.

2018-19 Actions/Services

1.2  
A) Implement bond and maintenance projects.

2019-20 Actions/Services

1.2  
A) Implement bond and maintenance projects.

B) Hold quarterly Bond Oversight Committee meetings to review projects.  
 C) Complete Annual Report to Voters and Board of Education on bond projects.  
 D) Present project overviews to city councils and other special interest groups.  
 E) Develop project timeline and cash flow.  
 F) Communication to community and parents through website and other media.  
 G) Add portables for K-3 CSR (Class Size Reduction) if needed.  
 H) Continue to receive 100% compliance with the Williams Act Review.

B) Hold quarterly Bond Oversight Committee meetings to review projects.  
 C) Complete Annual Report to Voters and Board of Education on bond projects.  
 D) Present project overviews to city councils and other special interest groups.  
 E) Develop project timeline and cash flow.  
 F) Communication to community and parents through website and other media.  
 G) Continue to receive 100% compliance with the Williams Act Review.

B) Hold quarterly Bond Oversight Committee meetings to review projects.  
 C) Complete Annual Report to Voters and Board of Education on bond projects.  
 D) Present project overviews to city councils and other special interest groups.  
 E) Develop project timeline and cash flow.  
 F) Communication to community and parents through website and other media.  
 G) Continue to receive 100% compliance with the Williams Act Review.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	44,535,978	52,541,788	86,775,445
Source	Bond fund	Bond fund	Bond fund
Budget Reference	6000-6999: Capital Outlay A) Maintenance and bond projects (Measures G and P)	6000-6999: Capital Outlay A) Maintenance and bond projects (Measures G and P)	6000-6999: Capital Outlay A) Maintenance and bond projects (Measures G and P)
Amount	6,122,400	6,279,700	6,449,200
Source	Base	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits H) Custodial and maintenance upkeep	1000-3999: Classified/Certificated/Benefits H) Custodial and maintenance upkeep	1000-3999: Classified/Certificated/Benefits H) Custodial and maintenance upkeep

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

1.3  
A) Continue with ELA/ELD program/curriculum adoption monitoring and support (ie: iLit)  
B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff.  
C) Continue to fund support staff to assist with Title I services at all Title I school sites.  
D) Provide certificated librarian to oversee libraries with high EL/LI populations.  
E) Pilot and adopt/purchase common core aligned Social Science program/curriculum.

**2018-19 Actions/Services**

1.3  
A) Continue to support ELA/ELD program/curriculum (ie: iLit).  
B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff.  
C) Continue to fund support staff to assist with Title I services at all Title I school sites.  
D) Provide certificated librarian to oversee libraries with high EL/LI populations.  
E) Pilot and adopt/purchase common core aligned Science program/curriculum.

**2019-20 Actions/Services**

1.3  
A) Continue to support ELA/ELD program/curriculum (ie: iLit).  
B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff.  
C) Continue to fund support staff to assist with Title I services at all Title I school sites.  
D) Provide certificated librarian to oversee libraries with high EL/LI populations.  
E) Pilot and adopt/purchase common core aligned Science program/curriculum.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	260,000	260,000	260,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures A) iLit software	5000-5999: Services And Other Operating Expenditures A) iLit software	5000-5999: Services And Other Operating Expenditures A) iLit software
Amount	215,838	298,106	250,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) Translation Services	1000-3999: Classified/Certificated/Benefits B) Translation Service	1000-3999: Classified/Certificated/Benefits B) Translation Service
Amount	60,361	68,451	63,463
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits D) Librarian	1000-3999: Classified/Certificated/Benefits D) Librarian	1000-3999: Classified/Certificated/Benefits D) Librarian
Amount	1,600,000	1,000,000	1,900,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies E) Social Science Textbook Adoption/Replacement	4000-4999: Books And Supplies E) Social Science Textbook Adoption/Replacement	4000-4999: Books And Supplies E) Science Textbook Replacement
Amount	384,000	350,000	350,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies E) Middle School Science supplementary instructional materials	4000-4999: Books And Supplies E) Middle School Science supplementary instructional materials	4000-4999: Books And Supplies E) Middle School Science supplementary instructional materials

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal 2

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

Local Priorities:

#### Identified Need:

Attendance for some Rancho Cordova schools are below district-wide average. Community and parent engagement is critical to student success. Suspension and expulsion rates for African American students are higher than the state-wide average.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Attendance rates	2.1 Overall 96% Alt Ed 78.36% Chronic 10%	2.1 Currently at 96%, maintain district-wide attendance at or above 95%. Currently at 78.36%, increase alternative education rates to greater than 80%. Decrease chronic	2.1 Maintain district-wide attendance at or above 95%. Increase alternative education attendance rates to greater than 80%. Decrease chronic absenteeism by 1%.	2.1 Maintain district-wide attendance at or above 95%. Increase alternative education attendance rates to greater than 80%. Decrease chronic absenteeism by 1%.
2.2 Graduation and dropout rates	2.2 Overall 92.2% EL 80.7% AA 82.7% SpecEd 73%			
2.3 Eighth grade dropout				



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.4 Suspension and expulsion Climate and safety responses in annual stakeholder survey	Dropout 3.2% 2.3 Below 1% 2.4 1646 suspensions 30 expulsions	absenteeism by 1%. (from 10% to 9%) 2.2 Currently at 92.2% Maintain district-wide graduation rate at or above 91%. Increase English learners from 80.7% to 83%, African American from 82.7% to 88%, and special education subgroups rates from 73% to 75%. Maintain dropout rate below 10%, which is currently at 3.6%.	2.2 Maintain district-wide graduation rate at or above 91%. Increase English learners, African American, and special education students Graduation rate by 2%. Maintain dropout rate below 10%. 2.3 Maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.07%.	2.2 Maintain district-wide graduation rate at or above 91%. Increase English learners, African American, and special education students Graduation rate by 2%. Maintain dropout rate below 10%. 2.3 Maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.07%.
2.5 Volunteers and parent attendance	2.5 New volunteers add 100 Parent summit at 35 DELAC meetings, three held annually			
2.6 Partnerships	Foster Parent held one annually Supt Communication Committee attendance at 66% 20/30 schools)	2.3 Currently at 100%, maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.07%.	2.4 Decrease all suspension incidents by 2% (to 1582). Keep expulsions below 30 or decrease expulsion incidents by 2%. Target reduction in African American suspension. Monitor system that reports and tracks bullying incidents and conduct an annual survey about school safety and connectedness for parents, staff, and students.	2.4 Decrease all suspension incidents by 2% (to 1552). Keep expulsions below 30 or decrease expulsion incidents by 2%. Target reduction in African American suspension. Monitor system that reports and tracks bullying incidents and conduct an annual survey about school safety and connectedness for parents, staff, and students.
2.7 Print and digital communication	2.6 85 Community partners 2.7 37 weekly digests 7,888 social media followers 3,252 District newsletter sign-ups 41% average newsletter open rate 8% average newsletter click-through rate 3,765 mobile app downloads	2.4 Decrease all suspension incidents by 2% (to 1614). Keep expulsions below 30 or decrease expulsion incidents by 2%. Target reduction in African American suspension. Monitor		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>4,878 average organic Facebook reach</p> <p>11 average Facebook post shares</p> <p>88 average Facebook post reactions</p>	<p>system that reports and tracks bullying incidents and create an annual survey about school safety and connectedness for parents, staff, and students.</p> <p>2.5 Parent and community volunteers will increase by 5% (new Category 2 by 100, Community Reader-trained volunteers to 56), with emphasis of engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase parent summit attendance by 10%, from 35 to 39. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings</p>	<p>Increase percentage of students, staff, and parent/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that there is an adult on campus who cares about them, with special emphasis on ninth-graders.</p> <p>Increase percentage of students, staff, and parent/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their campus is safe.</p> <p>2.5 Parent and community volunteers will increase by 5%, with emphasis of engaging parents of unduplicated students and special needs subgroups. Begin tracking engagement levels of current volunteers to create stronger baseline measurement of involvement.</p>	<p>Increase percentage of students, staff, and parent/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that there is an adult on campus who cares about them, with special emphasis on ninth-graders.</p> <p>Increase percentage of students, staff, and parent/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their campus is safe.</p> <p>2.5 Parent and community volunteers will increase by 5%, with emphasis of engaging parents of unduplicated students and special needs subgroups. Begin tracking engagement levels of current volunteers to create stronger baseline measurement of involvement.</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting (25/30 or 83%).</p> <p>2.6 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%.</p> <p>2.7 Increase digital and print communications and engagement, weekly and targeted by at least 1%. (37 to 38 weekly) (9343 digital to 9436)</p>	<p>Increase parent summit attendance by 10%. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting.</p> <p>Increase percentage of parents/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their school values their input in the decision-making process.</p> <p>Increase percentage of parents/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their school welcomes parents' contributions.</p>	<p>Increase parent summit attendance by 10%. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting.</p> <p>Increase percentage of parents/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their school values their input in the decision-making process.</p> <p>Increase percentage of parents/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their school welcomes parents' contributions.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>Increase percentage of parents/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their school "encourages me to be an active partner with the school in educating my child".</p> <p>2.6 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%.</p> <p>2.7 Increase digital and print communications and engagement, weekly and targeted by at least 1%.</p> <p>Increase District newsletter sign-ups by 10%, click-through rates by 3%, and open rates by 10% to encourage two-way engagement.</p> <p>Increase mobile app downloads by 3% of families annually.</p>	<p>Increase percentage of parents/guardians in annual survey by 3% who answer "Agree" or "Strongly Agree" that their school "encourages me to be an active partner with the school in educating my child".</p> <p>2.6 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%.</p> <p>2.7 Increase digital and print communications and engagement, weekly and targeted by at least 1%.</p> <p>Increase District newsletter sign-ups by 10%, click-through rates by 3%, and open rates by 10% to encourage two-way engagement.</p> <p>Increase mobile app downloads by 3% of families annually.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Increase social media followers, impressions, and actions/engagements by 3% annually.	Increase social media followers, impressions, and actions/engagements by 3% annually.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.1

2018-19 Actions/Services

2.1

2019-20 Actions/Services

2.1



A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance.  
 B) Utilize the SART/SARB process to address chronically absent or truant students.  
 C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.

A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance.  
 B) Utilize the SART/SARB process to address chronically absent or truant students.  
 C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.

A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance.  
 B) Utilize the SART/SARB process to address chronically absent or truant students.  
 C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	566,606	606,247	589,497
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Administrative Support (Assistant Principals)	1000-3999: Classified/Certificated/Benefits A) Administrative Support (Assistant Principals)	1000-3999: Classified/Certificated/Benefits A) Administrative Support (Assistant Principals)
Amount	127,896	128,828	141,005
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) School Clerks	1000-3999: Classified/Certificated/Benefits A) School Clerks	1000-3999: Classified/Certificated/Benefits A) School Clerks
Amount	77,950	64,911	81,099
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Attendance Nurse	1000-3999: Classified/Certificated/Benefits C) Attendance Nurse	1000-3999: Classified/Certificated/Benefits C) Attendance Nurse

Amount	85,681	92,197	89,053
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) MSW	1000-3999: Classified/Certificated/Benefits C) MSW	1000-3999: Classified/Certificated/Benefits C) MSW
Amount	83,377	92,816	91,923
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Centralized Health Clerk/Nurse for immunizations	1000-3999: Classified/Certificated/Benefits C) Centralized Health Clerk/Nurse for immunizations	1000-3999: Classified/Certificated/Benefits C) Centralized Health Clerk/Nurse for immunizations
Amount	379,504	349,737	394,836
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Preschool/TK Nursing Services	1000-3999: Classified/Certificated/Benefits C) Preschool/TK Nursing Services	1000-3999: Classified/Certificated/Benefits C) Preschool/TK Nursing Services
Amount		31,167	42,000
Source		Supplemental	Supplemental
Budget Reference		1000-3999: Classified/Certificated/Benefits C) Health Clerks to support students with medical needs	1000-3999: Classified/Certificated/Benefits C) Health Clerks to support students with medical needs
Amount		200,000	200,000
Source		Supplemental	Supplemental
Budget Reference		1000-3999: Classified/Certificated/Benefits C) Transportation services to Title I schools	1000-3999: Classified/Certificated/Benefits C) Transportation services to Title I schools

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

2.2  
A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students.  
B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.

**2018-19 Actions/Services**

2.2  
A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students.  
B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.

**2019-20 Actions/Services**

2.2  
A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students.  
B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

Naviance software cost reflected in action/service goal 3.3

Naviance software cost reflected in action/service goal 3.3

Naviance software cost reflected in action/service goal 3.3

**Action 3**



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

2.3  
A) Offer more interventions programs for at risk middle school students.  
B) Ensure EL/LI students have access to electives.  
C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips and clubs.  
D) SCOE Care Program (offered at no cost to the District)

**2018-19 Actions/Services**

2.3  
A) Offer more interventions programs for at risk middle school students, including additional sections for iLit.  
B) Ensure EL/LI students have access to electives (music completed).  
C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips, athletics, and clubs.  
D) SCOE Care Program (offered at no cost to the District)

**2019-20 Actions/Services**

2.3  
A) Offer more interventions programs for at risk middle school students, including additional sections for iLit.  
B) Ensure EL/LI students have access to electives (music completed).  
C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips, athletics, and clubs.  
D) SCOE Care Program (offered at no cost to the District)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	70,000	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High)	4000-4999: Books And Supplies B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High)	4000-4999: Books And Supplies B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High)
Amount		45,000	45,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures A) iLit sections (FMS/SMS)	5000-5999: Services And Other Operating Expenditures A) iLit sections (FMS/SMS)
Amount	120,000	20,000	20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures C) After school activities and transportation	5000-5999: Services And Other Operating Expenditures C) After school activities, athletics, and transportation	5000-5999: Services And Other Operating Expenditures C) After school activities, athletics, and transportation
Amount	95,000	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures C) Field Trips, Student Scholarships. Transportation	5000-5999: Services And Other Operating Expenditures C) Field Trips, Student Scholarships. Transportation	5000-5999: Services And Other Operating Expenditures C) Field Trips, Student Scholarships. Transportation
Amount	30,261	31,175	33,321
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Art Docent Teacher	1000-3999: Classified/Certificated/Benefits C) Art Docent Teacher	1000-3999: Classified/Certificated/Benefits C) Art Docent Teacher

**Action 4**



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

2.4  
A) Continue character education and anti-bullying programs at all grades.  
B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events.  
C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities.  
D) Offer Early Intervention Programs

**2018-19 Actions/Services**

2.4  
A) Continue character education and anti-bullying programs at all grades. Expand WEB and Link Crew programs in Secondary schools to support key transition years.  
B) Continue to support PBIS in an effort to decrease the number and intensity of negative behavioral events and expand investment in coordinators to support school site teams. Increase professional development for alternatives to suspension.

**2019-20 Actions/Services**

2.4  
A) Continue character education and anti-bullying programs at all grades. Expand WEB and Link Crew programs in Secondary schools to support key transition years.  
B) Continue to support PBIS in an effort to decrease the number and intensity of negative behavioral events and expand investment in coordinators to support school site teams. Increase professional development for alternatives to suspension.

	<p>C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities.</p> <p>D) Offer Early Intervention Programs.</p> <p>E) Expand staff support for students, i.e. counselors, mental health specialists, assistant principals, etc. to target high-need subgroups including foster youth, African Americans, special education, with emphasis on coordinating and securing wrap-around services and supporting critical transition years, including 9th grade completion. Expand CEP and OP classes as alternative to suspension.</p> <p>F) Continue hiring bus attendants to reduce suspensions.</p> <p>G) Implement school safety and security measures per Safety Committee feedback including additional school resource officers, physical improvements, and visitor management.</p>	<p>C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities.</p> <p>D) Offer Early Intervention Programs.</p> <p>E) Expand staff support for students, i.e. counselors, mental health specialists, assistant principals, etc. to target high-need subgroups including foster youth, African Americans, special education, with emphasis on coordinating and securing wrap-around services and supporting critical transition years, including 9th grade completion. Expand CEP and OP classes as alternative to suspension.</p> <p>F) Continue hiring bus attendants to reduce suspensions.</p> <p>G) Implement school safety and security measures per Safety Committee feedback including additional school resource officers, physical improvements, and visitor management.</p>
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	489,068	558,498	511,098
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Marriage and Family Therapists (MFTs)	1000-3999: Classified/Certificated/Benefits A) Mental Health Assistants/Specialists	1000-3999: Classified/Certificated/Benefits A) Mental Health Assistants/Specialists

Amount	190,234	176,599	160,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Early Intervention Program	1000-3999: Classified/Certificated/Benefits A) Early Intervention Program	1000-3999: Classified/Certificated/Benefits A) Early Intervention Program
Amount	126,243	149,193	150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies B) Positive School Climate (PBIS)	4000-4999: Books And Supplies B) Positive School Climate (PBIS)	4000-4999: Books And Supplies B) Positive School Climate (PBIS)
Amount		38,819	38,819
Source		Supplemental	Supplemental
Budget Reference		1000-3999: Classified/Certificated/Benefits Behavior Support Aide (BSA)	1000-3999: Classified/Certificated/Benefits Behavior Support Aide (BSA)
Amount	182,899	200,168	205,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Child Welfare Services	1000-3999: Classified/Certificated/Benefits C) Child Welfare Services	1000-3999: Classified/Certificated/Benefits C) Child Welfare Services
Amount	55,000	55,000	55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Staffing for athletics/activities	1000-3999: Classified/Certificated/Benefits C) Staffing for athletics/activities	1000-3999: Classified/Certificated/Benefits C) Staffing for athletics/activities
Amount		600,000	600,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures G) Safety and Security	5000-5999: Services And Other Operating Expenditures G) Safety and Security



Amount		150,000	150,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures G) School Resource Officer (SRO)	5000-5999: Services And Other Operating Expenditures School Resource Officer (SRO)
Amount		723,618	670,290
Source		Supplemental	Supplemental
Budget Reference		1000-3999: Classified/Certificated/Benefits E) Staff Support for High-Needs Student Subgroups	1000-3999: Classified/Certificated/Benefits E) Staff Support for High-Needs Student Subgroups

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>2.5</p> <p>A) Continue the community reading program that outlines opportunities for adults to support students.</p> <p>B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless).</p> <p>C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students.</p> <p>D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input.</p> <p>E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input.</p> <p>F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p> <p>G) Increase training for parent/community engagement and home visits for high need students.</p>	<p>2.5</p> <p>A) Continue the community reading program that outlines opportunities for adults to support students.</p> <p>B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless).</p> <p>C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students.</p> <p>D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input.</p> <p>E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input.</p> <p>F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p> <p>G) Increase training for parent/community engagement and home visits for high need students.</p>	<p>2.5</p> <p>A) Continue the community reading program that outlines opportunities for adults to support students.</p> <p>B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless).</p> <p>C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students.</p> <p>D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input.</p> <p>E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input.</p> <p>F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p> <p>G) Increase training for parent/community engagement and home visits for high need students.</p>



H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.  
I) Support the Skills for Parent and Student School Success program and Rancho Cordova elementary sites in partnership with PTA

H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.  
I) Support the Skills for Parent and Student School Success program and Rancho Cordova elementary sites in partnership with PTA  
J) Create and implement strategic plan for family engagement and professional development using research-validated strategies, with special emphasis on Title I schools.  
K) Contract with PIQE for research-validated family education initiatives.  
L) Implement volunteer and visitor management solution to better track school-to-school volunteer active engagement.  
M) Expand access to research-validated family and student wellness programs such as Strengthening Families and evidence-based Love and Logic.

H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.  
I) Support the Skills for Parent and Student School Success program and Rancho Cordova elementary sites in partnership with PTA  
J) Create and implement strategic plan for family engagement and professional development using research-validated strategies, with special emphasis on Title I schools.  
K) Contract with PIQE for research-validated family education initiatives.  
L) Implement volunteer and visitor management solution to better track school-to-school volunteer active engagement.  
M) Expand access to research-validated family and student wellness programs such as Strengthening Families and evidenced-based Love and Logic.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	78,875	78,875	78,875
Source	Supplemental	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Community Outreach Coordinator	1000-3999: Classified/Certificated/Benefits A) Community Outreach Coordinator	1000-3999: Classified/Certificated/Benefits A) Community Outreach Coordinator

Amount	25,000	25,000	30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) Parent Education	1000-3999: Classified/Certificated/Benefits B) Parent Education	1000-3999: Classified/Certificated/Benefits B) Parent Education
Amount	2,500	2,500	2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies B) Foster Parent Workshops	4000-4999: Books And Supplies B) Foster Parent Workshops	4000-4999: Books And Supplies B) Foster Parent Workshops
Amount	186,134	214,388	205,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) Parent Coordinators	1000-3999: Classified/Certificated/Benefits B) Parent Coordinators	1000-3999: Classified/Certificated/Benefits B) Parent Coordinators
Amount	100,000		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies I) Elementary Social Emotional Learning (SEL) Program	,	,

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

2.6  
 A) Increase community partners, including faith- based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.  
 B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees.  
 C) Utilize school website calendars and local newspapers to advertise events.

**2018-19 Actions/Services**

2.6  
 A) Increase community partners, including faith- based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.  
 B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees.  
 C) Utilize school website calendars and local newspapers to advertise events.

**2019-20 Actions/Services**

2.6  
 A) Increase community partners, including faith- based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.  
 B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees.  
 C) Utilize school website calendars and local newspapers to advertise events.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	7,000	7,000	7,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures A) Community Meetings	5000-5999: Services And Other Operating Expenditures A) Community Meetings	5000-5999: Services And Other Operating Expenditures A) Community Meetings

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

2.7

A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large.

B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of Constant Contact e-mail newsletter service).

C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.

**2018-19 Actions/Services**

2.7

A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large.

B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of Constant Contact e-mail newsletter service).

C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.

D) Contribute to and maintain professional development multimedia library with focus

**2019-20 Actions/Services**

2.7

A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large.

B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of Constant Contact e-mail newsletter service).

C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.

D) Contribute to and maintain professional development multimedia library with focus

	on instructional practices and social emotional learning to increase sharing of educational best practices.	on instructional practices and social emotional learning to increase sharing of educational best practices.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	75,000	94,000	94,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures A) Annual Contracts for Blackboard and Schoolwires	5000-5999: Services And Other Operating Expenditures A) Annual Contracts for Blackboard and Schoolwires and mobile app	5000-5999: Services And Other Operating Expenditures A) Annual Contracts for Blackboard and Schoolwires and mobile app
Amount	1,700	1,700	1,700
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures B) Constant Contact e-mail newsletter service	5000-5999: Services And Other Operating Expenditures B) Constant Contact e-mail newsletter service	5000-5999: Services And Other Operating Expenditures B) Constant Contact e-mail newsletter service
Amount		50,000	50,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures C) Marketing	5000-5999: Services And Other Operating Expenditures Marketing



## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal 3

Provide students with high quality classroom instruction and access to a broad course of study.

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

#### Identified Need:

Subgroup participation in A-G and AP courses are below district wide average.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Professional Development to implement state standards	3.1 Minimum of two days offered	3.1 Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD & science	3.1 Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD, history social science & science.	3.1 Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD, history social science & science.
3.2 EL instructional strategies	3.2 GLAD training district-wide			
3.3	3.3 A-G Completion : CHS - 33.4%	Professional development related to		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to A-G, CTE, IB, AP, and STEM courses.	FHS - 61.2% VDLHS - 62.4%	GATE student needs will increase to 6 hours.	Provide six hours of GATE related Professional development.	Provide six hours of Gate related Professional development.
	CTE related completers: 7947	3.2 Train all teachers and administrators in research based EL strategies and ELD (ie. ELA/ELD Adoption, GLAD and CORE).	3.2 Train all teachers and administrators in research based EL strategies and ELD.	3.2 Train all teachers and administrators in research based EL strategies and ELD.
	Elem. Stem participation: 9,371			
	A.P. course completers: 1199			
	A.P. pass rate: 1366	3.3 Increase the percentage of students who complete A-G requirements by 2%	3.3 Increase the percentage of students who complete A-G requirements by 2%	3.3 Increase the percentage of students who complete A-G requirements by 2%
	I.B. course completers: 1924	Increase the number of students who complete CTE, PTLW, advanced math, and advanced science courses to 7947.	Increase the number of students who complete CTE, PTLW, advanced math, and advanced science courses by 1%.	Increase the number of students who complete CTE, PTLW, advanced math, and advanced science courses by 1%.
	I.B. course Completers: 270	Increase the opportunities for elementary STEM activities by 5%.	Increase the opportunities for elementary STEM activities by 5%.	Increase the opportunities for elementary STEM activities by 5%.
	I.B. DP completers: 23	Increase by 2% the number of students taking AP and passing with a "3".	Increase by 2% the number of students taking AP and passing with a "3".	Increase by 2% the number of students taking AP and passing with a "3".
		Increase the number of unduplicated students completing IB and AP courses by 1%.	Increase the number of unduplicated students completing IB and AP courses by 1%.	Increase the number of unduplicated students completing IB and AP courses by 1%.
		Students in DP courses by 5%. Students	Students in DP courses by 5%. Students receiving a DP diploma by 20%	Students in DP courses by 5%. Students receiving a DP diploma by 20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		receiving a DP diploma by 20%		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3.1  
A) Provide ongoing professional development to implement the CCSS curriculum, administrator training to

2018-19 Actions/Services

3.1  
A) Provide ongoing professional development to implement the CCSS curriculum, administrator training to

2019-20 Actions/Services

3.1  
A) Provide ongoing professional development to implement the CCSS curriculum, administrator training to



articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff.  
 B) Provide guided collaboration time to Professional Learning Communities(PLC) for curriculum implementation and data analytics.  
 C) Continue use of formative and summative assessments tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments.  
 D) Provide professional development in GATE strategies.

articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff.  
 B) Provide guided collaboration time to Professional Learning Communities(PLC) for curriculum implementation and data analytics.  
 C) Continue use of formative and summative assessments tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments.  
 D) Provide professional development in GATE strategies.

articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff.  
 B) Provide guided collaboration time to Professional Learning Communities(PLC) for curriculum implementation and data analytics.  
 C) Continue use of formative and summative assessments tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments.  
 D) Provide professional development in GATE strategies.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	485,000	500,000	525,000
Source	Base	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Professional Development	1000-3999: Classified/Certificated/Benefits A) Professional Development	1000-3999: Classified/Certificated/Benefits A) Professional Development
Amount	600,000	600,000	600,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) PLC training and Collaboration	1000-3999: Classified/Certificated/Benefits B) Professional Development/PLC	1000-3999: Classified/Certificated/Benefits B) Professional Development/PLC

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

3.2

A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies.

B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.

C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.

**2018-19 Actions/Services**

3.2

A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies.

B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.

C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.

**2019-20 Actions/Services**

3.2

A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies.

B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.

C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	528,369	460,637	561,186
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Lead Teachers	1000-3999: Classified/Certificated/Benefits A) Lead Teachers	1000-3999: Classified/Certificated/Benefits A) Lead Teachers
Amount	868,125	981,220	958,501
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Bilingual Aides	1000-3999: Classified/Certificated/Benefits A) Bilingual Aides	1000-3999: Classified/Certificated/Benefits A) Bilingual Aides
Amount	20,000	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) Administrator training on alignment between core and ELD supplemental curriculum, etc.	1000-3999: Classified/Certificated/Benefits B) Administrator training on alignment between core and ELD supplemental curriculum, etc.	1000-3999: Classified/Certificated/Benefits B) Administrator training on alignment between core and ELD supplemental curriculum, etc.
Amount	212,812	217,408	252,275
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Testing Services	1000-3999: Classified/Certificated/Benefits A) Testing Services	1000-3999: Classified/Certificated/Benefits A) Testing Services
Amount	186,400	186,400	186,400
Source	Supplemental	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures B) GLAD Training	5000-5999: Services And Other Operating Expenditures B) GLAD Training	5000-5999: Services And Other Operating Expenditures B) GLAD Training

Amount	20,000	0	0
Source	Supplemental		
Budget Reference	1000-3999: Classified/Certificated/Benefits B) Release time for model lesson design and observations	1000-3999: Classified/Certificated/Benefits B) Release time for model lesson design and observations	1000-3999: Classified/Certificated/Benefits B) Release time for model lesson design and observations

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

3.3  
A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements.

**2018-19 Actions/Services**

3.3  
A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements.

**2019-20 Actions/Services**

3.3  
A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements.



B) Continue implementation of resources (ie. Naviance and GALE) to support students with college and career readiness, use EAP assessments to identify college readiness, and provide support and guidance through counselors and career centers.

C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator.

D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).

E) Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not meeting grade level standards.

F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music.

G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.

B) Continue to support students with college and career readiness, use EAP assessments to identify college readiness, and provide support and guidance through counselors and career centers.

C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator.

D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).

E) Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not meeting grade level standards.

F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music.

G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.

B) B) Continue to support students with college and career readiness, use EAP assessments to identify college readiness, and provide support and guidance through counselors and career centers.

C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator.

D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).

E) Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not meeting grade level standards.

F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music.

G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	126,150	133,214	142,038
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) STEM Elementary Lead Teacher	1000-3999: Classified/Certificated/Benefits C) STEM Elementary Lead Teacher	1000-3999: Classified/Certificated/Benefits C) STEM Elementary Lead Teacher

Amount	105,766	107,723	109,715
Source	Supplemental	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits C) CTE Coordinator	1000-3999: Classified/Certificated/Benefits C) CTE Coordinator	1000-3999: Classified/Certificated/Benefits C) CTE Coordinator
Amount	118,600	118,600	118,600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures B) Naviance Software	5000-5999: Services And Other Operating Expenditures B) Naviance Software	5000-5999: Services And Other Operating Expenditures B) Naviance Software
Amount	144,000	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures B) GALE-Library Resources Three year contract cost.	5000-5999: Services And Other Operating Expenditures B) GALE-Library Resources Three year contract cost.	5000-5999: Services And Other Operating Expenditures B) GALE-Library Resources Three year contract cost.
Amount	100,231	102,879	113,344
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Career Guidance Clerks	1000-3999: Classified/Certificated/Benefits A) Career Guidance Clerks	1000-3999: Classified/Certificated/Benefits A) Career Guidance Clerks

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

### Goal 4

Student progress and educational outcomes will be monitored for success using assessment results.

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### Identified Need:

Subgroups achieve below all district-wide averages.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.1 CAASPP ELA & EAP	4.1 ELA 62% ELA EAP 46.8%	4.1 Increase iReady or CAASPP ELA proficient levels by 2%, from 62% to 64%.	4.1 Increase iReady or CAASPP ELA proficient levels by 2%, from 64% to 66%.	4.1 Increase iReady or CAASPP ELA proficient levels by 2%, from 64% to 66%.
4.2 CAASPP Math & EAP	4.2 Math 53% EAP 25.4%	Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 51.8% (ELA).	Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 56.8% (ELA).	Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 56.8% (ELA).
4.3 CAASPP ELA & Math CELD/ELPAC EL Progress RFEP	4.3 ELA 13% Math 14% EL Progress 69.6%			



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.4 CAASPP Special Ed	RFEP 19.6%	4.2 Increase CAASPP Math proficient levels by 2%, from 53% to 55%.	4.2 Increase CAASPP Math proficient levels by 2%, from 55% to 57%.	4.2 Increase CAASPP Math proficient levels by 2%, from 55% to 57%.
4.5 Number of students enrolled in early childhood education	4.4 Sp. Ed. ELA 21% Sp.Ed. Math 18%	Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 30.4% (math).	Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 35.4% (math).	Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 40.4% (math).
4.6 Ninth grade completion	4.5 Early Childhood Education Enrollment: 771	4.3 EL Progress (Dashboard) will increase by 2%	4.3 EL Progress (Dashboard) will increase by 2%	4.3 EL Progress (Dashboard) will increase by 2%
	4.6 9th grade completion rate 85%	Increase ELA CAASPP scores by 2% Increase Math CAASPP scores by 2%	Increase ELA CAASPP scores by 2% Increase Math CAASPP scores by 2%	Increase ELA CAASPP scores by 2% Increase Math CAASPP scores by 2%
		Reclassification rate will increase by 2%	Reclassification rate will increase by 2%	Reclassification rate will increase by 2%
		4.4 Increase student with disabilities ELA CAASPP proficient levels by 2%, from 21% to 23%. Increase student with disabilities Math CAASPP proficient levels by 2%, from 18% to 20%.	4.4 Increase student with disabilities ELA CAASPP proficient levels by 2%, from 23% to 25%. Increase student with disabilities Math CAASPP proficient levels by 2%, from 20% to 22%. 4.5	4.4 Increase student with disabilities ELA CAASPP proficient levels by 2%, from 25% to 27%. Increase student with disabilities Math CAASPP proficient levels by 2%, from 22% to 24%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>4.5 Increase the number of students enrolled in early childhood education programs (CSPP, First Five, Transitional Kindergarten, and Special Education Pre-school) by 2%. 16/17 baseline of 771</p> <p>4.6 Increase 9th grade completion rate by 2%, from 84% (2015/16) to 86%.</p>	<p>Increase the number of students enrolled in early childhood education programs by 2%.</p> <p>4.6 Increase 9th grade completion rate by 2%.</p>	<p>4.5 Increase the number of students enrolled in early childhood education programs by 2%.</p> <p>4.6 Increase 9th grade completion rate by 2%.</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
-----------------	------------------	------------------

**2017-18 Actions/Services**

4.1  
A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources to identify effective strategies.  
B) Facilitate data analysis and progress monitoring through "Every Child By Name" collaboration at all elementary and secondary schools to identify and support under-performing students. (intervention teachers and iReady)  
C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.

**2018-19 Actions/Services**

4.1  
A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources to identify effective strategies.  
B) Facilitate data analysis and progress monitoring through "Every Child By Name" collaboration at all elementary and secondary schools to identify and support under-performing students. (intervention teachers and iReady)  
C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.

**2019-20 Actions/Services**

4.1  
A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources to identify effective strategies.  
B) Facilitate data analysis and progress monitoring through "Every Child By Name" collaboration at all elementary and secondary schools to identify and support under-performing students. (intervention teachers and iReady)  
C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	185,528	99,214	99,214
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) School Improvement Staff	1000-3999: Classified/Certificated/Benefits B) Curriculum Instruction Staff	1000-3999: Classified/Certificated/Benefits B) Curriculum Instruction Staff



Amount	82,099	89,270	94,159
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) ELA Support Teacher @ CHS	1000-3999: Classified/Certificated/Benefits C) ELA Support Teacher @ CHS	1000-3999: Classified/Certificated/Benefits C) ELA Support Teacher @ CHS

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

4.2  
A) Assess grade level and department progress at each school.  
B) Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.

**2018-19 Actions/Services**

4.2  
A) Assess grade level and department progress at each school.  
B) Continue to support the implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.

**2019-20 Actions/Services**

4.2  
A) Assess grade level and department progress at each school.  
B) Continue to support the implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.

C) Provide math support at secondary schools with high need students.

C) Provide math support at secondary schools with high need students.

C) Provide math support at secondary schools with high need students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	285,975	282,002	296,654
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Math Support at Middle Schools	1000-3999: Classified/Certificated/Benefits C) Math Support at Middle Schools	1000-3999: Classified/Certificated/Benefits C) Math Support at Middle Schools
Amount	76,500	78,330	79,357
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Math Support at Cordova High School	1000-3999: Classified/Certificated/Benefits C) Math Support at Cordova High School	1000-3999: Classified/Certificated/Benefits C) Math Support at Cordova High School

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services



Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

#### 2017-18 Actions/Services

4.3  
A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer.  
B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP.  
C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available).  
D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

#### 2018-19 Actions/Services

4.3  
A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer.  
B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP.  
C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available).  
D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2019-20 Actions/Services

4.3  
A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer.  
B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP.  
C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available).  
D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	75,000	0	75,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Interventions during school year	1000-3999: Classified/Certificated/Benefits A) Interventions during school year	1000-3999: Classified/Certificated/Benefits A) Interventions during school year

Amount	275,000	485,000	485,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Summer School for remedial and at-risk students	1000-3999: Classified/Certificated/Benefits A) Summer School/Boost for remedial and at-risk students	1000-3999: Classified/Certificated/Benefits A) Summer School/Boost for remedial and at-risk students
Amount	271,721	284,630	313,712
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits D) ELD Support secondary sites	1000-3999: Classified/Certificated/Benefits D) ELD Support secondary sites	1000-3999: Classified/Certificated/Benefits D) ELD Support secondary sites

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Specific Student Groups: Special Education

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services



4.4  
A) For special education students, identify appropriate curriculum and supports.  
B) Provide professional development for general education teachers to modify curriculum.  
C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment.  
D) Provide additional classes and services.

4.4  
A) For special education students, identify appropriate curriculum and supports.  
B) Provide professional development for general education teachers to modify curriculum.  
C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment.  
D) Provide additional classes and services.

4.4  
A) For special education students, identify appropriate curriculum and supports.  
B) Provide professional development for general education teachers to modify curriculum.  
C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment.  
D) Provide additional classes and services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	182,794	167,247	179,122
Source	Other	Other	Other
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Mental Health Aides	1000-3999: Classified/Certificated/Benefits C) Mental Health Assistants	1000-3999: Classified/Certificated/Benefits C) Mental Health Assistants
Amount	486,645	774,176	829,142
Source	Other	Other	Other
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Marriage & Family Therapists (MFTs)	1000-3999: Classified/Certificated/Benefits C) Mental Health Specialists	1000-3999: Classified/Certificated/Benefits C) Mental Health Specialists
Amount	19,883,453	25,127,990	28,897,189
Source	Base	Base	Base
Budget Reference	8980: General Fund Contribution Special Education Encroachment into base program	8980: General Fund Contribution Special Education Encroachment into base program	8980: General Fund Contribution Special Education Encroachment into base program

Amount	175,760	180,000	180,000
Source	Base	Base	Base
Budget Reference	1000-3999: Classified/Certificated/Benefits D) Special Education new program expenditures	1000-3999: Classified/Certificated/Benefits D) Special Education new program expenditures	1000-3999: Classified/Certificated/Benefits D) Special Education new program expenditures

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

4.5  
A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.  
B) Increase parent awareness with curriculum articulation, transitions from

**2018-19 Actions/Services**

4.5  
A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.  
B) Increase parent awareness with curriculum articulation, transitions from

**2019-20 Actions/Services**

4.5  
A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.  
B) Increase parent awareness with curriculum articulation, transitions from

grade level to school level, parent education related to kindergarten readiness and TK.  
C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.

grade level to school level, parent education related to kindergarten readiness and TK.  
C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.  
D) Increase staff to improve and track learning of Special Education students

grade level to school level, parent education related to kindergarten readiness and TK.  
C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	106,159	113,166	113,529
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits A) Coordinator of Early Childhood Education	1000-3999: Classified/Certificated/Benefits A) Coordinator of Early Childhood Education	1000-3999: Classified/Certificated/Benefits A) Coordinator of Early Childhood Education
Amount		161,734	161,734
Source		Supplemental	Supplemental
Budget Reference		1000-3999: Classified/Certificated/Benefits C) Intervention Teachers Special Education	1000-3999: Classified/Certificated/Benefits C) Intervention Teachers Special Education
Amount	96,562	98,107	102,061
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Preschool expansion	1000-3999: Classified/Certificated/Benefits C) Preschool expansion	1000-3999: Classified/Certificated/Benefits C) Preschool expansion

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education  
 [Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
 [Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

4.6  
 A) Use data to review placement for under-performing students in support programs/courses.  
 B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.  
 C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.

**2018-19 Actions/Services**

4.6  
 A) Use data to review placement for under-performing students in support programs/courses.  
 B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.  
 C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.

**2019-20 Actions/Services**

4.6  
 A) Use data to review placement for under-performing students in support programs/courses.  
 B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.  
 C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	184,339	200,000	200,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures A) Data Systems - Illuminate and iReady	5000-5999: Services And Other Operating Expenditures A) Data Systems - Illuminate and iReady	5000-5999: Services And Other Operating Expenditures A) Data Systems - Illuminate and iReady
Amount	423,964	469,489	512,356
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits B) Middle School Teachers @ Mills Middle	1000-3999: Classified/Certificated/Benefits B) Middle School Teachers @ Mills Middle	1000-3999: Classified/Certificated/Benefits B) Middle School Teachers @ Mills Middle
Amount	303,661	300,675	315,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Counselors	1000-3999: Classified/Certificated/Benefits C) Counselors	1000-3999: Classified/Certificated/Benefits C) Counselors
Amount	2,192,554	2,326,069	2,674,897
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-3999: Classified/Certificated/Benefits C) Intervention Teachers	1000-3999: Classified/Certificated/Benefits C) Intervention Teachers	1000-3999: Classified/Certificated/Benefits C) Intervention Teachers

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$12,527,741

Percentage to Increase or Improve Services

7.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The information noted below details the districts use of supplemental funds. The table includes a brief program/service description, specification if the program/service is school specific or LEA-wide, manner in which services are principally directed in meeting the needs of unduplicated pupils and the funding amount to support the program/service.

Priority student subgroups include:

English Learners (EL)

Foster Youth (FY)

Homeless Students (HS)

Socio-Economically Disadvantaged (SED)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The information noted below details the districts use of supplemental funds. The table includes a brief program/service description, specification if the program/service is school specific or LEA-wide, manner in which services are principally directed in meeting the needs of unduplicated pupils and the funding amount to support the program/service.

Priority student subgroups include:

- English Learners (EL)
- Foster Youth (FY)
- Homeless Students (HS)
- Socio-Economically Disadvantaged (SED)

Action	Program/Service Description	School-wide or LEA-wide	Manner in which the action is principally directed towards students: Socio-Economically Disadvantaged (SED), Homeless (HS), English Learners (EL), Foster Youth (FY)?	Manner in which action is most effective in meeting the goals for unduplicated pupils. Including the basis for the determination, supported by research, experience, or educational theory.	Supplemental funding (Amount)
<b>Goal 1: All students will receive instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness.</b>					
1.3	Provide written and oral translation	LEA-wide	Librarian and translation services are principally directed	This is the most effective use of funds because	\$276,199



	services and a librarian at schools with high EL/SED populations		to meeting the needs of our EL/LI students and their families.	<p>communication with families in their primary language increases their authentic engagement in their child's education.</p> <p>Our experience supports this as the most effective use of funds because librarians support EL by increasing their access to supplementary materials and supporting vocabulary development through web based programs.</p>	
<b>Goal 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment.</b>					
2.1	Improve student attendance rates	LEA-Wide	Provides resources to promote the importance of school attendance and intervention services for students demonstrating chronic absenteeism and/or truancy with a particular focus to support EL, FY, HS, and SED students/families.	<p>This is the most effective use of funds because research confirms a positive correlation between rates of attendance and student achievement. (Hattie, J. 2012; )</p> <p>While the data reporting chronic absenteeism is currently unavailable, it is our contention that FY, SED, and EL students are disproportionately represented in this metric and actions aimed at improving attendance rates would positively impact these groups performance.</p>	\$1,668,053
2.3	Provide supports and programs aimed at decreasing 8 <sup>th</sup> grade dropout rates.	LEA-wide	Increase EL/SED students access to electives, after school programs and interventions.	This is the most effective use of funds because research shows that students participating in high quality expanded learning	\$127,716



				<p>opportunities demonstrate improved academic and social emotional learning performance. (Buffum, A., Mattos, M, 2012, Hattie, J, 2012)</p> <p>SED student often have limited access to after school programs due to the cost associated with them. This action aims to remove those obstacles and encourage our most disadvantaged students to participate in high quality afterschool programs.</p>	
2.4	Provide supports and services aimed at reducing student suspension and expulsion rates.	LEA-wide	<p>Provide programmatic support and monitors site implementation of PBIS. PBIS programming includes a concentrated focus on specific student subgroups including EL, FY, HS, and SED students</p> <p>MFTs: Provides individual and family social/emotional services. A significant percentage of students/families being served include EL, FY, HS, and SED students.</p>	<p>These supports are designed to support student in dealing with the effects of trauma. Research and program data confirm the programmatic effectiveness of PBIS and MFT support as a viable means to offset the effects of trauma. (Educational Psychology, 2005).</p>	\$1,541,487
2.5	Stakeholder engagement.	LEA-wide	Provides Family and Community Engagement programs and services with a focused emphasis on EL, FY, HS, and SED students.	This is the most effective use of funds because research validates the positive correlation between meaningful family and community engagement and student	\$222,941

				academic, social and emotional success. The importance of these connections is heightened when working with EL, FY, HS, and SED students due to the myriad of obstacles potentially presented by their life conditions outside of school. (Henderson, T., Mapp, L., Johnson, V., Davies, D. 2007).	
<b>Goal 3: Provide students with high quality classroom instruction and access to a broad course of study.</b>					
3.1	Professional Development	LEA-wide	Provide TK-12 CCSS, ELD, and NGSS professional learning resulting in student access to standards aligned instructional materials and strategies, with a particular focus on EL, FY, HS, and SED students.	This is the most effective use of funds because research shows that instructional coaching support to teachers assists them in the utilization of student data, with an increased ability to disaggregate data according to specific student subgroup needs: SED, FY, EL, and others (Hattie, J., 2012; Marzano, R., Pickering, D., Pollock, J, 2001).	\$600,000
3.3	Promote college and career readiness through increased access to a rigorous course of study.	LEA-wide	In addition to the CTE coordinator, unduplicated students will benefit from staff that supports their success after high school, by providing college and career guidance via face-to-face, group, and web based interactions.	Data from the Ca. Dashboard indicates that our EL, HS, and SED students are performance is lower than that of their peers on the college/career report. research suggests that access to high levels of academic rigor and enrichment programs results in improved student achievement. (Hattie, J. 2012)	\$526,715
<b>Goal 4: Student progress and educational outcomes will be monitored for success using assessment results.</b>					

4.1	Provide support to ensure all students are reading at grade level (1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grades).	LEA-wide	Literacy services with a particular focus on EL, FY, HS, and SED students/families.	This is the best use of funds because the Ca. Dashboard indicates that these groups are currently performing lower than their peers on the ELA assessment. Students will benefit from additional embedded interventions/supports aimed at improving their literacy (Hattie, J., 2012; Marzano, R., Pickering, D., Pollock, J, 2001).	\$87,917
4.2	Provide support to ensure all students are performing at grade level in math (1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grades)	LEA-wide	Numeracy services with a particular focus on EL, FY, HS, and SED students/families.	This is the best use of funds because the Ca. Dashboard indicates that these groups are currently performing lower than their peers on the Math assessment. Students will benefit from additional embedded interventions/supports aimed at improving their numeracy (Hattie, J., 2012; Marzano, R., Pickering, D., Pollock, J, 2001).	\$360,882
4.5	Provide kindergarten readiness support	LEA-wide	In addition to support staff, the districts preschool offerings will be expanded. The preschool expansion is focused in communities serving EL/SED students.	District iReady data indicates that many of our EL and SED student enter school behind in their foundational reading (phonics and phonological awareness) and basic numeracy skills (basic number sense). Our experiences confirms a positive correlation between early education opportunities and long term academic achievement.	\$371,547

4.6	Provide support for targeted 9 <sup>th</sup> grade students and other low performing students.	LEA-wide	These services aim to expand learning opportunities, reduce class size, and increase levels of personalized support (illuminate and intervention teachers) for all students but with particular focus on EL, FY, and LI students.	This is the best use of funds because research validates that expanded learning opportunities, reduced class size and increased levels of personalized support for students have a positive influence on student academic and behavioral performance (Hattie, J., 2012; Marzano, R., Pickering, D., Pollock, J, 2001)..	\$4,095,650
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Educational research used to support claims:

Boaler, J. (2016) Mathematical Mindsets: Unleashing Students' POTENTIAL Through Creative Math, Inspiring Messages and INNOVATIVE TEACHING. San Francisco, CA: Jossey-Bass

Buffum, A., Mattos, M., & Webber, C. (2012). Simplifying Response to intervention: Four Essential Guiding Principles. Bloomington, IN: Solution Tree Press.

Dufour, R., & Marzano, R. (2012). Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement. Bloomington, IN: Solution Tree.

Educational Psychology an International Journal of Experimental Educational Psychology: Whole-school positive behavior support: effects on student discipline and academic performance (2005).

Freeman, Y. & Freeman, E. (2002) Closing The Achievement Gap: How to Reach Limited-Formal-schooling and Long term English Learners. Portsmouth, NH: Heinemann.

Hattie, J. (2012). Visible Learning For teachers: Maximizing Impact On Learning. Thousands Oak, CA: Sage Publications.

Marzano, R. Pickering, D., & Pollock, J. (2001). Classroom Instruction the Works. Alexandria, VA.: ASCD

Mattos, M., DuFour R., DuFour R., Eaker R., & Many T.W. (2016). Learning by Doing: A Handbook for Professional Learning Communities at Work. Sydney, NSW: Solution Tree Press.

Sanders, M. G., & Sheldon, S. B. (2009). Principals Matter: A guide to school, family, and community partnerships. New York, NY: Skyhorse Publishing

Soto, I. (2012). ELL Shadowing as Catalyst for Changes. Thousands Oak, CA: Corwin

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18



## Estimated Supplemental and Concentration Grant Funds

\$10,927,357

## Percentage to Increase or Improve Services

7.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Folsom Cordova Unified School District's funding for Supplemental Grants based on the number of low income, foster youth, and English learner students is estimated at \$10,927,357 for 2017-18. We focus supplemental resources in schools in Rancho Cordova, with high EL/LI populations, and target funds to Folsom schools which also have EL/LI numbers, but in lower amounts. The actions and services are focused on ensuring that students and families have access to the services necessary for student success.

The following actions/services are the most effective use of supplemental funds to meet our goals for our unduplicated students based on our past experiences and supporting research.

(A) Ensuring that all students have access to high-quality first instruction and tiered levels of support requires a commitment to systemic district-wide professional development. To that end, the district has developed a multi-year professional development plan that supports deep implementation of district initiatives.

(B) The plan consists of two types of professional development: Collective PD and Independent PD. The district believes that Collective PD is foundational to our efforts toward creating curricular interdependence amongst teachers. These professional development offerings place emphasis on grade-level and/or subject-area teams of teachers and others working interdependently on the creation of a guaranteed and viable curriculum. Through the creation of common curriculum and assessments, schools will position themselves to have conversations driven by data and focused on student learning. Collective professional development will be delivered during release time or buy-back days. Because we view these professional development opportunities as essential to the district's transition to a collaborative orientation, we need all teachers to participate.

(C) The second type of professional development opportunity is Independent PD. The district feels strongly that teachers need the opportunity to self-select personal growth areas. These types of professional development opportunities do not require teachers or

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

others to work interdependently. The teacher's focus is on individual practice or the acquisition of knowledge that enhances individual practice. The delivery method of Independent professional development occurs outside the school day

(D) The professional development plan is based on the three LCAP categories—conditions, outcomes, and engagement—coupled with the PLC essential questions: What is it we want our students to know? How will we know they are learning? How will we respond when students don't learn, and How will we enrich and extend learning for students when they are proficient (Buffum, Mattos, & Weber 2012)? The district believes that our ability to increase the academic achievement of all students hinges on our response to these questions.

(E) In order to address how we will respond when students don't learn, the district has increased its efforts to provide intervention resources at each site. All schools in the district have been provided a site intervention teacher. These teachers work closely with site principals and district administration to implement effective research-based intervention strategies. Mike Mattos' model for intervention, RTI at Work, is the driving force behind the district's tiered intervention strategy. Professional development supporting the implementation of Response to Intervention is embedded in our district-wide efforts toward a guaranteed and viable curriculum.

(F) Effective intervention is prescriptive and requires the district, schools, and teachers to have reliable diagnostic data. In concert with the formative assessment data being generated by teachers, the district has adopted the iReady Adaptive Diagnostic Assessment System. We are moving into our third year utilizing iReady and are making significant gains in our ability to identify students performing below grade level, pinpoint specific student needs, and provide academic support.

(G) A positive school climate and student and parent engagement lead to student achievement. In order to improve engagement, the district is employing a number of strategies ranging from improved communication opportunities to and from school to actual parent education courses on effective strategies that support student learning at home. With the assistance of school-based coordinators, families will be provided opportunities to participate in school activities, learn how to assist their students in school and in learning the English language. School-level engagement has positive outcomes, including more informed decision-making and engagement in their students' learning (Sanders & Sheldon 2009). Student engagement cannot be separated from the learning environment, therefore, social/emotional support and a focus on improving school climate will be provided district-wide through research-based PBIS, marriage/family therapists, counselors and social workers (Educational Psychology, 2005). Every school has a population of



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

unduplicated students whose parents need school connectedness. This program was piloted first at our elementary schools and expanded to the middle schools because of its success.

#### Works Cited

- Buffum, A., Mattos, M., & Webber, C. (2012). Simplifying Response to intervention: Four Essential Guiding Principles. Bloomington, IN: Solution Tree Press.
- Dufour, R., & Marzano, R. (2012). Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement. Bloomington, IN: Solution Tree.
- Educational Psychology an International Journal of Experimental Educational Psychology: Whole-school positive behavior support: effects on student discipline and academic performance ( 2005).
- Hattie, J. (2012). Visible Learning For teachers: Maximizing Impact On Learning. Thousands Oak, CA: Sage Publications.
- Mattos, M., DuFour R., DuFour R., Eaker R., & Many T.W. (2016). Learning by Doing: A Handbook for Professional Learning Communities at Work. Sydney, NSW: Solution Tree Press.
- Sanders, M. G., & Sheldon, S. B. (2009). Principals Matter: A guide to school, family, and community partnerships. New York, NY: Skyhorse Publishing

Naviance software (to support college and career readiness) is available to all students. Additional counselors, guidance clerks and student advocates have been hired at schools with high populations of unduplicated students to assist those students and parents with access and utilization.

Using the new EIE curriculum, Elementary STEM Lead Teacher was hired to develop hands-on lessons for use in classes with high populations of unduplicated students who often don't have background and opportunities.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using supplemental funds, the district purchased musical instruments for use by, unduplicated students who can't afford to rent instruments for at-home use.

Unduplicated students often lack the background knowledge and experience gained through opportunities afforded other students. In order to equalize opportunities, supplemental funds are being used to fund for extra curricular activities and experiential learning. In addition to supplemental funds, the City of Rancho Cordova, through its Measure H funding, has approved the following district applications to benefit unduplicated students in Rancho Cordova: science field trips, STEM activities, Crocker's Artist-to-Go and Meet the Masters, additional after-school funding to augment ASES, school gardens, mentoring programs and scholarships for all Rancho Cordova graduates to the local community college.

The district is implementing changes to provide positive school climate on a district-wide basis using supplemental funds. Often times, unduplicated students are isolated due to language or cultural differences from their peers. Also, low income students, including homeless students, have barriers to learning (family relationships, attendance, counseling needs, lack of immunizations) that the family can't always provide. The district has hired MSW, MFT, nurse and a Child Welfare Officer to focus on reducing the barriers to learning and Academic Support Teachers, Intervention Teachers were allocated to schools based on the number of unduplicated students at each school.

Additional Assistant Principals have been allocated to elementary and secondary schools with high population of unduplicated students. This provides for increased oversight and communication on academic and behavior needs.

The following summary describes the use of supplemental funding:

Support to unduplicated students:

Provide English learner translation and interpreter services (\$1,084,000) Goal 1, Action 3 and Goals 3, Action 2  
 Monitor immunizations, attendance and behaviors that can be barriers to learning (\$1,321,000). Goal 2, Action 1  
 Provide additional clubs, sports, after school activities and field trips (\$370,000) Goal 2, Action 3  
 Increase early education opportunities (\$202,000) Goal 4, Action 5  
 Provide additional academic counseling (\$304,000) Goal 4, Action 6

For all students (district-wide or school-wide approach as this is most effective in supporting EL/LI/Foster Youth):

Access to college planning strategies and high-level courses preparing students for college (\$537,000) Goal 1, Action 3 and Goal 3,



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

#### Action 3

Provide professional development for instructional staff (\$1,355,000) Goal 3 and Actions 1 and 2

Curriculum development with testing supports and services (\$516,000) Goal 3, Actions 2 & 3, Goal 4, Action 6

Provide academic intervention including ELD, math, intervention specialists, literacy coach, tutors, and summer school, principally focused on EL/LI and Foster Youth (\$3,868,000) Goal 4, Actions 1, 2, 3, and 6

Positive school climate (\$1,067,000) Goal 2, Actions 4 & 5

Parent and community engagement (\$314,000) Goal 2, Action 5

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided



in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

**Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

**Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

**Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

**Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

**Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

**For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement****Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

#### **New/Modified/Unchanged:**

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.



## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.



## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	200,161,310.00	234,514,563.00	200,161,310.00	223,039,722.00	266,988,579.16	690,189,611.16
	0.00	0.00	0.00	0.00	0.00	0.00
Base	143,327,951.00	160,602,040.00	143,327,951.00	156,846,049.00	166,025,014.00	466,199,014.00
Bond fund	44,535,978.00	59,907,818.00	44,535,978.00	52,541,788.00	86,775,445.00	183,853,211.00
Educator Effectiveness	690,000.00	694,562.00	690,000.00	0.00	0.00	690,000.00
Other	669,439.00	1,141,675.00	669,439.00	941,423.00	1,008,264.00	2,619,126.00
Supplemental	10,937,942.00	11,982,068.00	10,937,942.00	12,524,062.00	12,993,456.16	36,455,460.16
Title II	0.00	186,400.00	0.00	186,400.00	186,400.00	372,800.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	200,161,310.00	234,514,563.00	200,161,310.00	223,039,722.00	266,988,579.16	690,189,611.16
1000-3999: Classified/Certificated/Benefits	132,267,097.00	146,451,386.00	132,267,097.00	142,135,551.00	147,180,745.16	421,583,393.16
4000-4999: Books And Supplies	2,282,743.00	1,489,241.00	2,282,743.00	1,501,693.00	2,402,500.00	6,186,936.00
5000-5999: Services And Other Operating Expenditures	1,192,039.00	1,538,128.00	1,192,039.00	1,732,700.00	1,732,700.00	4,657,439.00
6000-6999: Capital Outlay	44,535,978.00	59,907,818.00	44,535,978.00	52,541,788.00	86,775,445.00	183,853,211.00
8980: General Fund Contribution	19,883,453.00	25,127,990.00	19,883,453.00	25,127,990.00	28,897,189.00	73,908,632.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	200,161,310.0 0	234,514,563.0 0	200,161,310.0 0	223,039,722.0 0	266,988,579.1 6	690,189,611.1 6
1000-3999: Classified/Certificated/Benefit s		0.00	0.00	0.00	0.00	0.00	0.00
1000-3999: Classified/Certificated/Benefit s	Base	121,116,798.0 0	133,440,844.0 0	121,116,798.0 0	129,955,359.0 0	134,465,125.0 0	385,537,282.0 0
1000-3999: Classified/Certificated/Benefit s	Educator Effectiveness	690,000.00	694,562.00	690,000.00	0.00	0.00	690,000.00
1000-3999: Classified/Certificated/Benefit s	Other	669,439.00	1,141,675.00	669,439.00	941,423.00	1,008,264.00	2,619,126.00
1000-3999: Classified/Certificated/Benefit s	Supplemental	9,790,860.00	11,174,305.00	9,790,860.00	11,238,769.00	11,707,356.16	32,736,985.16
4000-4999: Books And Supplies	Base	1,984,000.00	1,300,000.00	1,984,000.00	1,350,000.00	2,250,000.00	5,584,000.00
4000-4999: Books And Supplies	Supplemental	298,743.00	189,241.00	298,743.00	151,693.00	152,500.00	602,936.00
5000-5999: Services And Other Operating Expenditures	Base	343,700.00	733,206.00	343,700.00	412,700.00	412,700.00	1,169,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental	848,339.00	618,522.00	848,339.00	1,133,600.00	1,133,600.00	3,115,539.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	186,400.00	0.00	186,400.00	186,400.00	372,800.00
6000-6999: Capital Outlay	Bond fund	44,535,978.00	59,907,818.00	44,535,978.00	52,541,788.00	86,775,445.00	183,853,211.0 0
8980: General Fund Contribution	Base	19,883,453.00	25,127,990.00	19,883,453.00	25,127,990.00	28,897,189.00	73,908,632.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	168,202,215.00	195,877,969.00	168,202,215.00	183,607,106.00	223,170,443.00	574,979,764.00
Goal 2	3,155,928.00	3,035,125.00	3,155,928.00	4,787,436.00	4,737,016.00	12,680,380.00
Goal 3	3,515,453.00	3,850,190.00	3,515,453.00	3,408,081.00	3,567,059.00	10,490,593.00
Goal 4	25,287,714.00	31,751,279.00	25,287,714.00	31,237,099.00	35,514,061.16	92,038,874.16

\* Totals based on expenditure amounts in goal and annual update sections.

Local Control and Accountability Plan Summary of Goals	
<b>GOAL 1</b>	<b>All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)</b>
	1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
	1.2 Maintain schools in good repair.
	1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.
<b>GOAL 2</b>	<b>Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)</b>
	2.1 Increase student attendance rates and reduce chronic absences.
	2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
	2.3 Decrease 8th grade dropout rates.
	2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
	2.5 Increase family engagement and parent input and the utilization of volunteers.
	2.6 Increase community partnerships that support student learning.
	2.7 Increase the efficiency, timeliness and accessibility of district communications.
<b>GOAL 3</b>	<b>Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)</b>
	3.1 Provide professional development in new adoptions and local curriculum.
	3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
	3.3 Provide access to A-G, CTE, IB, AP and STEM courses.
<b>GOAL 4</b>	<b>Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)</b>
	4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11 <sup>th</sup> grades).
	4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
	4.3 Ensure English Learners make yearly progress.
	4.4 Ensure Special Education students make yearly progress.
	4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
	4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Board Approval: 6-21-18



## Third Party Comment Notice on FCUSD Homepage



# Folsom Cordova

UNIFIED SCHOOL DISTRICT

 HOME
  POWERSCHOOL PORTAL
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**Holiday STAR shopping spree puts smile on Rancho Cordova elementary students' faces**

A number of Rancho Cordova elementary students were treated to a shopping spree thanks to The Holiday STAR program. [read more](#)

**FHS student participates in MARIJUANA IS NOT FOR ME Winter PSA**

The Future Forward Campaign encourages teens to stay away from drinking or using marijuana. [read more](#)

**Bulldogs football team wins fourth CIF I-AA state championship in a decade**

The Bulldogs beat Cathedral Catholic in CIF I-AA championship game. [read more](#)

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### Announcements

**FCUSD Seeking Accreditation from CTC**

Notice: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). All identifying information will remain confidential.

For additional information see the full memorandum linked below or contact Mindy Andrus, Teacher Induction Program Coordinator by Phone: 916.294.2413 or Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

[CTC Request for Comments - Education Preparation Program Memo](#)

### District News

### District Newsletter Signup

Stay connected to student success by signing up for your FCUSD District Digest eNewsletter!

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### Contact Us

**District Office**  
 1965 Birkmont Drive  
 Rancho Cordova, CA 95742-6407  
[\[ View Google Map \]](#)

Phone: (916) 294-9000  
 Fax: (916) 294-9020

Friday, December 28, 2018 at 5:06:29 PM Pacific Standard Time

**Subject:** Third Party Notification for FCUSD

**Date:** Friday, December 28, 2018 at 4:59:00 PM Pacific Standard Time

**From:** Mindy Andrus

**To:** Wick, Patricia

To: Patricia Wick, Brandman University:

**The Folsom Cordova Unified School District is currently seeking Accreditation from CTC.**

**Request for Comments – Educator Preparation Programs**

NOTICE: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow the Folsom Cordova Unified School District to sponsor educator preparation programs in California. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other -please specify). All identifying information will remain confidential.

For more information, contact:

Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

Folsom Cordova Unified School District

Thanks for all you do!

**Mindy Andrus, M.Ed.**

Teacher Induction/Elementary Music, Art & PE Coordinator

[mandrus@fcusd.org](mailto:mandrus@fcusd.org)

916.294.2413

**"It's kind of fun to do the impossible." ~Walt Disney**

---

Friday, December 28, 2018 at 5:06:40 PM Pacific Standard Time

**Subject:** Third Party Notification for FCUSD

**Date:** Friday, December 28, 2018 at 4:59:55 PM Pacific Standard Time

**From:** Mindy Andrus

**To:** Biagetti, Stephanie

To: Stephanie Biagetti, CSUS:

**The Folsom Cordova Unified School District is currently seeking Accreditation from CTC.**

**Request for Comments – Educator Preparation Programs**

NOTICE: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow the Folsom Cordova Unified School District to sponsor educator preparation programs in California. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other -please specify). All identifying information will remain confidential.

For more information, contact:

Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

Folsom Cordova Unified School District

Thanks for all you do!

**Mindy Andrus, M.Ed.**

Teacher Induction/Elementary Music, Art & PE Coordinator

[mandrus@fcusd.org](mailto:mandrus@fcusd.org)

916.294.2413

**"It's kind of fun to do the impossible." ~Walt Disney**

---

Friday, December 28, 2018 at 5:06:50 PM Pacific Standard Time

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**Subject:** Third Party Notification for FCUSD

**Date:** Friday, December 28, 2018 at 5:06:14 PM Pacific Standard Time

**From:** Mindy Andrus

**To:** lwebster@pacific.edu

To: Linda Webster, Interim Dean, Professor, University of the Pacific:

**The Folsom Cordova Unified School District is currently seeking Accreditation from CTC.**

**Request for Comments – Educator Preparation Programs**

NOTICE: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow the Folsom Cordova Unified School District to sponsor educator preparation programs in California. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at [input@ctc.ca.gov](mailto:input@ctc.ca.gov). Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other -please specify). All identifying information will remain confidential.

For more information, contact:

Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)

Folsom Cordova Unified School District

Thanks for all you do!

**Mindy Andrus, M.Ed.**

Teacher Induction/Elementary Music, Art & PE Coordinator

[mandrus@fcusd.org](mailto:mandrus@fcusd.org)

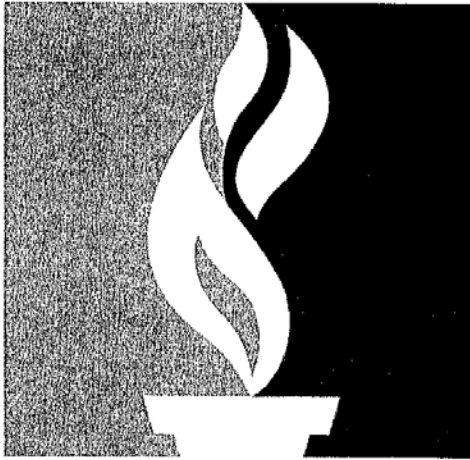
916.294.2413

**"It's kind of fun to do the impossible." ~Walt Disney**



12/28/2018

Contact Us - UC Davis School of Education



## CONTACT US

**Your name: \***

Mindy Andrus

**Your e-mail: \***

MANDRUS@FCUSD.ORG

**Message: \***

To: Barbara Celli, University California, Davis

The Folsom Cordova Unified School District is currently seeking Accreditation from CTC.

Request for Comments – Educator Preparation Programs

NOTICE: Folsom Cordova Unified School District is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow the Folsom Cordova Unified School District to sponsor educator preparation programs in California. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this in Comments should be submitted to the Commission at [input@cto.ca.gov](mailto:input@cto.ca.gov). Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty, employer of graduates, other -please specify). All identifying information will remain confidential.

For more information, contact:

Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fousd.org](mailto:mandrus@fousd.org)

Folsom Cordova Unified School District

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**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**FINANCIAL STATEMENTS**

June 30, 2018

## FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2018

CONTENTS

INDEPENDENT AUDITOR'S REPORT.....	1
MANAGEMENT'S DISCUSSION AND ANALYSIS.....	4
BASIC FINANCIAL STATEMENTS:	
GOVERNMENT-WIDE FINANCIAL STATEMENTS:	
STATEMENT OF NET POSITION.....	12
STATEMENT OF ACTIVITIES.....	13
FUND FINANCIAL STATEMENTS:	
BALANCE SHEET - GOVERNMENTAL FUNDS.....	14
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION.....	15
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS.....	16
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES.....	17
STATEMENT OF NET POSITION - PROPRIETARY FUND - STUDENT CARE CENTER FUND.....	18
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - PROPRIETARY FUND - STUDENT CARE CENTER FUND.....	19
STATEMENT OF CASH FLOWS - PROPRIETARY FUND - STUDENT CARE CENTER FUND.....	20
STATEMENT OF FIDUCIARY NET POSITION - AGENCY FUNDS.....	21
NOTES TO FINANCIAL STATEMENTS.....	22

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2018  
(Continued)

CONTENTS

REQUIRED SUPPLEMENTARY INFORMATION:

GENERAL FUND BUDGETARY COMPARISON SCHEDULE.....	57
SCHEDULE OF CHANGES IN THE DISTRICT'S TOTAL OTHER POSTEMPLOYMENT BENEFITS (OPEB) LIABILITY.....	58
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY.....	59
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS.....	61
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION.....	63

SUPPLEMENTARY INFORMATION:

COMBINING BALANCE SHEET - ALL NON-MAJOR FUNDS.....	64
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - ALL NON-MAJOR FUNDS.....	65
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES - ALL AGENCY FUNDS .....	66
ORGANIZATION.....	67
SCHEDULE OF AVERAGE DAILY ATTENDANCE.....	68
SCHEDULE OF INSTRUCTIONAL TIME.....	69
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS.....	70
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS .....	72
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS - UNAUDITED.....	73
SCHEDULE OF CHARTER SCHOOLS.....	74
SCHEDULE OF FIRST 5 REVENUES AND EXPENDITURES.....	75
NOTES TO SUPPLEMENTARY INFORMATION .....	76

## FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2018

## CONTENTS

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS.....	78
INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS.....	81
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE.....	83
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR THE FIRST 5 SACRAMENTO COUNTY PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH A PROGRAM-SPECIFIC AUDIT.....	85
FINDINGS AND RECOMMENDATIONS:	
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS.....	86
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS.....	91





**Crowe LLP**  
Independent Member Crowe Global

## INDEPENDENT AUDITOR'S REPORT

Board of Education  
Folsom Cordova Unified School District  
Folsom, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Folsom Cordova Unified School District, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Folsom Cordova Unified School District's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Folsom Cordova Unified School District, as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

---

(Continued)

1.

### ***Emphasis of Matter***

As discussed in Note 1 to the financial statements, the District implemented Governmental Accounting Standards Board (GASB) Statement No. 75, "Accounting for Financial Reporting for Postemployment Benefits Other than Pensions". This resulted in a restatement of the beginning governmental activities net position of \$6,581,951. Note disclosures and required supplementary information requirements about OPEB are also discussed. Our opinions are not modified with respect to this matter.

### ***Other Matters***

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the *Management's Discussion and Analysis* on pages 4 to 11 and the General Fund Budgetary Comparison Schedule, the Schedule of Changes in the District's Total Other Postemployment Benefits (OPEB) Liability, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of the District's Contributions on pages 57 to 62 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Supplementary Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Folsom Cordova Unified School District's basic financial statements. The accompanying schedule of expenditure of federal awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The schedule of expenditure of federal awards and other supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditure of federal awards and other supplementary information as listed in the table of contents, except for the Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

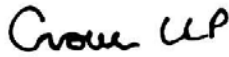
The Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

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(Continued)

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2018 on our consideration of Folsom Cordova Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Folsom Cordova Unified School District's internal control over financial reporting and compliance.



Crowe LLP

Sacramento, California  
December 17, 2018

## Management Discussion & Analysis

The Management Discussion and Analysis Section of the audit is management's view of the District's financial condition, and provides an opportunity to discuss important fiscal issues with the board and the public.

## Financial Reports

Two financial reports are included in the audit this year, the Statement of Net Position and the Statement of Activities, which begin on page 12. These two statements report the district-wide financial condition and activities. The individual fund statements which focus on reporting the District's operations in more detail begin on page 14.

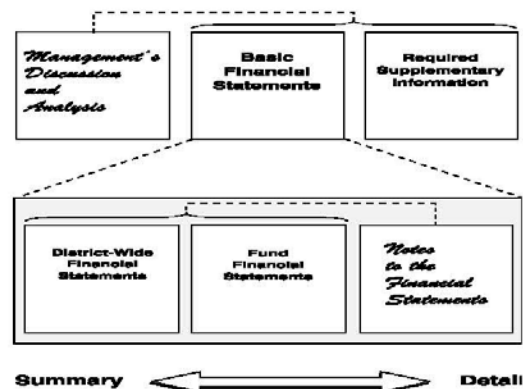
## Overview of the Financial Statements

This annual report consists of three parts—management’s discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are *district-wide financial statements* that provide both *short-term* and *long-term* information about the District's *overall* financial status.
- The remaining statements are *fund financial statements* that focus on *individual parts* of the District, reporting the District's operations in *more detail* than the District-wide statements.
- The *governmental funds* statements tell how *basic* services like regular and special education were financed in the *short term* as well as what remains for future spending.
- *Proprietary funds* statements offer *short- and long-term* financial information about the activities the District operates *like businesses*, such as food services.
- *Fiduciary funds* statements provide information about the financial relationships in which the District acts solely as a *trustee or agent* for the benefit of others to whom the resources belong.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of *required supplementary information* that further explains and supports the financial statements with a comparison of the District's budget for the year. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.

**Figure A-1. Organization of  
Folsom Cordova USD  
Annual Financial Report**



### **District-wide Statements**

The district-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes *all* of the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two district-wide statements report the District's *net position* and how they have changed. Net position—the difference between the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources—is one way to measure the District's financial health or *position*.

- Over time, increases or decreases in the District's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the District you need to consider additional nonfinancial factors such as changes in the District's property tax base and the condition of school buildings and other facilities.

In the district-wide financial statements the District's activities are divided into two categories:

- *Governmental activities*—Most of the District's basic services are included here, such as regular and special education, transportation, and administration. Property taxes and state formula aid finance most of these activities.
- *Business-type activities*—The District charges fees to help it cover the costs of certain services it provides. The District's student care center is included here.

### **Fund Financial Statements**

The fund financial statements provide more detailed information about the District's most significant *funds*—not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.
- The District establishes other funds to control and manage money for particular purposes (like repaying its long-term debts) or to show that it is properly using certain revenues (like federal grants).

The District has three kinds of funds:

- *Governmental funds*—Most of the District's basic services are included in governmental funds, which generally focus on (1) how *cash and other financial assets* that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the district-wide statements, we provide additional information at the bottom of the governmental funds statements that explains the relationship (or differences) between them.
- *Proprietary funds*—Services for which the District charges a fee are generally reported in proprietary funds. Proprietary funds are reported in the same way as the district-wide statements.
- In fact, the District's *enterprise funds* (one type of proprietary fund) are the same as its business-type activities, but provide more detail and additional information, such as cash flows.
- *Fiduciary funds*—The District is the trustee, or *fiduciary*, for assets that belong to others, such as the student activities funds. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the District's fiduciary activities are reported in a separate statement of fiduciary net position. We exclude these activities from the district-wide financial statements because the District cannot use these assets to finance its operations.



**Statement of Net Position**

Beginning in fiscal year 2001-2002, the District accounted for the value of capital assets and included these values as part of the financial statements. Listed below is the value of all assets including buildings, land and equipment. Depreciation is included.

	<b>Governmental Activities</b>		<b>Percentage</b>
	<b><u>2017</u></b>	<b><u>2018</u></b>	<b><u>Change</u></b>
			<b><u>2017-2018</u></b>
Current and other assets	\$206,908,520	\$242,914,689	
Capital assets	<u>506,771,351</u>	<u>547,945,714</u>	
<b>Total assets</b>	713,679,871	790,860,403	10.81%
Deferred outflows of resources	47,777,119	80,059,055	
Long-term debt outstanding	638,083,522	746,416,304	
Other liabilities	<u>18,225,887</u>	<u>17,204,743</u>	
<b>Total liabilities</b>	656,309,409	763,621,047	16.35%
Deferred inflows of resources	5,518,246	18,893,083	242.4%
Net investment in capital assets	229,987,254	246,441,453	
Restricted	89,255,620	71,362,971	
Unrestricted	<u>(219,613,539)</u>	<u>(229,399,096)</u>	
<b>Total net position</b>	\$99,629,335	\$88,405,328	-11.27%

Land is accounted for at purchase value, not market value, and is not depreciated. Many of our school sites have low values for today's market because the District acquired the land many decades ago. We have determined the value of school buildings to be the depreciated cost of modernization unless the building is less than 25 years old. For newer buildings, the value is the construction cost less depreciation. Increases in assets and liabilities are due to construction of buildings and new bonds that have been issued.

**Statement of Activities**

<b>Governmental Activities</b>		<b><u>2017</u></b>	<b><u>2018</u></b>
<b>Revenues</b>			
Program Revenues:			
Charges for Services		\$1,550,994	\$1,621,552
Operating Grants		37,708,328	42,275,596
Capital Grants and Contributions		-	
General Revenues			
Property Taxes		77,483,082	75,531,454
Federal and State Aid		116,108,603	115,122,365
Other		24,015,060	29,187,040
Total Revenues		<u>\$256,866,067</u>	<u>\$263,738,007</u>
<b>Program Expenses</b>			
Instruction		161,646,282	158,517,404
Instruction Related Services		24,895,484	27,040,534
Pupil Services		22,587,324	25,386,609
Ancillary Services		4,096,016	3,891,035
Data Processing		2,897,228	2,910,420
General Administration		8,777,722	1,304,463
Plant Services		20,521,821	22,549,457
Interest		17,736,624	24,955,445
Other		1,206,480	1,637,068
Enterprise activities		83,861	187,628
Total Expenses		<u>264,448,842</u>	<u>268,380,063</u>
Change in net position		-7,582,775	-4,642,056
Net Position – Beginning		<u>107,212,110</u>	<u>93,047,384</u>
Net Position – Ending		<u>\$99,629,335</u>	<u>\$88,405,328</u>

### **Financial Condition of General Fund**

Folsom Cordova Unified School District is striving to maintain its solid financial condition. The following table summarizes operational fund financial statements:

	<b>General Fund</b>		<b>Percentage</b>
	<b>2017</b>	<b>2018</b>	<b>Change</b>
			<b><u>2017-2018</u></b>
Total Revenues	\$ 201,441,311	\$ 208,701,111	
Expenses	206,539,240	213,341,633	
Other financing sources	<u>(735,436)</u>	<u>1,171,987</u>	
Excess of revenues over expenses	\$ (5,833,365)	\$ (3,468,535)	40.54%

Future good financial performance will depend on management's ability to continue to control expenses, and to maintain current and generate new revenues.

### **Capital Assets**

At year-end, the District has invested \$57,539,866 in modernization and new construction from the following combined sources for 2017-18. This represents a 19.1% increase from last year's amount of \$48,306,953.

	<b>Governmental Activities</b>		<b>Percentage</b>
	<b>2017</b>	<b>2018</b>	<b>Change</b>
			<b><u>2017-2018</u></b>
Land	\$49,116,097	\$49,116,097	
Improvement of sites	30,349,037	30,817,854	
Buildings	544,464,070	580,495,032	
Equipment	44,446,839	49,704,765	
Work-in-process	<u>55,370,200</u>	<u>71,152,361</u>	
Total	\$723,746,243	\$781,286,109	7.95%

### **District Indebtedness**

At year-end, the District has incurred \$746,416,304 of long-term debt. Of that, \$495,409,730 is General Obligation Bonds secured by property tax increases voted on by local residents. In April 2018, the District issued Election of 2014 General Obligation Bonds, Series C in an aggregate principal amount of \$95,000,000.

	<b>Governmental Activities</b>		<b>Percentage</b>
	<b>2017</b>	<b>2018</b>	<b>Change</b>
			<b><u>2017-2018</u></b>
Compensated absences	\$1,099,195	\$1,030,374	
Certificates of participation	12,305,000	9,450,000	
General obligation bonds	406,068,193	495,409,730	
Capital lease	59,793	1,657,364	
Net pension liability	192,394,422	216,798,618	
Post-employment medical benefits	<u>19,574,968</u>	<u>22,070,218</u>	
Total	\$631,501,571	\$746,416,304	18.20%

**Budget to Actual Analysis**

The District develops its budget pursuant to the Governor's proposals. Throughout the year the budget is adjusted primarily due to new or adjusted funding levels. A comparison of the General Fund Budget to Actual Revenues and Expenditures is as follows:

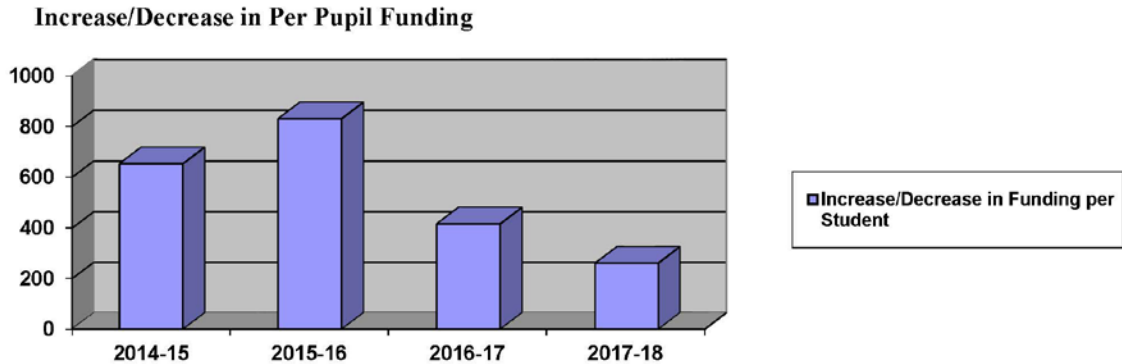
	Estimated June 2018	Actual 2018	Percentage <u>Variance</u>
<b>Revenues</b>			
LCFF	163,496,975	163,417,682	
Federal Revenues	10,189,358	10,199,438	
State Revenues	25,922,615	28,441,674	
Local Revenues	<u>6,471,509</u>	<u>6,642,317</u>	
Total Revenues	206,080,457	208,701,111	0.00%
<b>Expenditures</b>			
Salaries & Benefits	178,590,936	180,197,522	
Books & Supplies	9,175,073	7,793,081	
Services & Other Operating	21,512,803	20,621,082	
Capital Outlay/Other Outgo	<u>3,667,844</u>	<u>4,729,948</u>	
Total Expenditures	212,946,656	213,341,633	0.00%

Total budgeted revenues and expenditures were the same as actual revenues received.

## Financial Issues

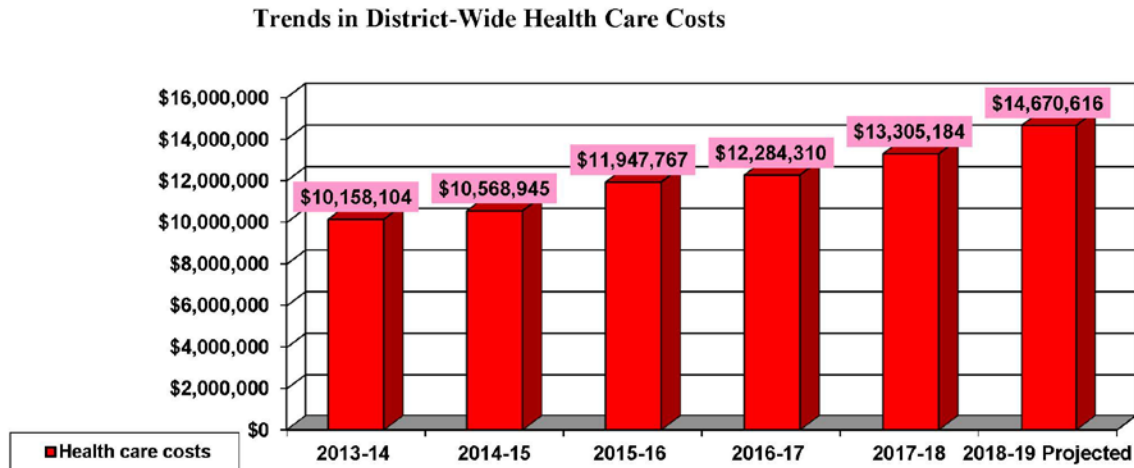
### Per Pupil Funding

Since 2008-09, the State of California had been experiencing a severe economic down-turn causing concern for future funding sources. With the passage of Proposition 30 by the voters in November 2012, the State did not impose mid-year reductions, and school districts were flat-funded for 2012-13. Beginning in 2013-14, the State has eliminated revenue limits and most State categorical funding with a new LCFF funding model. During the phase-in period over the eight (8) years, per pupil funding is expected to increase until the new target levels are reached. The table below shows a five year trend in State school funding.



### Health Care Cost Trends

District-Wide Health Care costs trend had been increasing over the past few years with as we open new programs and increase services to students the trend is more in line with the 5% annual increase that we saw in the past. The graph below shows the trends:





### **Categorical Funding**

As school revenues increased during the boom times of the late 1990's, the funds came to schools with strings attached. As we moved into constrained economic times, we found these constraints made it difficult to maintain our basic programs. Since 2008-09, the State had given broad flexibility in many categorical programs to help schools manage reductions as a result of the economic downturn. Beginning in 2013-14 most of the State categorical programs previously included in the flexibility provisions, Tier III have been shifted to the new LCFF funding formula.

As State revenue growth fluctuates, LCFF is implemented, LCAPP is developed, health care costs rise, the Affordable Care Act is implemented, Common Core Standards are implemented, and ongoing expenditures take a larger share of state revenue, District management must vigorously pursue three major courses of action:

1. Develop a balanced approach to plan for the long term rather than the short term.
2. Continue to work with the Education Coalition to increase funding to School Districts to at least the national average.
3. Evaluate how well we are doing in achieving equitable allocations of resources and improving outcomes for all students.

### **Contacting the District's Financial Management**

If you have questions regarding this report or need additional financial information, contact Kristi Blandford, Director of Fiscal Services, (916) 294-9000, ext. 104310.

**BASIC FINANCIAL STATEMENTS**

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
June 30, 2018

	Governmental Activities	Business-Type Activities	Total
<b>ASSETS</b>			
Cash and investments (Note 2)	\$ 234,118,103	\$ 2,868,371	\$ 236,986,474
Receivables	7,762,804	397,035	8,159,839
Prepaid expenses	-	2,177	2,177
Stores inventory	1,701	-	1,701
Interagency balances (Note 3)	1,032,081	(1,032,081)	-
Non-depreciable capital assets (Note 4)	120,268,458	-	120,268,458
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>427,677,256</u>	<u>-</u>	<u>427,677,256</u>
Total assets	<u>790,860,403</u>	<u>2,235,502</u>	<u>793,095,905</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>			
Deferred outflows of resources - pensions (Notes 7 and 8)	73,694,117	651,076	74,345,193
Deferred outflows of resources - OPEB	1,774,998	-	1,774,998
Deferred loss from refunding of debt	<u>4,589,940</u>	<u>-</u>	<u>4,589,940</u>
Total deferred outflows of resources	<u>80,059,055</u>	<u>651,076</u>	<u>80,710,131</u>
<b>LIABILITIES</b>			
Accounts payable	12,896,513	33,039	12,929,552
Unearned revenue	4,308,230	-	4,308,230
Long-term liabilities (Note 5):			
Due within one year	18,535,889	-	18,535,889
Due after one year	<u>727,880,415</u>	<u>1,915,382</u>	<u>729,795,797</u>
Total liabilities	<u>763,621,047</u>	<u>1,948,421</u>	<u>765,569,468</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
Deferred inflows of resources - pensions (Notes 7 and 8)	<u>18,893,083</u>	<u>166,917</u>	<u>19,060,000</u>
<b>NET POSITION</b>			
Net investment in capital assets	246,441,453	-	246,441,453
Restricted:			
Legally restricted programs	17,449,182	-	17,449,182
Capital projects	34,585,207	-	34,585,207
Debt service	19,328,582	-	19,328,582
Unrestricted	<u>(229,399,096)</u>	<u>771,240</u>	<u>(228,627,856)</u>
Total net position	<u>\$ 88,405,328</u>	<u>\$ 771,240</u>	<u>\$ 89,176,568</u>

See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2018

	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position		
		Charges For Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-Type Activities	Total
Governmental activities:							
Instruction	\$ 158,517,404	\$ 1,185	\$ 25,601,332	\$ -	\$ (132,914,887)	\$ -	\$ (132,914,887)
Instruction-related services:							
Supervision of instruction	8,938,390	13	3,016,872	-	(5,921,505)	-	(5,921,505)
Instructional library, media and technology	1,142,939	6	5,479	-	(1,137,454)	-	(1,137,454)
School site administration	16,959,205	-	1,568,584	-	(15,390,621)	-	(15,390,621)
Pupil services:							
Home-to-school transportation	4,736,782	455	42,704	-	(4,693,623)	-	(4,693,623)
Food services	6,043,391	1,551,083	4,835,506	-	343,198	-	343,198
All other pupil services	14,606,436	443	3,780,618	-	(10,825,375)	-	(10,825,375)
General administration:							
Data processing	2,910,420	-	5,847	-	(2,904,573)	-	(2,904,573)
All other general administration	1,304,463	58,224	1,615,452	-	369,213	-	369,213
Plant services	22,549,457	121	65,302	-	(22,484,034)	-	(22,484,034)
Ancillary services	3,891,035	1,100	806,526	-	(3,083,409)	-	(3,083,409)
Enterprise activities	187,628	-	-	-	(187,628)	-	(187,628)
Interest on long-term liabilities	24,955,445	-	-	-	(24,955,445)	-	(24,955,445)
Other outgo	1,637,068	8,922	931,374	-	(696,772)	-	(696,772)
Total governmental activities	268,380,063	1,621,552	42,275,596	-	(224,482,915)		(224,482,915)
Business-type activities:							
Enterprise activities	2,766,627	3,676,302	-	-	-	909,675	909,675
Total governmental and business-type activities	\$ 271,146,690	\$ 5,297,854	\$ 42,275,596	\$ -	(224,482,915)	909,675	(223,573,240)
General revenues:							
Taxes and subventions:							
Taxes levied for general purposes					56,784,958	-	56,784,958
Taxes levied for debt service					18,282,504	-	18,282,504
Taxes levied for other specific purposes					463,992	-	463,992
Federal and state aid not restricted to specific purposes					115,122,365	-	115,122,365
Interest and investment earnings					6,092,340	35,040	6,127,380
Miscellaneous					21,353,084	-	21,353,084
Internal transfers					1,741,616	(1,741,616)	-
Total general revenues					219,840,859	(1,706,576)	218,134,283
Change in net position					(4,642,056)	(796,901)	(5,438,957)
Net position, July 1, 2017					99,629,335	1,568,141	101,197,476
Cumulative effect of GASB 75 implementation					(6,581,951)	-	(6,581,951)
Net position, July 1, 2017, as restated					93,047,384	1,568,141	94,615,525
Net position, June 30, 2018					\$ 88,405,328	\$ 771,240	\$ 89,176,568

See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2018

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Fund	Total Governmental Funds
<b>ASSETS</b>					
Cash and investments:					
Cash in County Treasury	\$ 27,628,546	\$ 13,738,177	\$ 20,883,858	\$ 27,265,229	\$ 89,515,810
Cash on hand and in banks	1,726,668	-	-	573,489	2,300,157
Cash in revolving fund	75,000	-	-	10,000	85,000
Cash with Fiscal Agent	-	137,303,762	4,913,374	-	142,217,136
Receivables	5,308,844	180,091	132,532	2,141,337	7,762,804
Due from other funds	360,659	742,316	-	2,024,993	3,127,968
Stores inventory	-	-	-	1,701	1,701
Total assets	<u>\$ 35,099,717</u>	<u>\$151,964,346</u>	<u>\$ 25,929,764</u>	<u>\$ 32,016,749</u>	<u>\$ 245,010,576</u>
<b>LIABILITIES AND FUND BALANCES</b>					
Liabilities:					
Accounts payable	\$ 5,298,152	\$ 2,949,656	\$ -	\$ 543,025	\$ 8,790,833
Unearned revenue	2,293,219	-	1,687,808	327,203	4,308,230
Due to other funds	<u>315,293</u>	<u>691,963</u>	<u>-</u>	<u>1,088,631</u>	<u>2,095,887</u>
Total liabilities	<u>7,906,664</u>	<u>3,641,619</u>	<u>1,687,808</u>	<u>1,958,859</u>	<u>15,194,950</u>
Fund balances:					
Nonspendable	75,000	-	-	11,701	86,701
Restricted	10,957,534	148,322,727	24,241,956	30,046,189	213,568,406
Committed	3,421,098	-	-	-	3,421,098
Assigned	5,229,808	-	-	-	5,229,808
Unassigned	<u>7,509,613</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>7,509,613</u>
Total fund balances	<u>27,193,053</u>	<u>148,322,727</u>	<u>24,241,956</u>	<u>30,057,890</u>	<u>229,815,626</u>
Total liabilities and fund balances	<u>\$ 35,099,717</u>	<u>\$ 151,964,346</u>	<u>\$ 25,929,764</u>	<u>\$ 32,016,749</u>	<u>\$ 245,010,576</u>

See accompanying notes to financial statements.



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
June 30, 2018

Total fund balances - Governmental Funds		\$ 229,815,626
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$781,286,109 and the accumulated depreciation is \$233,340,395 (Note 4).		
		547,945,714
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities at June 30, 2018 consisted of (Note 5):		
Certificates of Participation	\$ (9,450,000)	
General Obligation Bonds	(414,633,696)	
Unamortized premium	(22,570,277)	
Accreted interest	(58,205,757)	
Capitalized lease obligation	(1,657,364)	
Total OPEB liability (Note 9)	(22,070,218)	
Net pension liability (Notes 7 and 8)	(216,798,618)	
Compensated absences	<u>(1,030,374)</u>	
		(746,416,304)
Losses on the refunding of debt are recognized as expenditures in the period they are incurred. In the government-wide statements, they are categorized as deferred outflows and are amortized over the life of the related debt.		
		4,589,940
In government funds, deferred outflows and inflows of resources relating to pensions and OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions and OPEB are reported (Notes 7, 8 and 9).		
Deferred outflows of resources relating to pensions	\$ 73,694,117	
Deferred outflows of resources relating to OPEB	1,774,998	
Deferred inflows of resources relating to pensions	<u>(18,893,083)</u>	
		56,576,032
Unmatured interest on long-term liabilities is not recorded in the governmental funds until it becomes due, but increases the liabilities in the statement of net position.		
		<u>(4,105,680)</u>
Total net position - governmental activities		<u><u>\$ 88,405,328</u></u>

See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGE IN FUND BALANCES  
GOVERNMENTAL FUNDS  
For the Year Ended June 30, 2018

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>Revenues:</b>					
Local Control Funding Formula (LCFF):					
State apportionment	\$ 107,639,731	\$ -	\$ -	\$ 524,352	\$ 108,164,083
Local sources	<u>55,777,951</u>	<u>-</u>	<u>-</u>	<u>961,094</u>	<u>56,739,045</u>
Total LCFF	<u>163,417,682</u>	<u>-</u>	<u>-</u>	<u>1,485,446</u>	<u>164,903,128</u>
Federal sources	10,199,438	-	-	4,885,640	15,085,078
Other state sources	28,441,674	-	117,455	3,961,846	32,520,975
Other local sources	<u>6,642,317</u>	<u>839,812</u>	<u>24,008,483</u>	<u>13,428,117</u>	<u>44,918,729</u>
Total revenues	<u>208,701,111</u>	<u>839,812</u>	<u>24,125,938</u>	<u>23,761,049</u>	<u>257,427,910</u>
<b>Expenditures:</b>					
Current:					
Certificated salaries	99,137,575	-	-	1,213,115	100,350,690
Classified salaries	34,483,165	-	-	3,847,219	38,330,384
Employee benefits	46,576,782	-	-	1,682,106	48,258,888
Books and supplies	7,793,081	1,331	-	3,212,185	11,006,597
Contract services and operating expenditures	20,621,081	662,294	-	1,761,126	23,044,501
Other outgo	1,337,068	-	-	-	1,337,068
Capital outlay	3,015,309	54,946,448	-	5,563,599	63,525,356
Debt service:					
Principal retirement	366,329	-	14,624,607	2,855,000	17,845,936
Interest	<u>11,243</u>	<u>-</u>	<u>18,783,894</u>	<u>606,689</u>	<u>19,401,826</u>
Total expenditures	<u>213,341,633</u>	<u>55,610,073</u>	<u>33,408,501</u>	<u>20,741,039</u>	<u>323,101,246</u>
(Deficiency) excess of revenues (under) over expenditures	<u>(4,640,522)</u>	<u>(54,770,261)</u>	<u>(9,282,563)</u>	<u>3,020,010</u>	<u>(65,673,336)</u>
<b>Other financing sources (uses):</b>					
Transfers in	358,087	-	-	4,097,186	4,455,273
Transfers out	(1,150,000)	(1,291,996)	-	(271,661)	(2,713,657)
Proceeds from capital lease	1,963,900	-	-	-	1,963,900
Proceeds from issuance of debt	-	95,000,000	-	-	95,000,000
Premium on issuance of debt	<u>-</u>	<u>211,826</u>	<u>4,913,650</u>	<u>-</u>	<u>5,125,476</u>
Total other financing sources (uses)	<u>1,171,987</u>	<u>93,919,830</u>	<u>4,913,650</u>	<u>3,825,525</u>	<u>103,830,992</u>
Net change in fund balances	(3,468,535)	39,149,569	(4,368,913)	6,845,535	38,157,656
Fund balances, July 1, 2017	<u>30,661,588</u>	<u>109,173,158</u>	<u>28,610,869</u>	<u>23,212,355</u>	<u>191,657,970</u>
Fund balances, June 30, 2018	<u>\$ 27,193,053</u>	<u>\$ 148,322,727</u>	<u>\$ 24,241,956</u>	<u>\$ 30,057,890</u>	<u>\$ 229,815,626</u>

See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
 RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
 CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS  
 TO THE STATEMENT OF ACTIVITIES  
 For the Year Ended June 30, 2018

Net change in fund balances - Total Governmental Funds		\$ 38,157,656
Amounts reported for governmental activities in the statement of activities are different because:		
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	\$ 57,539,866	
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(16,365,503)	
Proceeds from debt are recognized as other financing sources in the governmental funds, but increases the long-term liabilities in the statement of net position (Note 5).	(96,963,900)	
Losses on the refunding of debt are recognized as expenditures in the period they are incurred. In the government-wide statements, they are categorized as deferred outflows and are amortized over the life of the related debt.	(582,610)	
Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).	17,845,936	
Debt issue premiums are recognized as revenues in the period they are incurred. In government-wide statements, issue premiums are amortized over the life of the debt (Note 5).	(3,734,733)	
Accretion of interest is not recorded in the governmental funds, but increases the long-term liabilities in the statement of net position (Note 5).	(5,231,411)	
Other postemployment benefits (OPEB) costs are recognized when employer contributions are made in the governmental net position (Notes 5 and 9).	12,443,650	
Unmatured interest on long-term liabilities is not recorded in the governmental funds until it becomes due, but increases the liabilities in the statement of net position.	(1,130,343)	
In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was (Notes 7 and 8):	(6,689,485)	
In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Note 5).	<u>68,821</u>	<u>(42,799,712)</u>
Change in net position of governmental activities		<u>\$ (4,642,056)</u>

See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION - PROPRIETARY FUND  
STUDENT CARE CENTER FUND  
June 30, 2018

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**ASSETS**

Current assets:	
Cash in County Treasury (Note 2)	\$ 2,379,275
Cash in banks (Note 2)	489,096
Receivables	397,035
Due from other funds	1
Prepaid expenditures	<u>2,177</u>
Total current assets	<u>3,267,584</u>

**DEFERRED OUTFLOWS OF RESOURCES**

Deferred outflows of resources - pensions (Notes 7 and 8)	<u>651,076</u>
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**LIABILITIES**

Current liabilities:	
Accounts payable	33,039
Due to other funds	<u>1,032,082</u>
Total current liabilities	<u>1,065,121</u>
Net pension liability - long-term (Notes 7 and 8)	<u>1,915,382</u>
Total liabilities	<u>2,980,503</u>

**DEFERRED INFLOWS OF RESOURCES**

Deferred inflows of resources - pensions (Notes 7 and 8)	<u>166,917</u>
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**NET POSITION**

Unrestricted	<u><u>\$ 771,240</u></u>
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See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENSES AND  
CHANGES IN NET POSITION -  
PROPRIETARY FUND  
STUDENT CARE CENTER FUND  
For the Year Ended June 30, 2018

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Operating revenues:	
Other state revenues	\$ 455
Children Center fees	3,674,325
Other local revenues	<u>1,522</u>
Total operating revenues	<u>3,676,302</u>
Operating expenses:	
Classified salaries	1,485,064
Employee benefits	905,343
Books and supplies	206,734
Contract services and operating expenses	<u>169,486</u>
Total operating expenses	<u>2,766,627</u>
Operating income	909,675
Non-operating income:	
Interest income	35,040
Transfers to other funds	<u>(1,741,616)</u>
Change in net position	(796,901)
Net position, July 1, 2017	<u>1,568,141</u>
Net position, June 30, 2018	<u><u>\$ 771,240</u></u>

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See accompanying notes to financial statements.



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF CASH FLOWS - PROPRIETARY FUND  
STUDENT CARE CENTER FUND  
For the Year Ended June 30, 2018

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Cash flows from operating activities:	
Cash received for children center fees	\$ 3,287,581
Cash received for other activities	1,977
Cash paid for operating expenses	(376,220)
Cash paid for employee benefits	<u>(1,956,232)</u>
Net cash provided by operating activities	<u>957,106</u>
Cash flows used in noncapital financing activities:	
Transfer to other funds	<u>(971,681)</u>
Cash flows provided by investing activities:	
Interest income	<u>35,040</u>
Change in cash and investments	20,465
Cash and investments, July 1, 2017	<u>2,847,906</u>
Cash and investments, June 30, 2018	<u><u>\$ 2,868,371</u></u>
Reconciliation of operating income to net cash provided by operating activities:	
Operating income	<u>\$ 909,675</u>
Adjustments to reconcile operating income to net cash provided by operating activities:	
Increase in:	
Receivables	(386,744)
Deferred outflows of resources	(375,029)
Increase in:	
Accounts payable	9,237
Net pension liability	668,804
Deferred inflows of resources	<u>131,163</u>
Total adjustments	<u>47,431</u>
Net cash provided by operating activities	<u><u>\$ 957,106</u></u>

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See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATEMENT OF FIDUCIARY NET POSITION  
AGENCY FUNDS  
June 30, 2018

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	<u>Agency Student Body</u>
<b>ASSETS</b>	
Cash on hand and in banks (Note 2)	<u>\$ 1,518,033</u>
<b>LIABILITIES</b>	
Due to student groups	<u>\$ 1,518,033</u>

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See accompanying notes to financial statements.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Folsom Cordova Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters. The District and Folsom Cordova Schools Financing Corporation (the "Corporation") have a financial and operational relationship which meets the reporting entity definition criteria of *Codification of Governmental Accounting and Financial Reporting Standards, Section 2100*, for inclusion of the Corporation as a component unit of the District. Accordingly, the financial activities of the Corporation have been included in the financial statements of the District.

The following are those aspects of the relationship between the District and the Corporation which satisfy *Codification of Governmental Accounting and Financial Reporting Standards, Section 2100* criteria:

A - Accountability:

1. The Corporation's Board of Directors was appointed by the District's Board of Education.
2. The Corporation has no employees. The District's Superintendent function as agents of the Corporation. Neither individual receives additional compensation for work performed in this capacity.
3. The District exercises significant influence over operations of the Corporation as the District is the sole lessee of all facilities owned by the Corporation.
4. All major financing arrangements, contracts, and other transactions of the Corporation must have the consent of the District.
5. Any deficits incurred by the Corporation will be reflected in the lease payments of the District. Any surpluses of the Corporation revert to the District at the end of the lease period.
6. The District's lease payments are the sole revenue source of the Corporation.
7. The District has assumed a "moral obligation," and potentially a legal obligation, for any debt incurred by the Corporation.

B - Scope of Public Service:

The Corporation is a nonprofit, public benefit corporation incorporated under the laws of the State of California. The Corporation was formed to provide financing assistance to the District for construction and acquisition of major capital facilities through the issuance of Certificates of Participation. The source of repayment for the Certificates of Participation is the fees collected through the District's developer fees. When the Corporation's Certificates of Participation have been completely paid off, title to all Corporation property will pass to the District for no additional consideration.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

**C - Financial Presentation:**

For financial presentation purposes, the Corporation's financial activity has been blended with the financial data of the District. The financial statements present the Corporation's financial activity in the Capital Facilities Funds. Certificates of Participation issued by the Corporation are included as liabilities in the Statement of Net Position.

**Basis of Presentation - Financial Statements:** The financial statements include a Management Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

**Basis of Presentation - Government-Wide Financial Statements:** The Statement of Net Position and the Statement of Activities display information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Net Position at the fund financial statement level.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

***Program revenues:*** Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

***Allocation of indirect expenses:*** The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense is specifically identified by function and is included in the direct expense of each function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

**Basis of Presentation - Fund Accounting:** The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues, and expenditures, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled:

**A - Major Funds**

**General Fund:**

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

**Building Fund:**

The Building Fund is a capital projects fund used to account for resources used for the acquisition or construction of major capital facilities and equipment.

**Bond Interest and Redemption Fund:**

The Bond Interest and Redemption Fund is a debt service fund used to account for the accumulation of resources for, and the repayment of, general long-term debt principal, interest, and related costs.

**B - Other Funds**

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This includes the Charter School, Adult Education, Child Development, Cafeteria and Deferred Maintenance Funds.

Capital Projects Funds are used to account for resources used for the acquisition or construction of major capital facilities and equipment. This classification includes the Capital Facilities, County School Facilities and Special Reserve for Capital Projects Funds.

The Student Care Center is an enterprise fund which accounts for child care services that are financed and operated in a manner similar to a private business enterprise with the objective of providing child care services on a continuing basis with costs partially financed or recovered through user charges.

The Student Body Fund is to account for assets of student groups for which the District has an agency relationship with the activity of the fund.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

**A - Accrual**

Both governmental and business-type activities in the government-wide financial statements and the proprietary and fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

**B - Modified Accrual**

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: By state law, the Board of Education must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Education complied with these requirements.

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(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Receivables: Receivables are made up principally of amounts due from the State of California and Categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2018.

Stores Inventory: Stores inventory in the Cafeteria Fund consists mainly of consumable supplies held for future use and are valued at average cost. Inventories are recorded as expenditures at the time individual inventory items are transferred from the warehouse to schools. Maintenance and other supplies held for physical plant repair, transportation supplies, and operating supplies are not included in inventories; rather, these amounts are recorded as expenditures when purchased.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 4 - 30 years depending on asset types.

Deferred Outflows/Inflows of Resources: In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred loss on refunding of debt, which is in the Statement of Net Position. A deferred loss on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter life of the refunded or refunding debt. Additionally, the District has recognized a deferred outflow of resources related to the recognition of the net pension liability and total OPEB liability reported in the Statement of Net Position.

In addition to liabilities, the Statement of Net Position includes a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the net pension liability reported in the Statement of Net Position.

Pensions: For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value. The following is a summary of pension amounts in the aggregate:

	<u>STRP</u>	<u>PERF B</u>	<u>Total</u>
Deferred outflows of resources	\$ 55,628,673	\$ 18,716,520	\$ 74,345,193
Deferred inflows of resources	\$ 17,959,000	\$ 1,101,000	\$ 19,060,000
Net pension liability	\$ 159,188,000	\$ 59,526,000	\$ 218,714,000
Pension expense	\$ 25,183,908	\$ 10,903,078	\$ 36,086,986

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

The District has allocated 2.5 percent of the District's proportionate share of the PERF B net pension liability and related deferred inflows of resources and outflows of resources to the District's business-type activities.

Interfund Activity: Interfund activity is reported as either loans, services provided, reimbursements or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers between governmental funds are netted as part of the reconciliation to the government-wide financial statements.

Compensated Absences: Compensated absences totaling \$1,030,374 are recorded as a liability of the District.

Accumulated Sick Leave: Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expenditure in the period taken since such benefits do not vest nor is payment probable. However, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Unearned Revenue: Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Sacramento bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Net Position: Net position is displayed in three components:

1 - Net Investment in Capital Assets - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

2- Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for debt service represents the portion of net position available for the retirement of debt. It is the District's policy to use restricted net position first when allowable expenditures are incurred.

3 - Unrestricted Net Position - All other net position that does not meet the definitions of "restricted" or "net investment in capital assets".

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

**A - Nonspendable Fund Balance:**

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenditures and stores inventory.

**B - Restricted Fund Balance:**

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide and proprietary fund statements.

**C - Committed Fund Balance:**

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Education is required to remove any commitment from any fund balance.

**D - Assigned Fund Balance:**

The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Education can designate personnel with the authority to assign fund balances, however, as of June 30, 2018, no such designation has occurred.

**E - Unassigned Fund Balance:**

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Education. At June 30, 2018, the District has not established a minimum fund balance policy nor has it established a stabilization arrangement.

Custodial Relationships: The balance sheet for agency funds represents the assets, liabilities and trust accounts of various student organizations and scholarship funds within the District. As the funds are custodial in nature, no measurement of operating results is involved.

Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

New Accounting Pronouncements: In June 2015, the GASB issued GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other than Pensions. This Statement improves accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. The provisions in GASB Statement No. 75 are effective for fiscal years beginning after June 15, 2017. Earlier application is encouraged. Based on the implementation of Statement No. 75, the District's July 1, 2017 governmental activities net position was restated by decreasing net position by \$6,581,951 because of the recognition of the Total OPEB Liability and Deferred Outflows of Resources.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 2 - CASH AND INVESTMENTS**

Cash and investments at June 30, 2018 consisted of the following:

	<u>Governmental Activities</u>	<u>Business- Type Activities</u>	<u>Fiduciary Activities</u>
<b>Pooled Funds:</b>			
Cash in County Treasury	\$ 89,515,810	\$ 2,379,275	\$ -
<b>Deposits:</b>			
Cash on hand and in banks	2,300,157	489,096	1,518,033
Cash in revolving fund	85,000	-	-
<b>Cash with Fiscal Agent</b>	<u>142,217,136</u>	<u>-</u>	<u>-</u>
<b>Total</b>	<u><u>\$234,118,103</u></u>	<u><u>\$ 2,868,371</u></u>	<u><u>\$ 1,518,033</u></u>

**Pooled Funds:** In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the interest bearing Sacramento County Treasurer's Pooled Investment Fund. The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's investment in the pool is reported in the financial statements at amounts based upon the District's prorate share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

**Deposits - Custodial Credit Risk:** The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2018, the carrying amount of the District's accounts were \$4,392,286, and the bank balances were \$5,143,569, of which \$4,643,569 was insured.

**Cash with Fiscal Agent:** Cash with Fiscal Agent represents funds held by Fiscal Agents restricted for capital projects and repayment of General Obligation Bonds. The District holds their funds with the Sacramento County Treasurer. The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

**Interest Rate Risk:** The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2018, the District had no significant interest rate risk related to cash and investments held.

**Credit Risk:** The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

**Concentration of Credit Risk:** The District does not place limits on the amount it may invest in any one issuer. At June 30, 2018, the District had no concentration of credit risk.

(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 3 - INTERFUND TRANSACTIONS**

Interfund Activity: Transactions between funds of the District are recorded as interfund transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Individual fund interfund receivable and payable balances at June 30, 2018 were as follows:

<u>Fund</u>	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Major Governmental Funds:		
General	\$ 360,659	\$ 315,293
Building	742,316	691,963
Non-Major Governmental Funds:		
Charter School	310,528	186,786
Child Development	1,370	9,741
Cafeteria	997	149,788
Capital Facilities	1,020,135	-
County School Facilities	691,963	742,316
Proprietary Fund:		
Student Care Center	<u>1</u>	<u>1,032,082</u>
Totals	<u>\$ 3,127,969</u>	<u>\$ 3,127,969</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 3 - INTERFUND TRANSACTIONS** (Continued)

Interfund Transfers: Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Interfund transfers for the 2017-2018 fiscal year were as follows:

Transfer from the General Fund to the Deferred Maintenance Fund for the current year allocation of deferred maintenance funding.	\$ 950,000
Transfer from the General Fund to the Special Reserve for Capital Projects Fund for the cell tower repayment.	200,000
Transfer from the Building Fund to the County Schools Facilities Fund for temporary transfer of funds.	1,291,996
Transfer from the Child Development Fund to the General Fund for indirect costs.	57,887
Transfer from the Cafeteria Fund to the General Fund for indirect costs.	213,774
Transfer from the Student Care Fund to the General Fund for indirect costs.	86,426
Transfer from the Student Care Fund to the Child Development Fund for building loan.	3,442
Transfer from the Student Care Center Fund to the Capital Facilities Fund for Mather Heights construction and Folsom Hills building.	<u>1,651,748</u>
	<u><u>\$ 4,455,273</u></u>

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(Continued)

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FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 4 - CAPITAL ASSETS**

A schedule of changes in capital assets for the year ended June 30, 2018 is shown below:

	Balance July 1, <u>2017</u>	Additions and <u>Transfers</u>	Deductions and <u>Transfers</u>	Balance June 30, <u>2018</u>
Non-depreciable:				
Land	\$ 49,116,097	\$ -	\$ -	\$ 49,116,097
Work-in-process	55,370,200	45,439,176	(29,657,015)	71,152,361
Depreciable:				
Improvement of sites	30,349,037	468,817	-	30,817,854
Buildings	544,464,070	36,030,962	-	580,495,032
Equipment	<u>44,446,839</u>	<u>5,257,926</u>	<u>-</u>	<u>49,704,765</u>
Totals, at cost	<u>723,746,243</u>	<u>87,196,881</u>	<u>(29,657,015)</u>	<u>781,286,109</u>
Less accumulated depreciation:				
Improvement of sites	(26,611,048)	(1,645,919)	-	(28,256,967)
Buildings	(180,197,903)	(14,538,009)	-	(194,735,912)
Equipment	<u>(10,165,941)</u>	<u>(181,575)</u>	<u>-</u>	<u>(10,347,516)</u>
Total accumulated depreciation	<u>(216,974,892)</u>	<u>(16,365,503)</u>	<u>-</u>	<u>(233,340,395)</u>
Governmental activities capital assets, net	<u>\$ 506,771,351</u>	<u>\$ 70,831,378</u>	<u>\$ (29,657,015)</u>	<u>\$ 547,945,714</u>

Depreciation expense was charged to governmental activities as follows:

Instruction	\$ 15,575,116
Supervision of instruction	227,564
Instructional library, media and technology	862
School site administration	7,970
Home-to-school transportation	18,458
Food services	32,988
All other pupil services	2,888
Ancillary services	3,840
Enterprise activities	28,978
All other general administration	260,785
Data processing	155,027
Plant services	<u>51,027</u>
Total depreciation expense	<u>\$ 16,365,503</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES**

Certificates of Participation: In November 2015, the District issued 2015 Refunding Certificates of Participation (COPs) in the amount of \$17,910,000 to refund the remaining 1998 and 2007 Certificates of Participation. The 2015 Refunding COPs mature through April 2021 and have interest rates ranging from 2.0% to 5.0%.

The following is a schedule of the future payments for the Certificates of Participation:

<u>Year Ending June 30,</u>	<u>Payments</u>
2019	\$ 3,467,500
2020	3,472,750
2021	<u>3,470,250</u>
	10,410,500
Less amount representing interest	<u>(960,500)</u>
	<u>\$ 9,450,000</u>

General Obligation Bonds: In April 1998, the District issued Election of 1997 General Obligation Bonds, Series A, current interest and capital appreciation bonds in an aggregate principal amount of \$10,396,455, maturing through October 2022, with interest rates from 4.30% to 5.35%. The annual payments required to amortize the 1997 General Obligation Bonds, Series A outstanding as of June 30, 2018, are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 341,775	\$ 643,225	\$ 985,000
2020	329,290	680,710	1,010,000
2021	320,250	714,750	1,035,000
2022	307,739	752,261	1,060,000
2023	<u>298,798</u>	<u>786,202</u>	<u>1,085,000</u>
	<u>\$ 1,597,852</u>	<u>\$ 3,577,148</u>	<u>\$ 5,175,000</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES** (Continued)

In July 2002, the District issued Election of 2002 General Obligation Bonds, Series A, current interest and capital appreciation bonds in an aggregate principal amount of \$54,992,172, maturing through July 2027, with interest rates from 3.00% to 5.73%. With the issuance of the 2014 General Obligation Refunding Bonds in January 2014, \$12,525,000 of the 2002 General Obligation Bonds current interest bonds were refunded. The annual payments required to amortize the remaining 2002 General Obligation Bonds, Series A outstanding as of June 30, 2018, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 1,743,791	\$ 2,326,209	\$ 4,070,000
2020	1,665,417	2,499,583	4,165,000
2021	1,595,115	2,664,885	4,260,000
2022	1,532,410	2,827,590	4,360,000
2023	1,471,575	2,993,425	4,465,000
2024-2028	<u>6,530,070</u>	<u>17,389,930</u>	<u>23,920,000</u>
	<u>\$ 14,538,378</u>	<u>\$ 30,701,622</u>	<u>\$ 45,240,000</u>

In December 2004, the District issued Election of 2002, General Obligation Bonds, Series B current interest and capital appreciation bonds in an aggregate principal amount of \$46,998,849, maturing through October 2029, with interest rates from 2.50% to 5.56%. With the issuance of the 2014 General Obligation Refunding Bonds in January 2014, \$28,200,000 of the 2002 General Obligation Bonds current interest bonds were refunded. The annual payments required to amortize the 2002 General Obligation Bonds, Series B outstanding as of June 30, 2018, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024-2028	\$ 4,627,138	\$ 9,302,862	\$ 13,930,000
2029-2030	<u>1,606,711</u>	<u>4,468,289</u>	<u>6,075,000</u>
	<u>\$ 6,233,849</u>	<u>\$ 13,771,151</u>	<u>\$ 20,005,000</u>

(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES (Continued)**

In October 2007, the District issued Election of 2007 General Obligation Bonds, Series A and Election of 2006, General Obligation Bonds, Series A current interest and capital appreciation bonds in an aggregate principal amount of \$64,993,835 maturing through October 2032, with interest rates from 4% to 5%. The annual payments required to amortize the 2007 General Obligation Bonds outstanding as of June 30, 2018, are as follows:

Year Ending June 30,	Principal	Interest	Total
2019	\$ 1,130,870	\$ 644,130	\$ 1,775,000
2020	1,216,053	798,947	2,015,000
2021	1,229,320	925,680	2,155,000
2022	1,325,401	1,124,599	2,450,000
2023	1,351,373	1,278,627	2,630,000
2024-2028	14,748,680	18,651,320	33,400,000
2029-2033	<u>13,332,139</u>	<u>25,532,861</u>	<u>38,865,000</u>
	<u>\$ 34,333,836</u>	<u>\$ 48,956,164</u>	<u>\$ 83,290,000</u>

In October 2009, the District issued Election of 2007 General Obligation Bonds, Series B and Election of 2006, General Obligation Bonds, Series B current interest and capital appreciation bonds in an aggregate principal amount of \$44,138,852 maturing through October 2035, with interest rates from 2.00% to 6.50%. With the issuance of the 2017 General Obligation Refunding Bonds, Series A and B in January 2017, \$8,585,000 and \$22,165,000 of the Series A and Series B, respectively, current interest bonds were refunded on a crossover basis. Refunded bonds will be paid off by October 1, 2019. The annual payments required to amortize the 2007 General Obligation Bonds, Series B outstanding as of June 30, 2018, are as follows:

Year Ending June 30,	Principal	Interest	Total
2019	\$ 287,862	\$ 2,627,187	\$ 2,915,049
2020	340,940	2,729,784	3,070,724
2021	608,942	3,061,998	3,670,940
2022	1,135,000	2,941,976	4,076,976
2023	1,755,000	3,050,961	4,805,961
2024-2028	11,006,739	22,873,532	33,880,271
2029-2033	13,462,792	37,662,019	51,124,811
2034-2036	<u>12,427,506</u>	<u>31,711,317</u>	<u>44,138,823</u>
	<u>\$ 41,024,781</u>	<u>\$ 106,658,774</u>	<u>\$ 147,683,555</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES** (Continued)

In January 2014, the District issued Election of 2012 General Obligation Bonds, Series A in an aggregate principal amount of \$25,000,000 maturing through October 2038, with interest rates from 4.00% to 5.00%. The annual payments required to amortize the 2012 General Obligation Bonds, Series A outstanding as of June 30, 2018, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ -	\$ 1,021,900	\$ 1,021,900
2020	-	1,021,900	1,021,900
2021	-	1,021,900	1,021,900
2022	-	1,021,900	1,021,900
2023	-	1,021,900	1,021,900
2024-2028	2,685,000	4,865,125	7,550,125
2029-2033	5,865,000	3,833,575	9,698,575
2034-2038	9,770,000	2,018,500	11,788,500
2039	<u>2,560,000</u>	<u>-</u>	<u>2,560,000</u>
	<u>\$ 20,880,000</u>	<u>\$ 15,826,700</u>	<u>\$ 36,706,700</u>

In January 2014, the District issued 2014 General Obligation Refunding Bonds to refund a portion of the 2002 General Obligation Bonds, Series A and Series B and pay the costs of issuance. The Refunding Bonds of \$38,535,000 mature through October 2029, with interest rates from 2.75% to 5.00%. The annual payments required to amortize the 2014 General Obligation Refunding Bonds outstanding as of June 30, 2018, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 2,205,000	\$ 891,663	\$ 3,096,663
2020	2,385,000	782,638	3,167,638
2021	2,575,000	661,613	3,236,613
2022	2,780,000	527,738	3,307,738
2023	3,000,000	408,494	3,408,494
2024-2028	4,745,000	1,234,875	5,979,875
2029-2030	<u>2,430,000</u>	<u>123,748</u>	<u>2,553,748</u>
	<u>\$ 20,120,000</u>	<u>\$ 4,630,769</u>	<u>\$ 24,750,769</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES** (Continued)

In July 2015, the District issued 2015 General Obligation Refunding Bonds to refund a portion of the 2006 General Obligation Bonds, Series A and pay the costs of issuance. The Refunding Bonds of \$11,430,000 mature through October 2022, with interest rates from 2.0% to 5.0%. The annual payments required to amortize the 2015 General Obligation Refunding Bonds outstanding as of June 30, 2018, are as follows:

Year Ending June 30,	Principal	Interest	Total
2019	\$ 1,735,000	\$ 560,750	\$ 2,295,750
2020	1,965,000	474,000	2,439,000
2021	2,220,000	375,750	2,595,750
2022	2,500,000	264,750	2,764,750
2023	<u>2,795,000</u>	<u>139,750</u>	<u>2,934,750</u>
	<u>\$ 11,215,000</u>	<u>\$ 1,815,000</u>	<u>\$ 13,030,000</u>

In July 2015, the District issued Election of 2012 General Obligation Bonds, Series B in an aggregate principal amount of \$30,000,000 maturing through October 2040, with interest rates from 3.25% to 5.00%. The annual payments required to amortize the 2012 General Obligation Bonds, Series B outstanding as of June 30, 2018, are as follows:

Year Ending June 30,	Principal	Interest	Total
2019	\$ 150,000	\$ 1,169,719	\$ 1,319,719
2020	250,000	1,165,219	1,415,219
2021	355,000	1,157,719	1,512,719
2022	465,000	1,147,069	1,612,069
2023	585,000	1,133,119	1,718,119
2024-2028	2,475,000	5,340,494	7,815,494
2029-2033	4,210,000	4,731,319	8,941,319
2034-2038	7,340,000	3,529,850	10,869,850
2039-2041	<u>12,200,000</u>	<u>1,129,348</u>	<u>13,329,348</u>
	<u>\$ 28,030,000</u>	<u>\$ 20,503,856</u>	<u>\$ 48,533,856</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES (Continued)**

In July 2015, the District issued Election of 2014 General Obligation Bonds, Series A in an aggregate principal amount of \$40,000,000 maturing through October 2040, with interest rates from 2.0% to 5.0%. The annual payments required to amortize the 2014 General Obligation Bonds, Series A outstanding as of June 30, 2018, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 110,000	\$ 1,220,125	\$ 1,330,125
2020	165,000	1,217,925	1,382,925
2021	225,000	1,214,625	1,439,625
2022	290,000	1,210,125	1,500,125
2023	355,000	1,204,325	1,559,325
2024-2028	3,065,000	5,709,575	8,774,575
2029-2033	5,840,000	4,834,825	10,674,825
2034-2038	9,905,000	3,087,975	12,992,975
2039-2041	<u>8,415,000</u>	<u>691,400</u>	<u>9,106,400</u>
	<u>\$ 28,370,000</u>	<u>\$ 20,390,900</u>	<u>\$ 48,760,900</u>

In January 2016, the District issued Election of 2014 General Obligation Bonds, Series B in an aggregate principal amount of \$83,000,000 maturing through October 2041, with interest rates from 1.50% to 5.00%. The annual payments required to amortize the 2014 General Obligation Bonds, Series B outstanding as of June 30, 2018, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 1,415,000	\$ 3,872,263	\$ 5,287,263
2020	1,565,000	3,808,888	5,373,888
2021	425,000	3,771,588	4,196,588
2022	415,000	3,758,836	4,173,836
2023	805,000	3,726,613	4,531,613
2024-2028	5,730,000	18,044,063	23,774,063
2029-2033	14,215,000	15,568,938	29,783,938
2034-2038	24,330,000	10,857,488	35,187,488
2039-2042	<u>34,100,000</u>	<u>3,867,927</u>	<u>37,967,927</u>
	<u>\$ 83,000,000</u>	<u>\$ 67,276,604</u>	<u>\$ 150,276,604</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES (Continued)**

In February 2017, the District issued 2017 General Obligation Crossover Refunding Bonds to refund a portion of the 2007 General Obligation Bonds, Series B and 2006 General Obligation Bonds, Series B and pay the costs of issuance. The Refunding Bonds of \$30,290,000 mature through October 2035, with interest rates from 2.5% to 5.0%. The annual payments required to amortize the 2017 General Obligation Refunding Bonds outstanding as of June 30, 2018, are as follows:

2019	\$ -	\$ 1,320,100	\$ 1,320,100
2020	-	1,320,100	1,320,100
2021	-	1,312,900	1,312,900
2022	1,070,000	1,282,800	2,352,800
2023	1,640,000	1,217,025	2,857,025
2024-2028	7,440,000	4,676,813	12,116,813
2029-2033	7,825,000	3,030,647	10,855,647
2034-2036	<u>12,315,000</u>	<u>297,990</u>	<u>12,612,990</u>
	<u>\$ 30,290,000</u>	<u>\$ 14,458,375</u>	<u>\$ 44,748,375</u>

In April 2018, the District issued Election of 2014 General Obligation Bonds, Series C in an aggregate principal amount of \$95,000,000 maturing through October 2043, with interest rates from 3.5% to 5.0%. The annual payments required to amortize the 2014 General Obligation Bonds, Series C outstanding as of June 30, 2018, are as follows:

Year Ending June 30,	Principal	Interest	Total
2019	\$ -	\$ 1,502,238	\$ 1,502,238
2020	1,950,000	3,835,500	5,785,500
2021	10,000	3,757,500	3,767,500
2022	350,000	3,757,100	4,107,100
2023	40,000	3,743,100	3,783,100
2024-2028	5,060,000	18,268,000	23,328,000
2029-2033	10,120,000	16,702,500	26,822,500
2034-2038	18,025,000	14,076,800	32,101,800
2039-2043	44,000,000	9,426,200	53,426,200
2044	<u>15,445,000</u>	<u>617,800</u>	<u>16,062,800</u>
	<u>\$ 95,000,000</u>	<u>\$ 75,686,738</u>	<u>\$ 170,686,738</u>

(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 5 - LONG-TERM LIABILITIES (Continued)**

Capital Lease: The District has entered into capital lease agreements for the acquisition of school busses and electronic equipment totaling \$5,566,447. At June 30, 2018, the accumulated depreciation related to these assets totaled \$3,357,079. The following is a schedule of the future payments for the capital lease:

Year Ending June 30,	Payments
2019	\$ 312,402
2020	309,466
2021	309,466
2022	309,466
2023	309,466
2024	<u>309,466</u>
	1,859,732
Less amount representing interest	<u>(202,368)</u>
	<u>\$ 1,657,364</u>

Schedule of Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the fiscal year ended June 30, 2018 is shown below:

<u>Governmental Activities:</u>	Balance July 1, 2017 <u>As restated</u>	Additions	Deductions	Balance June 30, 2018	Amounts Due Within One Year
Certificates of Participation	\$ 12,305,000	\$ -	\$ 2,855,000	\$ 9,450,000	\$ 2,995,000
General Obligation Bonds	334,258,303	95,000,000	14,624,607	414,633,696	9,119,298
Unamortized premium	18,835,544	5,125,476	1,390,743	22,570,277	1,454,382
Accreted interest on General Obligation Bonds	52,974,346	6,501,804	1,270,393	58,205,757	3,680,702
Capitalized lease obligation	59,793	1,963,900	366,329	1,657,364	256,134
Total OPEB liability (Note 9)	19,574,968	2,495,250	-	22,070,218	-
Net pension liability (Notes 7 and 8)	192,394,422	24,404,196	-	216,798,618	-
Compensated absences	<u>1,099,195</u>	<u>-</u>	<u>68,821</u>	<u>1,030,374</u>	<u>1,030,373</u>
Totals	<u>\$ 631,501,571</u>	<u>\$ 135,490,626</u>	<u>\$ 20,575,893</u>	<u>\$ 746,416,304</u>	<u>\$ 18,535,889</u>
 <u>Business-Type Activities:</u>					
	Balance July 1, 2017	Additions	Deductions	Balance June 30, 2018	Amounts Due Within One Year
Net pension liability (Notes 7 and 8)	<u>\$ 1,246,578</u>	<u>\$ 668,804</u>	<u>\$ -</u>	<u>\$ 1,915,382</u>	<u>\$ -</u>

Payments on the Certificates of Participation are made from the Child Development, Cafeteria, and Capital Facilities Fund. Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the capitalized lease obligations are made from the General Fund. Payments on the other postemployment benefits, net pension liability and compensated absences are made from the Fund for which the related employee worked.

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 6 - FUND BALANCES**

Fund balances, by category, at June 30, 2018 consisted of the following:

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
Nonspendable:					
Revolving cash fund	\$ 75,000	\$ -	\$ -	\$ 10,000	\$ 85,000
Stores inventory	-	-	-	1,701	1,701
Subtotal nonspendable	<u>75,000</u>	<u>-</u>	<u>-</u>	<u>11,701</u>	<u>86,701</u>
Restricted:					
Cafeteria	-	-	-	2,705,773	2,705,773
Maintenance	-	-	-	2,198,621	2,198,621
Other legally restricted programs	10,957,534	-	-	1,575,553	12,533,087
Capital projects	-	148,322,727	-	23,566,242	171,888,969
Debt service	-	-	24,241,956	-	24,241,956
Subtotal restricted	<u>10,957,534</u>	<u>148,322,727</u>	<u>24,241,956</u>	<u>30,046,189</u>	<u>213,568,406</u>
Committed:					
EL/LI	<u>3,421,098</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,421,098</u>
Subtotal committed	<u>3,421,098</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,421,098</u>
Assigned:					
Carryover	1,384,762	-	-	-	1,384,762
Intel/Donations	835,642	-	-	-	835,642
Instructional Materials	2,029,643	-	-	-	2,029,643
CTE	<u>979,761</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>979,761</u>
Subtotal assigned	<u>5,229,808</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5,229,808</u>
Unassigned:					
Designated for economic uncertainty	6,800,000	-	-	-	6,800,000
Undesignated	<u>709,613</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>709,613</u>
Subtotal unassigned	<u>7,509,613</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>7,509,613</u>
Total fund balances	<u>\$ 27,193,053</u>	<u>\$ 148,322,727</u>	<u>\$ 24,241,956</u>	<u>\$ 30,057,890</u>	<u>\$ 229,815,626</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN**

*General Information about the State Teachers' Retirement Plan*

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit (DB) Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

*CalSTRS 2% at 60*

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

CalSTRS calculates retirement benefits based on one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of service, or for classroom teachers with less than 25 years of credited service if the employer entered into, extended, renewed, or amended an agreement prior to January 1, 2014, to elect to pay the additional benefit cost for all of its classroom teachers. One year final compensation means a member's highest average annual compensation earnable for 12 consecutive months based on the creditable compensation that a member could earn in a school year while employed on a full-time basis. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any three consecutive months of credited service.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN** (Continued)

*CalSTRS 2% at 62*

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for three consecutive years of credited service.

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

A summary of statutory contribution rates and other sources of contributions to the Defined Benefit Program are as follows:

*Members* - Under CalSTRS 2% at 60, the member contribution rate was 10.25 percent of applicable member earnings for fiscal year 2017-18. Under CalSTRS 2% at 62, members contribute 50 percent of the normal cost of their retirement plan, which resulted in a contribution rate of 9.205 percent of applicable member earnings for fiscal year 2017-18.

In general, member contributions cannot increase unless members are provided with some type of "comparable advantage" in exchange for such increases. Under previous law, the Legislature could reduce or eliminate the 2 percent annual increase to retirement benefits. As a result of AB 1469, effective July 1, 2014, the Legislature cannot reduce the 2 percent annual benefit adjustment for members who retire on or after January 1, 2014, and in exchange for this "comparable advantage," the member contribution rates have been increased by an amount that covers a portion of the cost of the 2 percent annual benefit adjustment.

According to current law, the contribution rate for CalSTRS 2% at 62 members is adjusted if the normal cost increases or decreases by more than 1 percent since the last time the member contribution rate was set. Based on the June 30, 2017, valuation adopted by the board in May 2018, the increase in normal cost was greater than 1 percent. Therefore, contribution rates for CalSTRS 2% at 62 members will increase by 1 percent effective July 1, 2018.

*Employers* – 14.43 percent of applicable member earnings.

Pursuant to AB 1469, employer contributions will increase from a prior rate of 8.25 percent to a total of 19.1 percent of applicable member earnings phased in over seven years starting in 2014. The new legislation also gives the CalSTRS board limited authority to adjust employer contribution rates from July 1, 2021 through June 2046 in order to eliminate the remaining unfunded actuarial obligation related to service credited to members prior to July 1, 2014. The CalSTRS board cannot adjust the rate by more than 1 percent in a fiscal year, and the total contribution rate in addition to the 8.25 percent cannot exceed 12 percent.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN** (Continued)

The CalSTRS employer contribution rate increases effective for fiscal year 2017-18 through fiscal year 2045-46 are summarized in the table below:

<u>Effective Date</u>	<u>Prior Rate</u>	<u>Increase</u>	<u>Total</u>
July 01, 2017	8.25%	6.18%	14.43%
July 01, 2018	8.25%	8.03%	16.28%
July 01, 2019	8.25%	9.88%	18.13%
July 01, 2020	8.25%	10.85%	19.10%
July 01, 2021 to June 30, 2046	8.25%	*	*
July 01, 2046	8.25%	Increase from prior rate ceases in 2046-47	

\* The Teachers' Retirement Board (the "board") cannot adjust the employer rate by more than 1 percent in a fiscal year, and the increase to the contribution rate above the 8.25 percent base contribution rate cannot exceed 12 percent for a maximum of 20.25 percent.

The District contributed \$14,295,673 to the plan for the fiscal year ended June 30, 2018.

State - 9.328 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year.

As shown in the subsequent table, the state rate will increase to 5.311 percent on July 1, 2018, to continue paying down the unfunded liabilities associated with the benefits structure that was in place in 1990 prior to certain enhancements in benefits and reductions in contributions.

Also as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046. The CalSTRS state contribution rates effective for fiscal year 2017-18 and beyond are summarized in the table below.

<u>Effective Date</u>	<u>Base Rate</u>	<u>AB 1469 Increase For 1990 Benefit Structure</u>	<u>SBMA Funding(1)</u>	<u>Total State Appropriation to DB Program</u>
July 01, 2018	2.017%	5.311%(2)	2.50%	9.828%
July 01, 2019 to June 30, 2046	2.017%	(3)	2.50%	(3)
July 01, 2046 and thereafter	2.017%	(4)	2.50%	4.571%(3)

(1) This rate does not include the \$72 million reduction in accordance with Education Code Section 22954.

(2) In May 2018, the board of CalSTRS exercised its limited authority to increase the state contribution rate by 0.5 percent of the payroll effective July 1, 2018.

(3) The CalSTRS board has limited authority to adjust state contribution rates annually through June 30, 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure. The board cannot increase the rate by more than 0.50 percent in a fiscal year, and if there is no unfunded actuarial obligation, the contribution rate imposed to pay for the 1990 benefit structure would be reduced to 0 percent.

(4) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining 1990 unfunded actuarial obligation.

(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN** (Continued)

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2018, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 159,188,000
State's proportionate share of the net pension liability associated with the District	<u>94,175,000</u>
Total	<u>\$ 253,363,000</u>

The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school Districts and the State. At June 30, 2017, the District's proportion was 0.172 percent, which was an decrease of 0.006 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the District recognized pension expense of \$25,183,908 and revenue of \$9,359,369 for support provided by the State. At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 589,000	\$ 2,776,000
Changes of assumptions	29,491,000	-
Net differences between projected and actual earnings on investments	-	4,240,000
Changes in proportion and differences between District contributions and proportionate share of contributions	11,253,000	10,943,000
Contributions made subsequent to measurement date	<u>14,295,673</u>	<u>-</u>
Total	<u>\$ 55,628,673</u>	<u>\$ 17,959,000</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN** (Continued)

\$14,295,673 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ended June 30,	
2019	\$ 975,950
2020	\$ 7,169,950
2021	\$ 4,886,950
2022	\$ 735,283
2023	\$ 5,779,533
2024	\$ 3,826,334

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2017 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2016, and rolling forward the total pension liability to June 30, 2017. The financial reporting actuarial valuation as of June 30, 2016, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2016
Experience Study	July 1, 2010 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB Not applicable for DBS/CBB

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN** (Continued)

During the 2016-17 measurement period, CalSTRS completed an experience study for the period starting July 1, 2010, and ending June 30, 2015. The experience study was adopted by the board in February 2017. As a result of the study, certain assumptions used in determining the NPL of the STRP changed, including the price inflation, wage growth, discount rate and the mortality tables used in the actuarial valuation of the NPL. The changes to the assumptions as a result of the experience study follow:

<u>Assumption</u>	<u>Measurement Period</u>	
	As of June 30, <u>2017</u>	As of June 30, <u>2016</u>
Consumer price inflation	2.75%	3.00%
Investment rate of return	7.10%	7.60%
Wage growth	3.50%	3.75%

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the CalSTRS board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	6.30%
Fixed Income	12	0.30
Real Estate	13	5.20
Private Equity	13	9.30
Absolute Return / Risk Mitigating Strategies	9	2.90
Inflation Sensitive	4	3.80
Cash / Liquidity	2	(1.00)

\* 20-year geometric average

Discount Rate: The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per AB1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN** (Continued)

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease <u>(6.10%)</u>	Current Discount Rate <u>(7.10%)</u>	1% Increase <u>(8.10%)</u>
District's proportionate share of the net pension liability	<u>\$233,738,000</u>	<u>\$159,188,000</u>	<u>\$ 98,685,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B**

*General Information about the Public Employer's Retirement Fund B*

Plan Description: The schools cost-sharing multiple-employer defined benefit pension plan Public Employer's Retirement Fund B (PERF B) is administered by the California Public Employees' Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and noncertified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at <https://www.calpers.ca.gov/docs/forms-publications/cafr-2017.pdf>.

Benefits Provided: The benefits for the defined benefit plans are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer's benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when agencies first join the PERF B, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B** (Continued)

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2018 were as follows:

*Members* - The member contribution rate was 6.50 or 7.50 percent of applicable member earnings for fiscal year 2017-18.

*Employers* - The employer contribution rate was 15.531 percent of applicable member earnings.

The District contributed \$5,317,520 to the plan for the fiscal year ended June 30, 2018.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2018, the District reported a liability of \$59,526,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school districts. At June 30, 2017, the District's proportion was 0.249 percent, which was an decrease of .003 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the District recognized pension expense of \$10,903,078. June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 2,133,000	\$ -
Changes of assumptions	8,695,000	701,000
Net differences between projected and actual earnings on investments	2,059,000	-
Changes in proportion and differences between District contributions and proportionate share of contributions	512,000	400,000
Contributions made subsequent to measurement date	<u>5,317,520</u>	<u>-</u>
Total	<u>\$ 18,716,520</u>	<u>\$ 1,101,000</u>

(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B** (Continued)

\$5,317,520 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ended June 30,	
2019	\$ 3,537,750
2020	\$ 5,930,750
2021	\$ 3,957,250
2022	\$ (1,127,750)

Differences between expected and actual experience, changes in proportion and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 4 years as of the June 30, 2017 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2016, and rolling forward the total pension liability to June 30, 2017. The financial reporting actuarial valuation as of June 30, 2016, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2016
Experience Study	June 30, 1997 through June 30, 2011
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.15%
Consumer Price Inflation	2.75%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	Contract COLA up to 2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power applies 2.75% thereafter

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table, please refer to the 2014 experience study report.

All other actuarial assumptions used in the June 30, 2016 valuation were based on the results of an actuarial experience study for the period from 1997 to 2011, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS' website.

During the 2016-17 measurement period, the financial reporting discount rate for the Plan was lowered from 7.65 percent to 7.15 percent.

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B** (Continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

<u>Asset Class</u>	<u>Long-Term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return Years 1-10 (1)</u>	<u>Expected Real Rate of Return Years 11+</u>
Global Equity	47%	4.90%	5.38%
Fixed Income	19	0.80	2.27
Inflation Assets	6	0.60	1.39
Private Equity	12	6.60	6.63
Real Estate	11	2.80	5.21
Infrastructure & Forestland	3	3.90	5.36
Liquidity	2	(0.40)	(0.90)

\* 10-year geometric average

- (1) An expected inflation rate of 2.50% used for this period  
(2) An expected inflation rate of 3.00% used for this period

Discount Rate: The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS’ website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected cash flows of the Plan. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan’s asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

(Continued)

51.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B** (Continued)

Sensitivity of the District’s Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease <u>(6.15%)</u>	Current Discount Rate <u>(7.15%)</u>	1% Increase <u>(8.15%)</u>
District’s proportionate share of the net pension liability	\$ <u>87,582,000</u>	\$ <u>59,526,000</u>	\$ <u>36,252,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (OPEB)**

*General Information Other Postemployment Benefits Plan (OPEB)*

Plan Description: In addition to the pension benefits described in Notes 7 and 8, the District provides post-employment health care benefits under a single employer defined benefit OPEB plan to eligible retirees. The plan does not issue separate financial statements.

The Plan, which is administered by the District, allows employees who retire and meet retirement eligibility requirements to continue health coverage as a participant in the District’s plan. The District’s Governing Board has the authority to establish or amend the benefit terms offered by the Plan. The District’s Governing Board also retains the authority to establish the requirements for paying the Plan benefits as they come due. As of June 30, 2018 the District has not accumulated assets in a qualified trust for the purpose of paying the benefits related to the District’s Total OPEB Liability.

Employees Covered by Benefit Terms: The following is a table of plan participants at June 30, 2018:

	Number of <u>Participants</u>
Inactive Plan members	95
Active employees	<u>1,855</u>
	<u>1,950</u>

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

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**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (OPEB) (Continued)**

Benefits Provided: The benefits provided are the same as those provided for active employees. Spouses and dependents of eligible retirees are also eligible for medical coverage. Management and supervisory employees reaching retirement age of CalPERS or STRS and employed by the District for 10 years of full-time service, are eligible for medical coverage for a maximum of 13 years of benefits or age 68, whichever comes first. A maximum monthly benefit does not exceed \$475 per month for personnel before the age of 65, and \$175 per month for ages 65 to 68. Certificated employees reaching retirement age of STRS and placement on the Certificated Salary Schedule Class 4 or 5, Step 12, are eligible for medical coverage for a maximum of 10 years of benefits or age 65, whichever comes first. A maximum monthly benefit does not exceed \$475 per month. Classified employees reaching retirement age of PERS and 10 years of full-time service with the District, are eligible for medical coverage for a maximum of 10 years of benefits or age 65, whichever comes first. A maximum monthly benefit does not exceed \$500 per month.

Contributions: California Government Code specifies that the District's contribution requirements for covered employees are established and may be amended by the Governing Board. Retirees participating in the group insurance plans offered by the District are required to contribute 100% of the active premiums. In future years, contributions are assumed to increase at the same rate as premiums. The District's premium rates being charged to these retirees are lower than the expected cost for a retiree population under age 65. Thus, an implicit subsidy exists as a result of this difference between the actual cost and the true retiree cost.

Contributions to the Plan from the District were \$1,774,998 for the year ended June 30, 2018. Employees are not required to contribute to the OPEB plan.

*Total OPEB Liability*

The District's total OPEB liability was measured as of June 30, 2017, and the total OPEB liability used to calculate the total OPEB liability was determined by an actuarial valuation as of June 30, 2017.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (OPEB) (Continued)**

Actuarial Assumptions: The total OPEB liability in the June 30, 2018 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

<u>Valuation Date</u>	June 30, 2017
<u>Fiscal Year End</u>	June 30
<u>Actuarial Value of Assets</u>	Market Value
<u>Mortality Rate</u>	2009 CalSTRS and 2014 CalPERS Mortality Tables
<u>Discount Rate</u>	3.5%. Based on the Bond Buyer 20-Bond Index.
<u>Assumed Investment Return</u>	Not applicable since the plan is unfunded.
<u>Retirement Rate</u>	Retirement rates march rates developed in the experience studies for California PERS (2009) California STRS (2009).
and	
<u>Inflation Rate</u>	2.75% per year
<u>Salary Increases</u>	2.75% per year
<u>Health Care Inflation</u>	4.0%
<u>Termination Rate</u>	California PERS (2009) and California STRS (2009).
<u>Disability Rate</u>	None
<u>Funding Method</u>	Entry Age Cost Method (Level Percentage of Pay).

*Changes in Total OPEB Liability*

	<u>Total OPEB Liability</u>
Balance at June 30, 2017	<u>\$ 19,574,968</u>
Changes for the year:	
Service cost	2,676,927
Interest	714,990
Changes of benefit terms	-
Differences between actual and expected experience	-
Changes in assumptions	-
Benefit payments	(896,667)
Administrative expenses	<u>-</u>
Net change	<u>2,495,250</u>
Balance at June 30, 2018	<u><u>\$ 22,070,218</u></u>

(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (OPEB)** (Continued)

There were no changes between the measurement date and the year ended June 30, 2018 which had a significant effect on the District's total OPEB liability.

Sensitivity of the Total OPEB Liability to changes in the Discount Rate: The following presents the Total OPEB Liability of the District, as well as what the District's Total OPEB Liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

	1% Decrease (2.50%)	Current Discount Rate (3.50%)	1% Increase (4.50%)
Total OPEB liability	\$ 23,618,809	\$ 22,070,218	\$ 20,691,510

Sensitivity of the Total OPEB Liability to changes in the Healthcare Cost Trend Rates: The following presents the Total OPEB Liability of the District, as well as what the District's Total OPEB Liability would be if it were calculated using healthcare cost trend rates that are one percentage-point lower or one percentage-point higher than the current healthcare cost trend rates:

	1% Decrease (3%)	Healthcare Cost Trend Rates Rate (4%)	1% Increase (5%)
Total OPEB liability	\$ 21,151,370	\$ 22,070,218	\$ 22,899,174

*OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB*

For the year ended June 30, 2018, the District recognized OPEB expense of \$3,391,917. At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ -	\$ -
Changes of assumptions	-	-
Net differences between projected and actual earnings on investments	-	-
Changes in proportion and differences between District contributions and proportionate share of contributions	-	-
Benefits paid subsequent to measurement date	1,774,998	-
Total	\$ 1,774,998	\$ -

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2018

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (OPEB) (Continued)**

\$1,774,998 reported as deferred outflows of resources related to benefits paid subsequent to the measurement date will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2019.

**NOTE 10 - JOINT POWERS AGREEMENTS**

The District is a member with other school districts in two Joint Powers Authorities, Schools Excess Liability Fund (SELF) and Schools Insurance Authority (SIA) (Deductible Fund, only). Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage from coverage in the prior year.

The following is a summary of condensed financial information of SELF and SIA as of June 30, 2018 and June 30, 2017 (the latest information available), respectively.

	<u>SELF</u>	<u>SIA</u>
Total assets	\$ 118,692,006	\$ 140,450,093
Deferred outflows of resources	\$ 497,939	\$ 1,580,594
Total liabilities	\$ 101,064,545	\$ 67,894,697
Deferred inflows of resources	\$ 28,087	\$ 253,160
Net position	\$ 18,097,313	\$ 73,882,830
Total revenue	\$ 15,139,473	\$ 54,917,755
Total expenses	\$ 19,471,187	\$ 47,903,083

The relationship between Folsom Cordova Unified School District and each Joint Powers Authority is such that the Joint Powers Authorities are not component units of the District for financial reporting purposes.

**NOTE 11 - CONTINGENCIES**

Contingent Liabilities: The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in expenditure disallowances under terms of the grants, it is management's opinion that any required reimbursements or future revenue offsets subsequently determined will not have a material effect.

Construction Commitments: As of June 30, 2018, the District has \$100 million in outstanding commitments on construction contracts.

**REQUIRED SUPPLEMENTARY INFORMATION**

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
For the Year Ended June 30, 2018

	Budget		Actual	Variance Favorable (Unfavorable)
	Original	Final		
Revenues:				
Local Control Funding Formula (LCFF):				
State apportionment	\$ 112,183,419	\$ 107,639,731	\$ 107,639,731	\$ -
Local sources	<u>50,334,028</u>	<u>55,777,951</u>	<u>55,777,951</u>	-
Total LCFF	<u>162,517,447</u>	<u>163,417,682</u>	<u>163,417,682</u>	-
Federal sources	8,467,592	10,199,438	10,199,438	-
Other state sources	24,425,920	28,441,674	28,441,674	-
Other local sources	<u>5,671,963</u>	<u>6,642,317</u>	<u>6,642,317</u>	-
Total revenues	<u>201,082,922</u>	<u>208,701,111</u>	<u>208,701,111</u>	-
Expenditures:				
Current:				
Certificated salaries	93,440,282	99,137,575	99,137,575	-
Classified salaries	33,386,134	34,483,165	34,483,165	-
Employee benefits	44,644,452	46,576,782	46,576,782	-
Books and supplies	10,087,748	7,793,081	7,793,081	-
Contract services and operating expenditures	20,181,137	20,621,081	20,621,081	-
Other outgo	278,246	1,337,068	1,337,068	-
Capital outlay	226,252	3,015,309	3,015,309	-
Debt service:				
Principal retirement	-	366,329	366,329	-
Interest	-	11,243	11,243	-
Total expenditures	<u>202,244,251</u>	<u>213,341,633</u>	<u>213,341,633</u>	-
Deficiency of revenues under expenditures	<u>(1,161,329)</u>	<u>(4,640,522)</u>	<u>(4,640,522)</u>	-
Other financing sources (uses):				
Transfers in	93,855	358,087	358,087	-
Transfers out	(1,750,000)	(1,150,000)	(1,150,000)	-
Proceeds from capital lease	-	1,963,900	1,963,900	-
Total other financing sources (uses)	<u>(1,656,145)</u>	<u>1,171,987</u>	<u>1,171,987</u>	-
Net change in fund balance	(2,817,474)	(3,468,535)	(3,468,535)	-
Fund balance, July 1, 2017	<u>30,661,588</u>	<u>30,661,588</u>	<u>30,661,588</u>	-
Fund balance, June 30, 2018	<u>\$ 27,844,114</u>	<u>\$ 27,193,053</u>	<u>\$ 27,193,053</u>	\$ -

See accompanying note to required supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF CHANGES IN THE DISTRICT'S TOTAL OPEB LIABILITY  
 FUNDING PROGRESS  
 For the Year Ended June 30, 2018

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Last 10 Fiscal Years	
Total OPEB liability	
Service cost	\$ 2,676,927
Interest	714,990
Change in assumptions	-
Benefit payments	<u>(896,667)</u>
Net change in total OPEB liability	2,495,250
Total OPEB liability, beginning of year	<u>19,574,968</u>
Total OPEB liability, end of year	<u>\$ 22,070,218</u>
Covered employee payroll	\$ 113,067,000
Total OPEB liability as a percentage of covered-employee payroll	19.52%

This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively. The amounts presented for each fiscal year were determined as of the yearend that occurred one year prior. All years prior to 2018 are not available.

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See accompanying note to required supplementary information.



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the Year Ended June 30, 2018

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State Teachers' Retirement Plan Last 10 Fiscal Years				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
District's proportion of the net pension liability	0.171%	0.170%	0.178%	0.172%
District's proportionate share of the net pension liability	\$100,071,000	\$114,579,000	\$143,862,000	\$159,188,000
State's proportionate share of the net pension liability associated with the District	<u>60,427,000</u>	<u>60,599,000</u>	<u>81,906,000</u>	<u>94,175,000</u>
Total net pension liability	<u>\$160,498,000</u>	<u>\$175,178,000</u>	<u>\$225,768,000</u>	<u>\$253,363,000</u>
District's covered payroll	\$ 76,273,000	\$ 78,993,000	\$ 88,645,000	\$ 91,229,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	131.20%	145.05%	162.29%	174.49%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%

The amounts presented for each fiscal year were determined as of the year end that occurred one year prior.

All years prior to 2015 are not available.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the Year Ended June 30, 2018

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Public Employer's Retirement Fund B Last 10 Fiscal Years				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
District's proportion of the net pension liability	0.246%	0.247%	0.252%	0.249%
District's proportionate share of the net pension liability	\$ 27,891,000	\$ 36,423,000	\$ 49,779,000	\$ 59,526,000
District's covered payroll	\$ 27,356,000	\$ 27,356,000	\$ 30,238,000	\$ 31,792,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	101.96%	133.14%	164.62%	187.24%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.89%	71.87%

The amounts presented for each fiscal year were determined as of the year end that occurred one year prior.

All years prior to 2015 are not available.

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See accompanying note to required supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS  
For the Year Ended June 30, 2018

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State Teachers' Retirement Plan Last 10 Fiscal Years				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Contractually required contribution	\$ 7,014,586	\$ 9,511,596	\$ 11,626,528	\$ 14,295,673
Contributions in relation to the contractually required contribution	<u>(7,014,586)</u>	<u>(9,511,596)</u>	<u>(11,626,538)</u>	<u>(14,295,673)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 78,993,000	\$ 88,645,000	\$ 91,229,000	\$ 99,069,000
Contributions as a percentage of covered payroll	8.88%	10.73%	12.58%	14.43%

All years prior to 2015 are not available.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS  
For the Year Ended June 30, 2018

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Public Employer's Retirement Fund B Last 10 Fiscal Years				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Contractually required contribution	\$ 3,220,090	\$ 3,582,309	\$ 4,410,078	\$ 5,317,520
Contributions in relation to the contractually required contribution	<u>(3,220,090)</u>	<u>(3,582,309)</u>	<u>(4,410,078)</u>	<u>(5,317,520)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 27,356,000	\$ 30,238,000	\$ 31,792,000	\$ 34,238,000
Contributions as a percentage of covered payroll	11.77%	11.85%	13.89%	15.53%

All years prior to 2015 are not available.

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See accompanying note to required supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2018

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**NOTE 1 - PURPOSE OF SCHEDULES**

**A - Budgetary Comparison Schedule**

The District employs budget control by object codes and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

**B - Schedule of Changes in Total Other Postemployment Benefits (OPEB) Liability**

The Schedule of Changes in Total OPEB liability is presented to illustrate the elements of the District's Total OPEB liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available. The District has not accumulated assets in a qualified trust for the purpose of paying the benefits related to the District's Total OPEB Liability.

**C - Schedule of the District's Proportionate Share of the Net Pension Liability**

The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

**D - Schedule of the District's Contributions**

The Schedule of the District's Contributions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

**E - Changes of Benefit Terms**

There are no changes in benefit terms reported in the Required Supplementary Information.

**F - Changes of Assumptions**

The discount rate for Public Employer's Retirement Fund B (PERF B) was 7.50, 7.65, 7.65, and 7.15 percent in the June 30, 2013, 2014, 2015, and 2016 actuarial reports, respectively.

The following are the assumptions for State Teachers' Retirement Plan:

<u>Assumption</u>	<u>As of June 30, 2017</u>	<u>As of June 30, 2016</u>	<u>As of June 30, 2015</u>
Consumer price inflation	2.75%	3.00%	3.00%
Investment rate of return	7.10%	7.60%	7.60%
Wage growth	3.50%	3.75	3.75%

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**SUPPLEMENTARY INFORMATION**

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
ALL NON-MAJOR FUNDS  
June 30, 2018

	Charter School Fund	Adult Education Fund	Child Develop- ment Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Projects Fund	Total
<b>ASSETS</b>									
Cash in County Treasury	\$ 20,483	\$ 816,704	\$ 652,674	\$ 1,226,333	\$ 2,353,648	\$ 13,013,339	\$ 58,853	\$ 9,123,195	\$ 27,265,229
Cash on hand and in banks	180	4,292	-	149,244	-	320,523	-	99,250	573,489
Cash in revolving fund	10,000	-	-	-	-	-	-	-	10,000
Receivables	1,406	311,870	5,656	1,507,220	11,626	228,996	120	74,443	2,141,337
Due from other funds	310,528	-	1,370	997	-	1,020,135	691,963	-	2,024,993
Stores inventory	-	-	-	1,701	-	-	-	-	1,701
Total assets	<u>\$ 342,597</u>	<u>\$ 1,132,866</u>	<u>\$ 659,700</u>	<u>\$ 2,885,495</u>	<u>\$ 2,365,274</u>	<u>\$ 14,582,993</u>	<u>\$ 750,936</u>	<u>\$ 9,296,888</u>	<u>\$ 32,016,749</u>
<b>LIABILITIES AND FUND BALANCES</b>									
Liabilities:									
Accounts payable	\$ 17,565	\$ 3,620	\$ 4,695	\$ 28,233	\$ 166,653	\$ 316,019	\$ 5,740	\$ 500	\$ 543,025
Unearned Revenue	-	-	327,203	-	-	-	-	-	327,203
Due to other funds	<u>186,786</u>	<u>-</u>	<u>9,741</u>	<u>149,788</u>	<u>-</u>	<u>-</u>	<u>742,316</u>	<u>-</u>	<u>1,088,631</u>
Total liabilities	<u>204,351</u>	<u>3,620</u>	<u>341,639</u>	<u>178,021</u>	<u>166,653</u>	<u>316,019</u>	<u>748,056</u>	<u>500</u>	<u>1,958,859</u>
Fund balances:									
Nonspendable	10,000	-	-	1,701	-	-	-	-	11,701
Restricted	<u>128,246</u>	<u>1,129,246</u>	<u>318,061</u>	<u>2,705,773</u>	<u>2,198,621</u>	<u>14,266,974</u>	<u>2,880</u>	<u>9,296,388</u>	<u>30,046,189</u>
Total fund balances	<u>138,246</u>	<u>1,129,246</u>	<u>318,061</u>	<u>2,707,474</u>	<u>2,198,621</u>	<u>14,266,974</u>	<u>2,880</u>	<u>9,296,388</u>	<u>30,057,890</u>
Total liabilities and fund balances	<u>\$ 342,597</u>	<u>\$ 1,132,866</u>	<u>\$ 659,700</u>	<u>\$ 2,885,495</u>	<u>\$ 2,365,274</u>	<u>\$ 14,582,993</u>	<u>\$ 750,936</u>	<u>\$ 9,296,888</u>	<u>\$ 32,016,749</u>

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES  
ALL NON-MAJOR FUNDS  
For the Year Ended June 30, 2018

	Charter School Fund	Adult Education Fund	Child Develop- ment Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Projects Fund	Total
<b>Revenues:</b>									
LCFF:									
State apportionment	\$ 524,352	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 524,352
Local sources	<u>310,528</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>650,566</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>961,094</u>
Total LCFF	<u>834,880</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>650,566</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,485,446</u>
Federal sources	-	244,138	-	4,641,502	-	-	-	-	4,885,640
Other state sources	98,207	833,307	1,664,138	1,365,045	-	1,149	-	-	3,961,846
Other local sources	<u>2,898</u>	<u>316,638</u>	<u>11,822</u>	<u>614,637</u>	<u>25,214</u>	<u>12,040,096</u>	<u>120</u>	<u>416,692</u>	<u>13,428,117</u>
Total revenues	<u>935,985</u>	<u>1,394,083</u>	<u>1,675,960</u>	<u>6,621,184</u>	<u>675,780</u>	<u>12,041,245</u>	<u>120</u>	<u>416,692</u>	<u>23,761,049</u>
<b>Expenditures:</b>									
Current:									
Certificated salaries	458,990	702,394	51,731	-	-	-	-	-	1,213,115
Classified salaries	61,684	231,005	951,283	1,946,745	129,953	526,549	-	-	3,847,219
Employee benefits	164,487	284,785	389,729	624,765	43,084	175,256	-	-	1,682,106
Books and supplies	50,255	75,904	109,232	2,947,894	-	28,900	-	-	3,212,185
Contract services and operating expenditures	261,420	41,931	51,123	181,241	1,086,351	106,724	-	32,336	1,761,126
Capital outlay	-	-	-	-	941,189	3,004,587	1,289,236	328,587	5,563,599
Debt service:									
Principal retirement	-	-	1,704	3,564	-	2,849,732	-	-	2,855,000
Interest	-	-	368	(7,797)	-	614,118	-	-	606,689
Total expenditures	<u>996,836</u>	<u>1,336,019</u>	<u>1,555,170</u>	<u>5,696,412</u>	<u>2,200,577</u>	<u>7,305,866</u>	<u>1,289,236</u>	<u>360,923</u>	<u>20,741,039</u>
(Deficiency) excess of revenues (under) over expenditures	<u>(60,851)</u>	<u>58,064</u>	<u>120,790</u>	<u>924,772</u>	<u>(1,524,797)</u>	<u>4,735,379</u>	<u>(1,289,116)</u>	<u>55,769</u>	<u>3,020,010</u>
<b>Other financing sources (uses):</b>									
Transfers in	-	-	3,442	-	950,000	1,651,748	1,291,996	200,000	4,097,186
Transfers out	<u>-</u>	<u>-</u>	<u>(57,887)</u>	<u>(213,774)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(271,661)</u>
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>(54,445)</u>	<u>(213,774)</u>	<u>950,000</u>	<u>1,651,748</u>	<u>1,291,996</u>	<u>200,000</u>	<u>3,825,525</u>
Net change in fund balances	<u>(60,851)</u>	<u>58,064</u>	<u>66,345</u>	<u>710,998</u>	<u>(574,797)</u>	<u>6,387,127</u>	<u>2,880</u>	<u>255,769</u>	<u>6,845,535</u>
Fund balances, July 1, 2017	<u>199,097</u>	<u>1,071,182</u>	<u>251,716</u>	<u>1,996,476</u>	<u>2,773,418</u>	<u>7,879,847</u>	<u>-</u>	<u>9,040,619</u>	<u>23,212,355</u>
Fund balances, June 30, 2018	<u>\$ 138,246</u>	<u>\$ 1,129,246</u>	<u>\$ 318,061</u>	<u>\$ 2,707,474</u>	<u>\$ 2,198,621</u>	<u>\$ 14,266,974</u>	<u>\$ 2,880</u>	<u>\$ 9,296,388</u>	<u>\$ 30,057,890</u>

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
 COMBINING STATEMENT OF CHANGES  
 IN ASSETS AND LIABILITIES  
 ALL AGENCY FUNDS  
 For the Year Ended June 30, 2018

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	Balance July 1, <u>2017</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2018</u>
<b>Student Body</b>				
<u>High Schools</u>				
Assets:				
Cash on hand and in banks	\$ 952,603	\$ 1,797,692	\$ 1,849,022	\$ 901,273
Liabilities:				
Due to student groups	\$ 952,603	\$ 1,797,692	\$ 1,849,022	\$ 901,273
<u>Middle Schools</u>				
Assets:				
Cash on hand and in banks	\$ 470,191	\$ 326,928	\$ 394,463	\$ 402,656
Liabilities:				
Due to student groups	\$ 470,191	\$ 326,928	\$ 394,463	\$ 402,656
<u>Elementary Schools</u>				
Assets:				
Cash on hand and in banks	\$ 216,362	\$ 715,101	\$ 717,359	\$ 214,104
Liabilities:				
Due to student groups	\$ 216,362	\$ 715,101	\$ 717,359	\$ 214,104
<b>Total Student Body Funds</b>				
Assets:				
Cash on hand and in banks	\$ 1,639,156	\$ 2,839,721	\$ 2,960,844	\$ 1,518,033
Liabilities:				
Due to student groups	\$ 1,639,156	\$ 2,839,721	\$ 2,960,844	\$ 1,518,033

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FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
ORGANIZATION  
June 30, 2018

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Folsom Cordova Unified School District was established in 1949. The District is currently operating twenty-one elementary schools, four middle schools, three high schools, two continuation high schools, thirteen preschools, seventeen student-care centers, an independent study high school, an adult education program, an adolescent parent program, a community charter school, and a community day school. There were no changes in the boundaries of the District during the year.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
JoAnne Reinking	President	2020
Sarah Aquino	Vice President	2018
Chris Clark	Clerk	2020
Zak Ford	Member	2018
Ed Short	Member	2018

ADMINISTRATION

Sarah Koligian  
Superintendent

Rhonda Crawford  
Assistant Superintendent, Business Services

Curtis Wilson  
Assistant Superintendent, Elementary Instruction

Kathryn Allman  
Assistant Superintendent, Secondary Instruction

Don Ogdon  
Assistant Superintendent, Human Resources

Betty Jo Wessinger  
Director of SELPA, Student Support Services

Kristi Blandford  
Director of Fiscal Services



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
For the Year Ended June 30, 2018

	<u>Second Period Report</u>	<u>Annual Report</u>
<b>DISTRICT</b>		
Certificate Numbers	DB526A74	BEEDF69
Elementary:		
Transitional Kindergarten through Third	5,815	5,670
Fourth through Sixth	4,513	4,601
Seventh and Eighth	<u>2,962</u>	<u>3,052</u>
Subtotal Elementary	<u>13,290</u>	<u>13,323</u>
Secondary:		
Ninth through Twelfth	<u>6,059</u>	<u>6,033</u>
District Totals	<u><u>19,349</u></u>	<u><u>19,356</u></u>
<b>CHARTER SCHOOL</b>		
Certificate Numbers	ECDB19E4	FDCC1303
Folsom Cordova Community Charter School (Nonclassroom Based):		
Transitional Kindergarten through Third	43	44
Fourth through Sixth	33	33
Seventh and Eighth	<u>35</u>	<u>35</u>
Charter School Total	<u><u>111</u></u>	<u><u>112</u></u>

See accompanying notes to supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF INSTRUCTIONAL TIME  
For the Year Ended June 30, 2018

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<u>Grade Level</u>	<u>Statutory Minutes Require- ment</u>	<u>2017-18 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
<b>DISTRICT</b>				
Kindergarten	36,000	36,381	181	In compliance
Grade 1	50,400	54,348	181	In compliance
Grade 2	50,400	54,348	181	In compliance
Grade 3	50,400	54,348	181	In compliance
Grade 4	54,000	54,348	181	In compliance
Grade 5	54,000	54,348	181	In compliance
Grade 6	54,000	61,670	181	In compliance
Grade 7	54,000	61,670	181	In compliance
Grade 8	54,000	61,670	181	In compliance
Grade 9	64,800	65,273	181	In compliance
Grade 10	64,800	65,273	181	In compliance
Grade 11	64,800	65,273	181	In compliance
Grade 12	64,800	65,273	181	In compliance

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See accompanying notes to supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the Year Ended June 30, 2018

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expend- itures</u>
<u>U.S. Department of Education - Passed through California Department of Education</u>			
	Special Education Cluster:		
84.027	Special Education: IDEA Basic Local Assistance Entitlement, Part B, Section 611	10115	\$ 3,108,043
84.173A	Special Education: IDEA Preschool Staff Development, Part B, Section 619	13431	104,384
84.173	Special Education: IDEA Preschool Staff Development, Part B, Section 619	13430	1,000
84.027A	Special Education: IDEA Preschool Local Entitlement, Part B, Section 611 (Age 3-4-5)	13682	410,901
84.027	Special Ed: Alternate Dispute Resolution, Part B, Sec 611	13007	26,387
84.027A	Special Education: IDEA Mental Health Services	15197	<u>224,866</u>
	Subtotal Special Education Cluster		<u>3,875,581</u>
	Adult Education Programs:		
84.002A	Adult Education: Adult Basic Education & ESL	14508	87,078
84.002	Adult Education: Adult Secondary Education	13978	106,360
84.002A	Adult Education: English Literacy & Civics Education Local Grant	14109	<u>50,700</u>
	Subtotal Adult Education Programs		<u>244,138</u>
	ESEA: Title III Programs:		
84.365	ESEA: Title III, Immigrant Education Program	15146	63,069
84.365	ESEA: Title III, English Learner Student Program	14346	<u>274,724</u>
	Subtotal ESEA: Title III Programs		<u>337,793</u>
84.010	ESEA: Title I, Part A, Basic Grants Low-Income and Neglected	14329	3,899,227
84.377	ESEA: Title I, School Improvement Grant (SIG)	15364	740,441
84.196	ESEA: Title X McKinney-Vento Homeless Children Assistance Grants	14332	83,881

(Continued)

70.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the Year Ended June 30, 2018

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Education - Passed through California Department of Education (continued)</u>			
84.048	Carl D.Perkins Career and Technical Education: Secondary, Section 131 (Vocational Education)	14894	\$ 117,467
84.367	ESEA: Title II, Part A, Improving Teacher Quality Local Grants	14341	563,613
84.330B	ESEA Title I, Part G: Advanced Placement (AP) Test Fee Reimbursement Program	14831	765
84.181	Special Education: IDEA Early Intervention Grants, Part C	23761	<u>91,745</u>
	Total U.S. Department of Education		<u>9,954,651</u>
<u>U.S. Department of Health and Human Services - Passed through California Department of Education</u>			
93.778	Medi-Cal Billing Option - Medicaid Cluster	10013	<u>249,928</u>
	Total U.S. Department of Health and Human Services		<u>249,928</u>
<u>U.S. Department of Agriculture - Passed through California Department of Education</u>			
10.555	Child Nutrition: School Programs: Child Nutrition Cluster	13391	4,376,926
10.558	Child Nutrition: CACFP Claims - Centers and Family Day Care	13393	<u>242,849</u>
	Total U.S. Department of Agriculture		<u>4,619,775</u>
	Total Federal Programs		<u>\$ 14,824,354</u>

See accompanying notes to supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
For the Year Ended June 30, 2018

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	Student Care Center <u>Fund</u>
June 30, 2018 Unaudited Actual Financial Reporting Ending Fund Balance:	\$ 2,202,463
Client requested adjustment for GASB 68	<u>(1,431,223)</u>
June 30, 2018 Audit Financial Statements Ending Fund Balance	<u>\$ 771,240</u>
	Bond Interest and Redemption <u>Fund</u>
June 30, 2018 Unaudited Actual Financial Reporting Ending Fund Balance:	\$ 19,328,306
Client requested adjustment to record the debt issuance premium in the Bond Interest and Redemption Fund	<u>4,913,650</u>
June 30, 2018 Audit Financial Statements Ending Fund Balance	<u>\$ 24,241,956</u>

There were no adjustments proposed to any other funds of the District.

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See accompanying notes to supplementary information.



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
For the Year Ended June 30, 2018  
(Unaudited)

	(Budgeted) 2019	2018	2017	2016
<b>General Fund</b>				
Revenues and other financing sources	<u>\$210,751,439</u>	<u>\$211,023,098</u>	<u>\$201,855,875</u>	<u>\$197,558,985</u>
Expenditures	212,254,975	213,341,633	206,539,240	185,340,303
Other uses and transfers out	<u>1,965,000</u>	<u>1,150,000</u>	<u>1,150,000</u>	<u>2,137,354</u>
Total outgo	<u>214,219,975</u>	<u>214,491,633</u>	<u>207,689,240</u>	<u>187,477,657</u>
Changes in fund balance	<u>\$ (3,468,536)</u>	<u>\$ (3,468,535)</u>	<u>\$ (5,833,365)</u>	<u>\$ 10,081,328</u>
Ending fund balance	<u>\$ 23,724,517</u>	<u>\$ 27,193,053</u>	<u>\$ 30,661,588</u>	<u>\$ 36,494,953</u>
Available reserves	<u>\$ 7,429,396</u>	<u>\$ 7,509,613</u>	<u>\$ 9,180,958</u>	<u>\$ 6,008,969</u>
Designated for economic uncertainties	<u>\$ 6,775,000</u>	<u>\$ 6,800,000</u>	<u>\$ 6,345,000</u>	<u>\$ 5,700,000</u>
Undesignated fund balance	<u>\$ 654,396</u>	<u>\$ 709,613</u>	<u>\$ 2,835,958</u>	<u>\$ 308,969</u>
Available reserves as percentages of total outgo	<u>3.5%</u>	<u>3.50%</u>	<u>4.42%</u>	<u>3.21%</u>
<b>All Funds</b>				
Total long-term liabilities	<u>\$727,880,415</u>	<u>\$746,416,304</u>	<u>\$638,083,522</u>	<u>\$487,145,826</u>
Average daily attendance at P-2	<u>19,398</u>	<u>19,349</u>	<u>19,297</u>	<u>18,902</u>

The General Fund fund balance has increased by \$779,428 over the past three years. The fiscal year 2018-2019 budget projects an decrease of \$3,468,536. For a district this size, the State of California recommends available reserves of at least 3 percent of total general fund expenditures, transfers out and other uses (total outgo). The District met this requirement.

The District has incurred operating deficits in two of the past three years, and anticipates incurring an operating deficit during the fiscal year 2018-2019.

Total long-term liabilities have increased by \$259,270,478 over the past two years, primarily due to debt issuance and recognition of net pension liability.

Average daily attendance has increased by 447 over the past two years. An increase of 49 ADA is projected for the 2018-2019 fiscal year.

See accompanying notes to supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHARTER SCHOOLS  
For the Year Ended June 30, 2018

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Charter <u>#</u>	<u>Charter Schools Chartered by District</u>	Included in District Financial Statements, or <u>Separate Report</u>
0650	Folsom Cordova Community Charter School	Included in District Financial Statements as Charter School Fund.

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See accompanying notes to supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FIRST 5 REVENUES AND EXPENDITURES  
For the Year Ended June 30, 2018

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	First 5 <u>Sacramento</u>
Revenues:	
Other local sources	\$ <u>494,904</u>
Expenditures:	
Current:	
Certificated salaries	110,263
Classified salaries	231,996
Employee benefits	94,101
Books and supplies	16,985
Contract services and operating expenditures	23,671
Indirect costs	<u>17,888</u>
Total expenditures	<u>494,904</u>
Net change in fund balance	-
Fund balances, July 1, 2017	<u>-</u>
Fund balances, June 30, 2018	<u><u>\$ -</u></u>

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See accompanying notes to supplementary information.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
June 30, 2018

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**NOTE 1 - PURPOSE OF SCHEDULES**

**A - Schedule of Average Daily Attendance**

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

**B - Schedule of Instructional Time**

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District neither met nor exceeded its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

**C - Schedule of Expenditure of Federal Awards**

The Schedule of Expenditure of Federal Awards includes the federal award activity of Folsom Cordova Unified School District, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate allowed in the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards.

<u>Description</u>	<u>CFDA Number</u>	<u>Amount</u>
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		\$ 15,085,078
Medi-Cal Billing Option funds received in excess of expenditures	93.778	(59,150)
Medi-Cal Administrative Activities funds received in excess of expenditures	93.778	(179,846)
Child Nutrition: CACFP Claims received in excess of expenditures	10.558	<u>(21,728)</u>
Total Schedule of Expenditure of Federal Awards		<u>\$ 14,824,354</u>

**D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
June 30, 2018

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**NOTE 1 - PURPOSE OF SCHEDULES** (Continued)

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides trend information on the District's financial condition over the past three years and its anticipated condition for the 2018-2019 fiscal year, as required by the State Controller's Office.

F - Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

G - Schedule of First 5 Revenues and Expenditures

This schedule provides information about the First 5 Sacramento County Program.

**NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM**

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2018, the District did not adopt such a program.





**Crowe LLP**  
Independent Member Crowe Global

INDEPENDENT AUDITOR'S REPORT  
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Education  
Folsom Cordova Unified School District  
Folsom, California

**Report on Compliance with State Laws and Regulations**

We have audited Folsom Cordova Unified School District's compliance with the types of compliance requirements described in the State of California's *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (the "Audit Guide") to the state laws and regulations listed below for the year ended June 30, 2018.

<u>Description</u>	<u>Procedures Performed</u>
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General requirements	Yes
After school	Yes
Before school	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study – Course Based	Yes
Attendance, for charter schools	Yes
Mode of Instruction, for charter schools	No, see below
Nonclassroom-Based Instruction/Independent Study, for charter schools	Yes
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	Yes
Annual Instructional Minutes Classroom-Based, for charter schools	No, see below
Charter School Facility Grant Program	No, see below

(Continued)

78.

We did not perform any procedures related to Early Retirement Incentive Program because the District did not offer the program in the current year.

We did not perform any procedures related to Juvenile Court Schools because the District did not operate this program.

The District does not have Middle or Early College High Schools, therefore, we did not perform any procedures related to Middle or Early College High Schools.

The District did not offer Apprenticeship: Related and Supplemental Instruction, therefore we did not perform any procedures related to Apprenticeship: Related and Supplemental Instruction.

The District did not have any expenditures related to California Clean Energy Jobs Act; therefore, we did not perform any procedures.

We did not perform any procedures related to After School Education and Safety Program - Before School because the District does not operate a program before school.

We did not perform any procedures related to Mode of Instruction, for charter schools and Annual Instructional Minutes - Classroom-Based, for charter schools, because the District's charter school had no classroom based ADA.

The District did not have any expenditures related to Charter School Facilities Grant; therefore, we did not perform any procedures.

#### ***Management's Responsibility***

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

#### ***Auditor's Responsibility***

Our responsibility is to express an opinion on Folsom Cordova Unified School District's compliance with state laws and regulations as listed above based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the 2017-18 Guide for Annual Audits of K12 Local Education Agencies and State Compliance Reporting (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Folsom Cordova Unified School District's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Folsom Cordova Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Folsom Cordova Unified School District's compliance.

#### ***Basis for Qualified Opinion on Compliance with State Laws and Regulations***

As described in Findings 2018-002 and 2018-003 in the accompanying Schedule of Audit Findings and Questioned Costs, Folsom Cordova Unified School District did not comply with requirements regarding Ratio of Administrative Employees to Teachers and Attendance. Compliance with such requirements is necessary, in our opinion, for Folsom Cordova Unified School District to comply with the requirements applicable to the state laws and regulations applicable to Ratio of Administrative Employees to Teachers and Attendance.

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(Continued)

**Qualified Opinion on Compliance with State Laws and Regulations**

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, Folsom Cordova Unified School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2018.

**Other Matters**

Folsom Cordova Unified School District's responses to the noncompliance findings identified in our audit are described in the accompanying Schedule of Audit Findings and Questioned Costs. Folsom Cordova Unified School District's responses were not subjected to the auditing procedures applied in our audit of compliance and, accordingly, we express no opinion on them.

**Purpose of this Report**

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 17, 2018



Crowe LLP  
Independent Member Crowe Global

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS

Board of Education  
Folsom Cordova Unified School District  
Folsom, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Folsom Cordova Unified School District as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Folsom Cordova Unified School District's basic financial statements, and have issued our report thereon dated December 17, 2018.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Folsom Cordova Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Folsom Cordova Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Folsom Cordova Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

We did identify a deficiency in internal control that we communicated to management as described in the accompanying Schedule of Audit Findings and Questioned Costs as finding 2018-001.

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(Continued)

81.

### **Compliance and Other Matters**

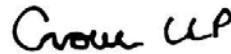
As part of obtaining reasonable assurance about whether Folsom Cordova Unified School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Other Matter**

Folsom Cordova Unified School District's response to the finding identified in our audit is described in the accompanying schedule of Audit Findings and Questioned Costs. Folsom Cordova Unified School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Crowe LLP

Sacramento, California  
December 17, 2018





**Crowe LLP**  
Independent Member Crowe Global

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT  
ON INTERNAL CONTROL OVER COMPLIANCE

Board of Education  
Folsom Cordova Unified School District  
Folsom, California

**Report on Compliance for Each Major Federal Program**

We have audited Folsom Cordova Unified School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Folsom Cordova Unified School District's major federal programs for the year ended June 30, 2018. Folsom Cordova Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of Folsom Cordova Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Folsom Cordova Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Folsom Cordova Unified School District's compliance.

**Opinion on Each Major Federal Program**

In our opinion, Folsom Cordova Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

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(Continued)

### **Report on Internal Control Over Compliance**

Management of Folsom Cordova Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Folsom Cordova Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Folsom Cordova Unified School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Crowe LLP

Sacramento, California  
December 17, 2018



**Crowe LLP**  
Independent Member Crowe Global

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR  
THE FIRST 5 SACRAMENTO COUNTY PROGRAM AND REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE IN ACCORDANCE WITH A PROGRAM-SPECIFIC AUDIT

Board of Education  
Folsom Cordova Unified School District  
Folsom, California

**Report on Compliance with the First 5 Sacramento County Program**

We have audited the compliance of Folsom Cordova Unified School District with the types of compliance requirements described in the Program Guidelines for the First 5 Sacramento County Program that could have a direct and material effect on the First 5 Sacramento County Program for the year ended June 30, 2018.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to the First 5 Sacramento County Program.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance on Folsom Cordova Unified School District's First 5 Sacramento County Program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on First 5 Sacramento County Program occurred. An audit includes examining, on a test basis, evidence about Folsom Cordova Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the First 5 Sacramento County Program. However, our audit does not provide a legal determination on Folsom Cordova Unified School District's compliance with those requirements.

***Opinion on the First 5 Sacramento County Program***

In our opinion, Folsom Cordova Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its First 5 Sacramento County Program for the year ended June 30, 2018.

  
Crowe LLP

Sacramento, California  
December 17, 2018

**FINDINGS AND RECOMMENDATIONS**

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2018

SECTION I - SUMMARY OF AUDITOR'S RESULTS

**FINANCIAL STATEMENTS**

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? ☐ Yes ☒ No

Significant deficiency(ies) identified not considered to be material weakness(es)? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted? ☐ Yes ☒ No

**FEDERAL AWARDS**

Internal control over major programs:

Material weakness(es) identified? ☐ Yes ☒ No

Significant deficiency(ies) identified not considered to be material weakness(es)? ☐ Yes ☒ None reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516a)? ☐ Yes ☒ No

Identification of major programs:

CFDA Number(s)

84.027, 84.027A,  
84.173, 84.173A

Name of Federal Program or Cluster

Special Education Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

**STATE AWARDS**

Type of auditor's report issued on compliance for state programs: Qualified

(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2018

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SECTION II - FINANCIAL STATEMENT FINDINGS

**2018-001 - DEFICIENCY – INTERNAL CONTROLS - CAPITAL ASSETS (30000)**

Criteria

Generally accepted accounting principles regarding internal controls, *Education Code* Section 35168, and federal funding agencies require LEAs to maintain records that properly account for capital assets.

Condition

The District's method of maintaining detailed records of all capital assets as required by GASB Statement No. 34 and California Education Code does not always include the following: description of asset, asset class, historical cost, date of acquisition or date placed into service, location of use, useful life, accumulated depreciation and information related to disposal (if applicable). The District tracks capital assets by project therefore does not include the information needed to determine cost, date of acquisition, useful life, or accumulated depreciation for each asset. For any assets acquired outside of construction project listings, depreciation may not be applied.

During our testing of work in process completed as of year-end, it was noted that the District had not input the completed assets on their completed project tracking workbook, but had marked them completed in their work in process detail.

Effect

Inefficiencies in obtaining and supporting capital assets amounts reported in the Statement of Net Position.

Cause

The District does not have a capital asset tracking system in place.

Fiscal Impact

Not determinable.

Recommendation

The District utilize a capital asset tracking system to ensure all assets are accounted for and depreciated.

Views of Responsible Officials and Planned Corrective Actions

The District will work to implement a capital asset tracking system to ensure all assets are accounted for and depreciated.

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(Continued)



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2018

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SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

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(Continued)

88.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2018

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SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

**2018-002 - DEFICIENCY – STATE COMPLIANCE – RATIO OF ADMINISTRATIVE EMPLOYEES TO TEACHERS (40000)**

Criteria

The maximum ratio of administrative employees to each 100 teachers in the school district shall be 8.

Condition

The number of administrative employees per hundred teachers exceeded the allowable ratio set forth in Education Code section 41402 by 1 FTE.

Effect

The effect of this finding is a potential reduction in state support resulting from excess administrative employees.

Cause

Controls have not been enforced to ensure adequate monitoring of the ratio of administrative employees to teachers.

Fiscal Impact

Approximately \$80,000 reduction in state support resulting from excess administrative employees.

Recommendation

The District should closely monitor the ratio of administrative employees to teachers.

Views of Responsible Officials and Planned Corrective Actions

District staff will review practices with site staff and remind them that accuracy is critical.

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(Continued)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2018

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SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS  
(continued)

**2018-003 - DEFICIENCY – STATE COMPLIANCE – ATTENDANCE (10000)**

Criteria

Attendance Accounting and Reporting in California Public Schools, Title 5, CCR, Sections 401 and 421 (b) and Education Code Sections 44809 - Each LEA must develop and maintain accurate and adequate records to support attendance reported to the state.

Condition

At Natoma Station Elementary School one student was improperly included for a total misstatement of 1 day.

Effect

The effect of this finding is an overstatement of 0.01 ADA in the fourth through sixth grade span.

Cause

The errors were the result of clerical errors in accounting for attendance.

Fiscal Impact

No fiscal impact as the effect is less than 0.5 ADA.

Recommendation

The District should ensure attendance records are accurately recorded

Views of Responsible Officials and Planned Corrective Actions

District staff are working with sites to ensure they reconcile attendance logs with attendance records to ensure attendance is accurately recorded.

**STATUS OF PRIOR YEAR  
FINDINGS AND RECOMMENDATIONS**

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS  
Year Ended June 30, 2018

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>District Explanation If Not Implemented</u>
<b>2017-001</b>	Implemented	
<u>Condition:</u> The Kindergarten Continuance form for one student was improperly completed.		
<u>Recommendation:</u> The District should ensure Kindergarten Continuance Forms are properly completed for every student.		

TI Budget 2018-2019 as of 12/21/18			
Item	Amount	Notes & Calculations	
56 New Teacher Fees x \$1800.	\$100,800.00	Paid to SCOE	
Ed Specialist Fee x \$1,000.	\$0.00	Paid to SCOE	
3 ECO Fee x \$2300	\$6,900.00	Paid to SCOE	
Mentor Stipends	\$69,100.00	No Benefits included	
Mentor Benefits	\$10,365.00	Calculated at 15% Per HR	
		Total with benefits (approx)	\$79,465.00
Mentor Subs	\$7,500.00	Varies-\$150 x Days	50 days needed
New Mentor Training Subs	\$2,700.00	Varies-\$150 x Days	SCOE Reimbursed 6 Mentors-18 days
Teacher Sub for Observation	\$8,850.00	Varies-\$150 x Days	1 day per 58 New Teachers
District Meetings:			
New Teacher Orientation	\$500.00	Food & Delivery	
September	\$375.00	Food & Delivery	
January	\$375.00	Food & Delivery	
April (Reception with Admin)	\$1,500.00	Food & Delivery	
District Meeting Supplies	\$150.00	Paper Products	
Office Supplies	\$300.00		
Other Expenses	\$1,000.00		
Travel & Conference	\$0.00		
PD Book & Workbook	\$2,500.00	88 Books "Help for Billy"	
Training	\$0.00	Stipend Per Mentor \$120	
Program Administration	\$27,418.00	2017-18 Administration Cost.	
Program Admin Benefits	\$6,554.00		
Consultant Fee-Accreditation	\$5,000.00		
Institutional Approval	\$2,000.00	Fees paid to CTC	
Initial Review	\$2,000.00	Fees paid to CTC	
Program Total	\$246,887.00		



**TI Budget 2019-2020 Estimated**

<b>Item</b>	<b>Amount</b>	<b>Notes &amp; Calculations</b>	
District Program Fee	\$2,000.00	Fees paid to CTC	
Insitution Fee 50-100 participants	\$1,400.00	Fees paid to CTC	
Mentor Stipends	\$69,100.00	No Benefits included	
Mentor Benefits	\$10,365.00	Calculated at 15% Per HR	
		Total with benefits (approx)	\$79,465.00
Mentor Subs	\$7,500.00	Varies-\$150 x Days	50 days est.
New Mentor Training Subs	\$2,700.00	Varies-\$150 x Days	6 Mentors-18 days est.
Teacher Sub for Observation	\$8,850.00	Varies-\$150 x Days	1 day per 58 New Teachers est.
District Meetings:			
New Teacher Orientation	\$375.00	Food & Delivery	
September	\$375.00	Food & Delivery	
October	\$375.00	Food & Delivery	
November	\$375.00	Food & Delivery	
December	\$375.00	Food & Delivery	
January	\$375.00	Food & Delivery	
Febraury	\$375.00	Food & Delivery	
March	\$375.00	Food & Delivery	
April (Reception with Admin)	\$1,500.00	Food & Delivery	
District Meeting Supplies	\$150.00	Paper Products	
Office Supplies	\$300.00		
Other Expenses	\$500.00		
Travel & Conference	\$1,500.00	Marzano Conference	
PD Book & Workbook	\$2,500.00	90 Books/workbooks	
Training	\$0.00	Workshop Stipend Per Mentor \$120	
Program Administration	\$27,418.00		
Program Admin Benefits	\$6,554.00		
Consultant Fee-Accreditation	\$5,000.00		
Program Total	\$145,337.00		

## Teacher Induction Closure Contingency Plan Email

Friday, December 28, 2018 at 1:10:17 PM Pacific Standard Time

**Subject:** Re: FCUSD Accreditation  
**Date:** Friday, December 21, 2018 at 3:48:34 PM Pacific Standard Time  
**From:** Christopher Roe  
**To:** Mindy Andrus  
**CC:** Tammy Patten

Mindy-  
 Yes, this looks great. Thanks for the update, and happy writing!  
 Chris

Chris Roe, Ed.D.  
 Director, Teacher Induction  
 School of Education  
 Sacramento County Office of Education

916.228.2236  
 croe@scoe.net

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**From:** Mindy Andrus <MAndrus@fcusd.org>  
**Sent:** Friday, December 21, 2018 3:01 PM  
**To:** Christopher Roe  
**Cc:** Tammy Patten  
**Subject:** FCUSD Accreditation

Hello Dr. Roe,

Per our conversation yesterday, I am confirming the following policies for FCUSD. In Criterion 12, section G, FCUSD seeks to partner with SCOE should FCUSD be granted Accreditation and for some reason, FCUSD closes the Teacher Induction Program. Please confirm the following statement:

**Criterion 12: Capacity and Resources**

The institution must submit a Capacity and resources plan providing information about how it will sustain the educator preparation program(s) through a 2-3 year provisional approval (if granted) at a minimum. The institution must also submit a plan to teach out candidates if, for some reason, the institute is unable to continue providing educator preparation program (s).  
 The plan must include:

A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

**Folsom Cordova Unified School District takes its commitment to future educators seriously. In the unlikely event of a program closure, the district would continue to provide all resources necessary for currently enrolled Year 2 Candidates to be able to complete the program. Additionally, FCUSD would place Year 1 Candidates in the Sacramento County Office of Education' Teacher Induction Program, as verified by the attached email between FCUSD's Teacher Induction Coordinator and the Executive Director of the SCOE**

Page 1 of 2

**Teacher Induction Program.** In the event that SCOE were unable to accommodate FCUSD's year 1 Candidates, FCUSD would continue to provide all resources necessary for currently enrolled Year 1 Candidates to be able to complete the program as well.

I look forward to hearing from you should you have any questions.

Thanks for all you do!

**Mindy Andrus, M.Ed.**

Teacher Induction/Elementary Music, Art & PE Coordinator

[mandrus@fcusd.org](mailto:mandrus@fcusd.org)

916.294.2413

**"It's kind of fun to do the impossible." ~Walt Disney**

## Job Description: Teacher Induction Coordinator

Folsom Cordova Unified School District

Position Classification: Certificated Management AD 5

Coordinator of BTSA, Elementary Prep and Music

### **DEFINITION:**

Under the direction of the Assistant Superintendent of Elementary Instruction, develops, administers, supervises, and evaluates BTSA (Beginning Teacher Support and Assessment) and District Elementary Prep programs. Assists in the development and implementation of District policies and budgets relating to BTSA and District Music program responsibilities; is responsible for the evaluation of certificated and classified personnel within the specified program areas.

### **QUALIFICATIONS:**

#### Credential:

- Possession of a California Administrative Services Credential or Certificate of Eligibility for Administrative Services Credential

#### Experience:

- A minimum of five years credentialed experience, with two years of administrative experience preferred.

#### Other:

- Possession of a valid Class III California driver's license.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Supervise and evaluate certificated teachers as assigned
- Supervise and evaluate classified staff as assigned
- Oversee district elementary music program
- Coordinate schedule for elementary music and PE/Art prep
- Coordinate availability and inventory of music instruments for elementary students
- Facilitate staff meetings as needed for elementary prep staff (PE, art, and music)
- Act as liaison between outside music organizations and opportunities for the district
- Plan, organize, and direct services, activities and professional development aligned with the California Induction Program Standards in collaboration with the Sacramento BTSA Consortium participating districts
- Develop agendas and facilitate monthly BTSA trainings and workshops
- Offer assistance to those serving as support providers
- Prepare annual data to be sent to the California Department of Education
- Conduct ongoing communication with beginning teachers, administrators, and support providers.
- Provide evaluations of the BTSA Program
- Attend SCOE training for Support Providers and serve as a trainer for our consortium as needed
- Performs other duties as assigned

Board Approved 5/7/2015

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Expertise and understanding of curriculum and instructional needs of public K-12 organizations
- Ability to effectively supervise and evaluate personnel
- Work cooperatively and communicate effectively with staff, other districts, business partners, government agencies, and general public
- Establish and maintain effective working relationships at all levels
- Demonstrate leadership, organization, communication, and human relations skills
- Analyze data and situation(s), render judgment, make decisions, and solve problems efficiently
- Knowledge of BTSA program and funding
- In-depth knowledge of the Induction Program Standards for the State of California
- Exemplary instructional strategies

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employee in this position will be required to work indoors in a standard office environment and come in direct contact with district staff, students and the public.

Board Approved 5/7/2015



## Job Description: Assistant Superintendent of Elementary Education

Folsom Cordova Unified School District

Position Classification: Certificated Management AD 13

### **ASSISTANT SUPERINTENDENT, ELEMENTARY INSTRUCTION**

#### **DEFINITION:**

Under the supervision of the Superintendent, assumes instructional leadership and management of Preschool through 6<sup>th</sup> grade, for coordination of curriculum, assessment, communication, due process, safety, professional staff development and for other services provided in District elementary schools. Coordinates with the Assistant Superintendent of Secondary Instruction for 6<sup>th</sup> grade articulation to middle schools. Actively participates in the formulation and implementation of education code and board policies..

#### **QUALIFICATIONS:**

**Experience:** A minimum of five years teaching experience, five years school administrative experience and experience in elementary curriculum

**Education:** An advanced degree from an approved institution is preferred

**Credential:** Must possess an appropriate administrative credential

**Other:** Valid California driver's license

#### **KNOWLEDGE OF:**

- District goals policies and procedures
- Education code and federal regulations related to education
- Personnel practices and interpersonal relations
- Curriculum development, instructional practices, and state standards
- Special education and other programs
- Effective management of school operations
- Technology applications relative to education and administration

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Develop, evaluate, and make recommendations to the superintendent regarding programs, policies and procedures for the operation of grades Preschool through 6th grade, including the implementation of state and federal mandates related to assigned programs.
- Assist principals in managing school administrative functions (e.g. facilities, equipment, fiscal, technical, food services, student body accounts, supervision schedules, negotiated agreements) to maintain safe and efficient school operations, following policies and procedures
- Assist principals with maintaining and enhancing the relationship between parents and teachers, principals and teachers, and principals and parents.
- Develop and evaluate methods for assisting school site staffs in meeting the differing educational needs of students.
- Develop and administers policies, procedures, and programs relating to curriculum development and related instructional services for the elementary schools and programs of the District.
- Direct the development of curriculum materials, courses of study, and instructional practices for all grade levels and subject matter fields in the elementary schools and programs of the District.
- Oversee the continuity and consistency in curriculum objectives from grade-to-grade and among the elementary schools, including articulation between preschool, elementary, and secondary.
- Develop with staff new educational programs and practices in order to improve effectiveness of the teacher-learning situations in the school district.

Board Approved 01/19/2012

Board Revised 08/07/2014



**ASSISTANT SUPERINTENDENT, ELEMENTARY INSTRUCTION (Continued)**

- Design and implement professional staff development activities and programs for elementary schools.
- Implement elementary California state curriculum standards in all subject matters, grades P-6, inclusive of all ability levels and district programs
- Develop, implement, and maintain management plans for administration of specific programs, (i.e.: Preschool, School Improvement, After School, Title I, Categorical programs/grants, GATE, IMC, Testing, Lead Teachers, etc.)
- Monitor the accomplishment of program goals and objectives
- Administer the organization of curriculum and other committees necessary for the instructional programs.
- Develop the plan and implements the elementary summer school program, as well as the promotion, acceleration, and retention programs
- Assist in the development/writing of board policies
- Serve as a member of the Superintendent's executive staff and attends all regular meetings of the Board of Education
- Assist in the general planning, organization, and management of the District
- Evaluate the work and administrative performance of principals and other personnel in accordance with the District's adopted guidelines and procedures
- Perform other related duties as assigned

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer; drive a vehicle.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations; speak in an understandable voice with sufficient volume to be heard at a normal conversational distance, on the telephone, and in addressing groups; physical, mental and emotional stamina to endure long hours sometimes under stressful conditions.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Board Approved 01/19/2012  
Board Revised 08/07/2014

## Job Description: Assistant Superintendent of Secondary Education

Folsom Cordova Unified School District

Position Classification: Certificated Management AD 13

### **ASSISTANT SUPERINTENDENT, SECONDARY INSTRUCTION**

#### **DEFINITION:**

Under the supervision of the Superintendent, assumes responsibility for the instructional leadership and management of operations in the middle, high, and alternative schools, grades 6-12. Specific responsibilities include curriculum, instruction, assessment, communication, due process, safety, extra-curricular activities, professional staff development, and guidance services. Actively participates in the formulation and implementation of education code provisions and board policies; provides direction in establishing liaison with students, parents, community, higher education, County office of education, industry partners, and education consortiums.

#### **QUALIFICATIONS:**

Experience: A minimum of five years teaching experience, five years school administrative experience and experience in secondary curriculum development

Education: An advanced degree from an approved institution is preferred

Credential: Must possess an appropriate administrative credential

Other: Valid California driver's license

#### **KNOWLEDGE OF:**

- Curriculum State Standards and best instructional practices across subject areas
- Education Code, district policies, district goals, district procedures, federal regulations related to education
- Research based and successful secondary program implementation, inclusive of AP, IB, CTE, EAP, online coursework, at-risk student interventions, college articulation, transitional IEPs
- Leadership and communication styles to address and meet the needs of various school and community stakeholders
- Effective management of school operations
- Technology applications relative to education and administration
- Personnel practices and interpersonal relations

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Make recommendations to the superintendent regarding programs, policies and procedures for secondary programs and schools
- Head and coordinate committees responsible for the development, implementation, and evaluation of educational goals for grades 6 – 12
- Lead the effort to design state standards based curriculum supplementary materials, courses of study, and best instructional practices for students in grades 6-12, inclusive of all ability levels and district programs
- Foster an environment that encourages principals and staff to be innovative with designated pathways, specialized programs, integrated and relevant curricula, and effective assessments
- Design and implement professional staff development
- Create a safe and appropriate learning environment at each secondary school for students and staff
- Oversee the continuity of grade level curricula and assessments, as well as articulation of courses and programs between elementary, middle, high, and postsecondary
- Monitor district-wide program and grant budgets for secondary education

Board Approved 08/07/2014

**ASSISTANT SUPERINTENDENT, SECONDARY INSTRUCTION (Continued)**

- Implement District and Board approved curriculum, instruction, and assessments
- Supervise, mentor, and evaluate principals and other personnel in accordance with the District's adopted guidelines and procedures
- Assist principals in the development of the school master schedule and registration process
- Assist the general planning organization and management of the District
- Communicate orally and electronically with superintendent, board members, staff, students, parents, industry partners, and community members for purposes of conveying information, receiving feedback, and participating in thoughtful discussions
- Assist principals in managing school administrative functions (e.g. facilities, equipment, fiscal, technical, food services, student body accounts, supervision schedules, negotiated agreements) to maintain safe and efficient school operations, following policies and procedures
- Develop advisory committees (e.g. Curriculum, Safety/SRO, Career Technical Education, School Improvement) to coordinate activities, promote communication, and achieve District outcomes
- Administer and oversee promotion/graduation, acceleration, retention, interventions, CTE, grants, lead teachers, counselors, school resource officers, testing and assessment (secondary), attendance and due process, and summer school
- Provide and oversee due process for students on a case by case basis
- Assist in the development/writing of board policies and grants
- Serve as a member of the superintendent's executive staff and attend all regular meetings of the Board of Education
- Perform other duties as assigned

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer, drive a vehicle.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations. speak in an understandable voice with sufficient volume to be heard at a normal conversational distance, on the telephone, and in addressing groups; physical, mental and emotional stamina to endure long hours sometimes under stressful conditions.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Board Approved 08/07/2014



## Job Description: Curriculum and Instruction Director

Folsom Cordova Unified School District

Position Classification: Certificated Management

### DIRECTOR OF CURRICULUM AND INSTRUCTION

#### DEFINITION:

Under general direction of the Elementary and Secondary Assistant Superintendents of Instruction, provide leadership and focus for the development, coordination, articulation, implementation and evaluation of instructional quality and content of Preschool through Adult Education curriculum and instructional materials; provide strategic planning and support for the infusion of technology; provide vision for professional development programs, oversee testing and data, and supervise coordinators, lead teachers, and other certificated and classified staff as assigned.

#### QUALIFICATIONS:

Experience: A minimum of five years of credentialed teaching experience and three years of administrative experience

Education: Master's Degree, preferably in Curriculum and Instruction or Education Administration

Possession of a California Administrative Credential

Possession of a valid California teaching or other related services credential

Other: A valid California driver's license

#### DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Elementary and Secondary Assistant Superintendents of Instruction or designee, incumbent will:

- Direct and coordinate all matters related to District curriculum, state frameworks, and content standards.
- Provide vision and leadership with the implementation of professional learning communities (PLC), professional development, and curriculum for Preschool through Adult Education programs, including the selection, adoption and implementation of instructional materials.
- Assist administrators in monitoring the implementation of the curriculum and PLCs.
- Oversee the development of curriculum and textbook guides, courses of study and course descriptions.
- Provide leadership and support for sites and departments on the integration of technology to improve student achievement.
- Work with other directors, lead teachers and principals to implement best instructional practices, monitor student achievement, differentiate instruction, and advise on master schedule build.
- Work with stakeholder groups to review Board Policies/Administrative Regulations related to instruction and provide recommendations for changes in Board Policies and procedures related to curriculum, professional development and instructional quality.
- Review, revise and modify curriculum according to the needs of students and the Board of Trustees' guidelines.
- Coordinate with the LCAP team to contribute to the annual update and goal setting process.
- Provide leadership and coordination of the Curriculum Advisory Committee, Curriculum and Instruction parent advisory committees, and various District curriculum committees and groups.
- Communicate regularly with the Assistant Superintendent of Special Education concerning student achievement, curriculum development and professional development for students with disabilities.
- Direct and coordinate English Language Development curriculum and instruction.
- Analyze assessment data and plan programs to benefit all students.
- Coordinate summer programs, inter-session and interventions.
- Provide support for (Peer Assistance and Review) PAR and Teacher Induction.
- Provide administrative leadership and oversight for meeting all legal mandates related to curriculum and professional development (e.g., Williams mandates), and share with appropriate staff current changes in legislation from federal, state, and local governments.
- Direct the preparation and maintenance of a variety of narrative and statistical reports related to assigned duties, evaluate certificated and classified personnel, and assume responsibility for the department budget.
- Attend Board meetings; prepare, and present reports to the Board as requested by the Superintendent; interpret the impact of proposals as necessary.

Board Approved 03/15/2018

**DIRECTOR OF CURRICULUM AND INSTRUCTION****KNOWLEDGE:**

- Education Code, District policies, District goals, District procedures, and state and federal regulations related to curriculum and instruction for both general and special education including the ability to interpret and apply rules, regulations, and standards to public school leadership.
- Communication styles to address and meet the needs of various school and community stakeholders.
- Research based implementation of curriculum, instructional strategies, professional development, and technological applications.
- Effective management of school operations, technology applications relative to education, and budget development.

**ABILITIES AND SKILLS:**

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques
- Large group and meeting facilitation skills

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District staff and the public.

Board Approved 03/15/2018

## Job Description: Human Resources Director

Folsom Cordova Unified School District

Position Classification: Certificated Management AD 12

### **DIRECTOR OF HUMAN RESOURCES**

#### **DEFINITION**

Under general supervision of the Assistant Superintendent, Human Resources, to assist with: supervision of the Human Resource staff; management of the position control system and all authorized district positions; oversight of worker's compensation and return to work program; interpretation and application of Board Policy, Administrative Regulations, collective bargaining contracts, credential information, personnel related laws and precedents.

#### **QUALIFICATIONS:**

Education: An advanced degree from an approved institution is preferred.  
 Experience: A minimum of five (5) years as an administrator with increasing responsibility.  
 Certifications: Possession of a valid California Clear Administrative Services Credential

#### **Knowledge of:**

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline. Position Control system; California school district budgeting and accounting; Sound personnel practices and procedures; Legal and equitable interview and selection techniques; Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing; Legal procedures and terminology utilized in evaluation, supervision, and discipline. operation and application of effective data management systems; Applicable laws, codes, regulations, policies, and procedures including the Americans With Disabilities Act, the Fair Labor Standards Act, the Family Medical Leave Act, Due Process (Fourteenth Amendment), Title VII of the Civil Rights Act, Equal Pay Act, Age Discrimination in Employment Act, Federal Occupational Safety and Health Act, Immigration and Naturalization Services Regulations, Drug Free Work Place Act, Omnibus Transportation Employees Testing Act, California Family Rights Act, Education Code, child abuse reporting requirements, sexual harassment, and other state and federal laws.

#### **Ability to:**

Learn, interpret, apply and explain school district policies, laws, rules, regulations and employee contracts; compose correspondence independently; Provide technical information and assistance on personnel issues; Communicate effectively both orally and in writing.; Analyze situations accurately, and adopt a legally sound, effective course of action; Meet schedules and time lines; respond quickly to all communications; Work independently with little direction; Make effective presentations, and provide training to diverse audiences; Prepare comprehensive narrative and statistical reports; Train, supervise, and evaluate the performance of assigned staff; deal effectively and responsibly with a wide variety of situations and personalities requiring diplomacy, friendliness, poise and firmness; maintain cooperative relationships with those contacted in the course of work.

#### **DISTINGUISHING CHARACTERISTICS**

This one position class is characterized by a high degree of ability to: speak and write effectively; establish and maintain an effective, cooperative, and fair relationship with applicants, employees, district departments, and the general public. The incumbent of this position is required to exercise a high degree of judgment, discretion, and initiative and must have a wide knowledge of the policies, procedures and operations of the Human Resources office and the school district. She/he must be able to apply this knowledge in the performance of the assigned tasks, and to relate this information to the various stakeholders. This position is a certificated management position.

Board Approved 08/07/2014



**TYPICAL DUTIES**

- Manage internal operations including supervision and evaluation of assigned personnel, communication, technology, records, workflow, and other areas to assure smooth and efficient delivery of services that comply with laws, policies, and regulations.
- Provide information to administrators and staff on personnel procedures, policies, regulations, collective bargaining contracts, salary schedules, work year calendars or other matters within the scope of the department.
- Responsible for ensuring that all authorized positions are in the position control system in a timely fashion. Perform complex analytical and technical tasks involving the position control system for budget development. Work closely with the Fiscal Department to ensure accuracy of position control records.
- Provide excellent customer service by establishing positive relationships with district personnel, applicants, representatives from external organizations and others; respond to phone calls, e-mails, letters, and other communications.
- Provide technical supervision to staff to ensure correct application of regulations, laws, guidelines and collective bargaining contracts.
- Review and modify internal procedures of the department.
- Counsel certificated and classified employees regarding matters related to district employment, wage and salary, leave policies, supervision, evaluation, discipline, and other areas.
- Act as chair of the District Injury and Illness Prevention Program (IIPP) Committee. Oversee adherence to the objectives of the IIPP.
- May be required to mediate disputes and conduct pre-disciplinary procedural due process conferences.
- Assists with recruitment, screening and selection of employees, both contracted and substitute.
- Receive evaluations and documentation on substitute employees, and remove names from lists of available substitutes when warranted.
- Monitor the personnel department office budget.
- Perform other duties as assigned.

**PHYSICAL REQUIREMENTS:**

Physical Abilities: Include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant Physical Abilities: Include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff, students, and the public.

Board Approved 08/07/2014

## Job Description: Assistant Superintendent of Special Education

Folsom Cordova Unified School District

Position Classification: Certificated Management Range 13

### ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION / SELPA DIRECTOR

#### DEFINITION:

Under the direction of the Superintendent, the Assistant Superintendent of Special Education / Special Education Local Planning Area Director supports the educational programs of the District by serving as an executive member of the Superintendent's cabinet and by providing leadership and assuming management responsibility with the development, selection, implementation, evaluation, and continual refinement of the District's Special Education program, curricula, and assessment system in order to accelerate and enhance student achievement for all students.

#### QUALIFICATIONS:

Experience: A minimum of three years credentialed experience and three years administrative experience preferably with emphasis on working with Special Education programs  
Education: Master's Degree, preferably in a Special Education field or Education Administration  
Possession of a California Administrative Credential  
Possession of a valid California teaching or other related services credential  
Other: A valid California driver's license

#### DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Superintendent or designee, incumbent will:

- Plan, organize, control, direct, and administer the District's Special Education Department.
- Attend all board of education meetings representing the Special Education Department.
- Provide direction and leadership to school administration with the planning and implementation of services to Special Education students while ensuring compliance with federal mandates of the Individuals with Disabilities Education Act (IDEA).
- Assist the educational community in understanding District, state, and federal goals and objectives, and the strategies utilized for achieving them; expand public awareness and outreach to broaden support of public schools and special education.
- Serve as the SELPA Director representing SELPA to elected officials and outside agencies; develop and monitor the Annual Service Plan in conjunction with the SELPA Governance Council.
- Develop, implement, and supervise procedures for Due Process, Mediation and Hearing processes, and assist District directors in response to complaints and due process. Oversee litigation and compliance complaints for students with disabilities under Individuals with Disabilities Act (IDEA) and consult with American Disabilities Act (ADA) and Section 504 litigation.
- Lead and monitor implementation of curriculum alignment with District, state, and federal goals and objectives, performance-based assessments, use of instructional technology, and articulation.
- Establish a results-based culture through continuous collection, examination, and use of data to develop long and short-range plans to improve instructional process providing assistance to school sites with on-going monitoring and analysis.
- Conduct staff meetings and related training to promote alignment and continuity of curriculum to identify and encourage leadership potential.
- Direct, supervise, observe, assess, and evaluate personnel performance ensuring all levels of staff adhere to District, state, and federal educational and professional standards, including Psychological and Vocational Education Departments; oversee the supervision and evaluation of Home/Hospital programs and teachers, psychologists, program coordinators, occupational and physical therapists, adaptive physical education teachers, and itinerate certificated and classified Special Education staff
- Work closely with the appropriate staff for Preschool through Adult Education instructional programs.
- Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.
- Assist with the development, implementation, interpretation, and administration of policies, rules and regulations, and negotiated employee agreements.
- Serve as a member of a variety of community organizations, school and District committees to ensure the interests of the District are properly served, such as the Community Advisory Committee (CAC) and parent organizations.
- Participate in Special Education budget planning activities in conjunction with the SELPA Governance Council, and develop expenditure review and control procedures to ensure an appropriate and cost beneficial/effective operations. May be responsible for managing, monitoring, and evaluating specially funded programs to ensure compliance with funding agency standards and guidelines.
- Supervise Special Education and Extended Year classes and recommend annual modifications based upon enrollment and students' unique needs.

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**ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION / SELPA DIRECTOR**

- Collaborate with a variety of District staff responsible for special education programs ensuring a comprehensive educational experience for special education students.
- Provide oversight of course outlines specifically designed for students with IEPs.
- Oversee the discipline/suspension/expulsion and inter-/intra District transfer process for students with disabilities.
- Provide support to the Superintendent with one-time, long-term or on-going special projects as needed.
- Prepare and maintain a variety of reports, records, and files related to assigned activities and personnel. Participate in personnel management systems, including the recruitment, selection, retention, and separation of personnel. Evaluate the work and administrative performance of assigned staff.
- Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.
- Coordinate with Elementary and Secondary Assistant Superintendents of Instruction for oversight of Director of Social Emotional Learning and Director of Attendance and Due Process.
- Collaborate and participate in the annual LCAP update and goal setting process.
- Represent the authority of the Superintendent in all administrative matters pertaining to the Special Education Department. Develop, evaluate and make recommendations to the Superintendent regarding policies and procedures governing the operation of the District's Special Education Department.
- Conduct regular meetings with the staff under his/her responsibility to discuss objectives, improvement efforts and challenges in the schools and the District.
- Collaborate with community, student and staff groups of the diverse ethnicities represented in the District, and lead and work with school improvement initiatives that close the student achievement gaps between racial, ethnic, and economic groups.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; supervise MIS and data collection system; assure accuracy of federal, state or grant reporting.
- Provide direction and supervision over the various support services provided by Special Education and grant applications.
- Work effectively with school districts, community organizations, government agencies, legislators, parents, students, and staff.
- Participate, coordinate or conduct a variety of meetings, staff development, committees, trainings, workshops, and/or conferences in order to present materials and information concerning department programs, services, and activities.
- Provide leadership in the review of existing and pending legislation related to special education guidelines and district policies; recommend origination, modification, or support of legislative measures.

**KNOWLEDGE:**

- Education Code, district policies, district goals, district procedures, and state and federal regulations related to special education including the ability to interpret and apply rules, regulations, and standards to public school leadership and communication styles to address and meet the needs of various school and community stakeholders
- Effective management of school operations technology applications relative to special education, general education, and administration.
- Personnel practices and interpersonal relations

**ABILITIES AND SKILLS:**

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Board Approved 05/10/2018



## Job Description: Director of Special Education

Folsom Cordova Unified School District

Position Classification: Certificated Management Range 11

### DIRECTOR OF SPECIAL EDUCATION

#### DEFINITION:

Under direction of the Assistant Superintendent of Special Education, plan, implement, supervise, coordinate, and direct all activities regarding Special Education programs and services for students; ensure District compliance with the mandates of the Individuals with Disabilities Education Act (IDEA); assist in policy development for procedures relating to disabled students.

#### QUALIFICATIONS:

Experience: A minimum of three years credentialed experience and three years administrative experience preferably with emphasis on working with Special Education programs

Education: Master's Degree, preferably in a Special Education field

Possession of a California Administrative Credential

Possession of a valid California teaching or other related services credential

Other: A valid California driver's license

#### DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement district-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Assistant Superintendent of Special Education, incumbent will:

- Plan, organize, control, and direct a variety of programs, projects, and activities related to the Special Education Program for the district in accordance with applicable laws and coordinate these programs with other District programs.
- Attend all Board of Education meetings representing the Special Education Department.
- Administer, coordinate, and monitor continuing department staff training in special education laws and regulations, compliance issues, corrective action, 504 plans, and program development.
- Develop and implement long and short-term plans and activities designed to enhance assigned programs and services, and assure an economical, safe, and efficient work environment; provide leadership to the goal-setting process.
- Serve as the District's authority in due process hearings, communicating and consulting with parents, and investigating complaints/concerns.
- Assure full educational opportunities for exceptional individuals through coordination with District staff and Individual Education Plan (IEP) team; oversee placement procedures for students with special needs.
- Oversee department functions related to establishing policies and procedures for administering services for assessment, identification, certification, establishment of priority, and placement of students in special education programs and classes, including the extended school year program.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Establish and communicate a District-wide philosophy of least restrictive environment for serving special needs students.
- Communicate and consult with parents and parent groups regarding programs and services for students with special needs.
- Provide technical expertise, information, and assistance to assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective actions; formulate and develop policies and procedures; develop and evaluate programs for Special Education students.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; provide for appropriate research, and compile reports for state and federal agencies.
- Communicate and collaborate with principals, administrators, District personnel, outside organizations, and program personnel to coordinate activities and programs, resolve issues and conflicts, and exchange information; assure proper implementation and communication of program activities with the instructional area personnel; model District standards of ethics and professionalism and develop a Professional Learning Community with the inclusion of Special Education.
- Provide assistance to program coordinators, resource specialists, Designated Instructional Services (DIS) teachers and special education class teachers; consult with administrators at the local school level to provide special education programs for eligible students; provide

Board Approved 5-10-2018

**DIRECTOR OF SPECIAL EDUCATION**

consultation to regular and special education teachers, support staff and administrators regarding curriculum, instructional techniques and classroom management techniques for assigned programs.

- Develop the Special Education budget, supervise grants and projects related to Special Education, and prepare Board Agenda items regarding approval of expenditures for nonpublic schools and agencies.
- Supervise, provide direction, and evaluate Special Education staff, including psychologists, program coordinators, itinerant certificated and classified staff and contracted service providers. Hold staff accountable for their performance and professionalism. Work collaboratively with Human Resources and site principals on recruitment and selection of certificated and classified staff, as well as transfers, reassignments, terminations and disciplinary actions.
- Coordinate with Director of Social –Emotional Learning for general and special education mental health needs.
- Coordinate with Director of Curriculum & Instruction to ensure appropriate articulation of courses for students with IEPs and direct the development of Curriculum & Instruction to meet the needs of special education students.
- Assume responsibility for Child Find activities including the coordination of all school referral activities and preschool screenings.
- Oversee the coordination of transportation, design of classrooms, and facilities for students with special needs.
- Supervise Homeless Liaison and Child Welfare and Attendance Programs and associated Student Service personnel and serve as the District's Foster Youth Liaison.
- Supervise Positive Behavior Interventions and Supports implementation (PBIS).

**KNOWLEDGE:**

- District policies, procedures, and goals; education code; state and federal regulations related to special education, including the ability to interpret and apply rules, regulations, and standards to public school leadership
- Communication styles to address and meet the needs of various school and community stakeholders
- Effective management of school operations technology applications relative to special education, general education, and administration
- Personnel practices and interpersonal relations

**ABILITIES AND SKILLS:**

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Board Approved 5-10-2018

## Job Description: Special Education Program Specialist

Folsom Cordova Unified School District

Position Classification: Certificated with 15% Factor

### Program Specialist – Level 1

#### DEFINITION:

Under the direction of the Director of SELPA and Student Support Services, develops, coordinates, and provides expertise leadership and assistance in programing and instruction of individuals with exceptional needs. Supports and develops curricular programs, instructional strategies, and staff development opportunities; assists the Director in the development and evaluation of State and Federal laws, SELPA policies, procedures and local plan, to promote compliant service delivery.

#### QUALIFICATIONS:

##### Credential:

Valid California Special Education Credential or other California credential appropriate to assignment including but not limited to School Psychologist Credential or Speech Language Pathologist Credential

##### Experience

A minimum of three (3) years practical public school experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge - in one or more area of special education services, including behavioral interventions programs for student on the autism spectrum .

##### Education

M.A. Degree or equivalent.

##### Certificates & Licenses

Must possess a vehicle and a valid California driver's license issued by the State Department of Motor Vehicles.

#### DISTINGUISHING CHARACTERISTICS:

The ability to:

- develop and maintain cooperative working relationships with others
- maintain effective and timely written and oral communications with parents, support staff, and other school personnel
- demonstrate interpersonal and communication skills using tact, patience, and courtesy
- display constructive organization skills, prioritize, and schedule work
- apply common sense understanding to carry out detailed written, oral, and technical instructions
- define problems, collect data, establish facts, and draw valid conclusions
- maintain knowledge of applicable laws, codes, regulations, policies and procedures including: IDEA, CA Ed Code, State and Federally funded programs
- obtain knowledge of research and data collection techniques and evaluation methods and procedures
- operate standard office equipment including a computer and assigned software
- effectively transmit knowledge and skills to others through staff development, small groups, and individual instruction

#### TYPICAL DUTIES AND RESPONSIBILITIES:

- Plans, develops, facilitates, and conducts Professional Development activities and presentations
- Assists in the ongoing development and evaluation of the special education curriculum and ensures access to the core curriculum materials for teachers at each school site.
- Supports curricular resources, participates in staff development, program development, and innovation of special methods and approaches; provides coordination, consultation, and program development with all related services in special education
- Coordinates, participates in, facilitates and/or chairs IEP file reviews and meetings

Board Approved 05 05 2016



- Trains and assists special education personnel in the development of IEP's, identifying services for the student, facilitating student placement into special education programs, and techniques for implementing IEP
- Supports families to meaningfully participate in the special education process including but not limited to identification of child's needs, IEP development and resolution of disputes
- Assists special education personnel in the development and implementation of transition services for special education students and in developing appropriate and meaningful individual transition plans (ITP) for students 15 years of age or older
- Facilitates and coordinates specialized services such as low incidence requests and contracts with non-public agencies and schools
- Case management of students placed in non-public schools and residential facilities
- Works closely with the transportation department, homeless services, workability, non-public agencies, and district departments as appropriate to ensure services for students in special education
- Serves as liaison to district office, community agencies/services, state and county schools and services, and private schools
- Provides effective consultation and collaboration to school site administrators, school psychologists, related services providers, case managers, instructional assistants, and district personnel
- Plans and coordinates observations for site visitation of special education programs
- Submits reports and recommendations on District/SELPA policies and procedures, curriculum, and legally required data, as requested by administration to ensure compliance of district special education programs with State and Federal laws.
- Participates in due process hearings, complaint and compliance investigations and district self-review of compliance
- Reviews and makes recommendation on Special Circumstance Instructional Assistance (SCIA) staffing and instructional aide matrix
- Prepares grant applications for program funding
- Facilitates and monitors the placement of students and implementation of special education at school sites, observations in special education classrooms, evaluations of education plans, and confers with principals, psychologists, teachers, related services providers, and family
- Supports the articulation of special education programs among pre-school programs, elementary schools, middle schools, high schools, and post-secondary programs.

#### **PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

#### **WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Board Approved 05 05 2016

## Job Description: Categorical Programs Director

Folsom Cordova Unified School District

Position Classification: Certificated Management AD9

### **DIRECTOR OF CATEGORICAL PROGRAMS/GRANTS**

#### **DEFINITION:**

The Director of Categorical Programs/Grants, under the general supervision of the Superintendent or designee, assumes responsibility for categorical programs and grant development in accordance with adopted policies and regulations which are consistent with state and federal mandates. The Director also provides support and direction to site level administrators in fulfilling their responsibilities regarding categorical programs. The Director also provides support and direction in categorical and grant compliance activities.

#### **QUALIFICATIONS:**

##### Credential:

- o Possession of a California Administrative Credential
- o Preferred: Bilingual Competency Certification of Bilingual Education Credential or Language Development Specialist Certificate

##### Experience:

- o A minimum of five (5) years teaching experience, preferably in a Title I school; and five (5) years administrative experience

##### Desirable:

- o Bilingual/Biliterate

##### Knowledge of:

- o Current practices to improve student achievement and second language acquisition
- o Working with diverse groups to assess needs and collaboratively problem solve
- o Laws and regulations governing state and federal categorical programs
- o Curriculum design, planning, development, implementation and evaluation
- o Budget development and control
- o Grant writing/application process
- o Principles and practices of leadership, management supervision and training
- o Technology and computer software applications relative to education and administration
- o Office of Civil Rights (OCR) complaints and procedures

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

##### Categorical programs:

1. Provide leadership and direction to all categorical programs.
2. Formulates policies, procedures, and guidelines for programs included in the State and Federal Programs Department.
3. Provides leadership in the area of curriculum development for all categorical programs.
4. Works closely with the school district personnel in making appropriate selecting and developing of supplementary instructional materials.
5. Assesses student performance in all categorical programs and prescribes activities, materials, and techniques to supplement instruction.
6. Monitors the design, preparation, and evaluation of educational programs funded by local, state, and federal sources.
7. Keeps current with the needs and trends of the District in the area of student needs and recommends to the Superintendent the expansion, modification, or reduction of programs as changing needs indicate.
8. Provides in-service to all staff, emphasizing methods and materials to meet the needs of students served by categorical programs.
9. Assist classroom teachers in methodologies relating to English as a Second Language and at-risk students.
10. Develops and implements a staff development plan for identified programs to insure professional growth and development towards the attainment of Federal, State, and District instructional goals and objectives.
11. Works with classroom teachers in scheduling activities for instructional assistants involved in the categorical programs.
12. Ensures that students receiving multiple services receive those services in a coordinated manner with non-conflicting methodology.
13. Develops, drafts, and submits the Consolidated Application of State and Federal funds.
14. Monitors schools and provides assurance to the Superintendent for coordinated compliance with state and federal program guidelines, regulations, and requirements.

Page 1 of 2

Board Approved: 1/19/2012

Grant Developer:

15. Serves as the district grant developer and assists schools in the writing of special grants.
16. Provides updates to the Superintendent regarding the status of competitive grant applications.
17. Manages the development and monitoring of district wide grant programs (e.g. researching, grant writing, legal, budget and financial compliance monitoring, etc).
18. Develops and monitors budgets of grant projects and categorical programs supervised.

Testing & Assessment:

19. Works cooperatively with Testing and Assessment to evaluate programs.
20. Assists with the district testing and assessment programs and provides leadership for continued refinement of assessment policy, practices, and guidelines.
21. Coordinates the development and implementation of district and site accountability report cards.

General:

22. Meets with community and parent groups.
23. Interprets, implements, and maintains the integrity of Board Policies, State school laws, and administrative practices and procedures.
24. Offers guidance and assistance to the administrators regarding the evaluation of classified and certificated staffs who work with categorical or grant programs.
25. Works with all principals and program staffs to provide training in cultural diversity.
26. Serves as a member of the district management team.

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer; drive a vehicle.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employee in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.



## Job Description: Social/Emotional Learning Director

Folsom Cordova Unified School District

Position Classification: Certificated Management

### DIRECTOR OF SOCIAL EMOTIONAL LEARNING

#### DEFINITION:

Under the general direction of the Elementary and Secondary Assistant Superintendents of Instruction and the Assistant Superintendent of Special Education, the Director of Social and Emotional Learning (SEL) will provide leadership, planning, coordination, and management to support the development of infrastructure that creates the conditions, culture and competencies to guide SEL District-wide. The Director of SEL will oversee, monitor and evaluate SEL programs in the District for Preschool- Adult Education, Special Education and Alternative Education students.

#### QUALIFICATIONS:

Experience: A minimum of five years of relevant professional experience, preferred experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building capacity of adults, leadership development, and coaching; three years of experience in educational counseling, developing school culture and climate, and developing social emotional skills.

Education: Master's Degree in a related field

Possession of a California Administrative Credential

Possession of a valid California Teaching Credential or California Pupil Personnel Services Credential

Other: A valid California driver's license

#### DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Elementary and Secondary Assistant Superintendents of Instruction and the Assistant Superintendent of Special Education, incumbent will:

- Assess the current state of SEL in the District in order to develop an assets based multi-year systemic SEL plan that includes short term and long term goals, benchmarks, support, assessments, and monitoring for accountability and efficiency.
- Prepare reports and presentations reflecting the strengths and opportunities of the District's curriculum by area and grade and formulate recommendations for alterations or additions to the curriculum with specific focus on the impact of SEL has on student achievement and graduation rates.
- Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.
- Collaborate with other District departments and other local and national SEL Directors to achieve the goals and objectives of the District.
- Chair the SEL Leadership Team and take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college/ career/ civic readiness.
- Regularly collect and analyze data on parent and student perception of safety and evaluate District-wide programs and policies related to student attendance, bullying, and student misconduct and use evidence to guide decision-making while aiming to enhance the quality of student SEL opportunities.
- Ensure all students have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.
- Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.
- Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships to advance SEL and student well-being.
- Support the development and sustainment of a professional learning community (PLC) for SEL instructional leads.
- Consult with principals and staff concerning the needs of students and implementation of Positive Behavior Intervention System (PBIS) and Applied Behavior Analysis.
- Attend Board meetings; prepare, and present reports to the Board as requested by the Superintendent; interpret the impact of proposals as necessary.

Board Approved 03/15/2018

**DIRECTOR OF SOCIAL EMOTIONAL LEARNING**

- Build knowledge and capacity of staff and schools to organize systemic, District-wide, high quality implementation of SEL programs and approaches to ensure that teacher classroom approaches, school social workers practices, guidance counselors' approaches, and the school discipline system are reflective of best practices around SEL and development of positive climate and culture.
- Design and implement professional workshops and in-services to support the SEL curriculum, best practices, research on learning theory, content standards, SEL education for students, and the District SEL program goals and report requirement.
- Present SEL lessons to whole classes and small groups of students in accordance with curriculum identified by the District.
- Provide SEL education and trainings for parents and the community.
- Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers.
- Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff and departments, the community, and multi-faceted public and private agencies.
- Administer grants, budgetary procedures and systems of purchasing supplies and equipment.
- Supervise and evaluate the performance of assigned staff.

**KNOWLEDGE:**

- California's SEL Guiding Principles
- SEL research, evaluation, strategies, theories, techniques, and methods of instruction
- Education Code, District policies, District goals, District procedures, and state and federal regulations related to special education including the ability to interpret and apply rules, regulations, and standards to public school leadership and communication styles to address and meet the needs of various school and community stakeholders
- Personnel practices and interpersonal relations

**ABILITIES AND SKILLS:**

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District staff and the public.

Board Approved 03/15/2018

## Job Description: Chief Technology Officer

Folsom Cordova Unified School District

Position Classification: Certificated Management

### **CHIEF TECHNOLOGY OFFICER**

#### **DEFINITION:**

Under the general direction of the Elementary and Secondary Assistant Superintendents of Instruction, the Chief Technology Officer ("CTO") provides strategic planning and support for all instructional and business aspects of District technology use. The CTO directs support of all instructional technology design and applications, as well as support for personal computer hardware and software, Local Area Networks (LANs) and the District Wide Area Network (WAN). The CTO directs the maintenance and operations of all student and District-wide data systems, and directs and ensures reliable District network services. The CTO provides leadership for a department focused on using technology to enhance student learning and increase District operational efficiency and effectiveness.

#### **QUALIFICATIONS:**

Experience: A minimum of five years of relevant professional experience in management and development of complex information systems with educational technology, technology support and communications and three years of teaching or educational leadership experience desired.

Education: Master's Degree in Computer Science, MIS, Education or Education administration desired

Possession of a California Administrative Credential

Other: A valid California driver's license

#### **DISTINGUISHING CHARACTERISTICS:**

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement district-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators
- Record of strategic planning, budget management, and staff development
- Reputation as an instructional leader for technology integration with curriculum

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Elementary and Secondary Assistant Superintendents of Instruction, incumbent will:

- Maximize the use of Information Technology (IT) resources in support of Board adopted District goals.
- Attend Board meetings; prepare, and present reports to the Board as requested by the Superintendent; interpret the impact of proposals as necessary.
- Review appropriate legislation to ensure technology activities are performed in compliance with applicable laws, codes and regulations.
- Develop policies and procedures to ensure legal compliance and encourage effective and efficient management controls of technology.
- Communicate and work collaboratively with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information.
- Work collaboratively with schools and departments to support integration of curriculum and technology; evaluate technological changes, emerging technologies, the current integration process, and best practices in computer and communication fields; recommend innovative and cost effective integration of new technologies.
- Work collaboratively with instructional materials selection committee and lead teachers to ensure necessary technology support and infrastructure is in place for adopted instructional materials, assessments, and programs.
- Lead both short and long-range planning efforts related to IT and assume responsibility for maintenance of the District technology plan.
- Integrate and standardize all IT services and activities for timely delivery of high quality services in support of student learning.
- Assume responsibility for the Department's Budget; apply for E-Rate federal funds to ensure District discounts on equipment and services.
- Design and implement online quality assurance support programs including system and database security.
- Coordinate the collection, security, and analysis of critical District information systems including student achievement data, human resources/labor relations data, operational data, and fiscal data to ensure accuracy and integrity of data.
- Plan, schedule and direct the development of computer programs, including needs analysis, interface with and debug other existing and planned programs, and develop comprehensive documentation.
- Coordinate the systems design work necessary to support the integration of information systems and platforms.
- Collaborate with site leaders, teachers and District support staff to identify training and staff development needs and develop a District-wide program for use of educational computer technology including professional development classes and seminars; organize and coordinate appropriate staff development activities to ensure proper use of equipment and programs; assure training is both operational and conceptual in scope.

Board Approved 03/15/2018



**CHIEF TECHNOLOGY OFFICER**

- Supervise and evaluate the performance of assigned staff.
- Visit school sites and classrooms on a regular basis.
- Develop functional specifications, standards and requirements for procurement of appropriate equipment/ hardware, software, materials, and human capital resources to meet District technology needs.
- Oversee bid requests, proposals, vendor contract, and coordinate contract services including data privacy agreements with vendors.

**KNOWLEDGE:**

- Ability to articulate and understand complex issues and facilitate effective problem solving.
- Knowledge of principles, techniques, procedures, and developments for the operation of data processing and communications technology.
- Understanding of technology integration in support of the instructional program.
- Knowledge of computerized educational management practices.
- Knowledge of complex computer systems design, analysis and operations, with a background in managing integrated database file structures.
- Ability to plan and direct a large, complex operation that involves coordination and integration of multiple interrelated activities.
- Knowledge and experience in system design, program development, debugging, and system operation.
- Knowledge of operating systems and the integration of personal computers in information systems.
- Ability to develop and maintain cooperative relationships with community members, certificated staff, and classified staff.
- Knowledge of technology integration with curriculum and instructional pedagogy.

**ABILITIES AND SKILLS:**

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District staff and the public.
- This work requires long hours working at a desktop computer.

Board Approved 03/15/2018

## Job Description: Technology Technician I

Folsom Cordova Unified School District

Class Specification

### TECHNOLOGY AND INFORMATION SYSTEMS (TIS) SUPPORT SPECIALIST I

#### DEFINITION

Under supervision of the Director of Technology and Information Systems, to implement and support computer technology across the school site curriculum, implementing computer center hardware, software and training at multiple on school sites.

#### ESSENTIAL FUNCTIONS

Provide formal basic software training classes for staff. Provide training focused on specific projects at the site.

Work with staff to develop coaching teams and other approaches to technical support.

Install new software (both on the network and at local workstations). Seek out and preview new educational software. Provide technical assessment of software compatibility with the site LAN and the District WAN.

Coordinate the purchase of new software with the TIS department to help minimize costs and ensure district-wide standards.

Setup new and donated workstations, both stand-alone and networked, according to TIS standards.

Maintain site records of hardware, warranties, and repairs. Provide point of contact for TIS and/or ERS service. Evaluate and inventory or reject donated computers and other hardware.

Work with teachers on translating classroom ideas by determining what software and/or hardware may be required to implement a classroom project. Research successful projects and trends in educational technology and share new ideas with site administrators and teaching staff.

Under the direction of TIS, maintain site LAN and associated peripherals.

Maintain email addresses for site personnel. Provide training on updating the school web site.

Maintain consistency with all sites through coordinated efforts with the TIS department and other technology coordinators.

Assist with the development, implementation, and maintenance of the site and District technology plans including hardware and software standards.

#### QUALIFICATIONS:

##### Knowledge of:

Principles, capabilities, and operation of microcomputers and related equipment; various hardware platforms; operating systems (minimum requirements: Windows 3.1x, Microsoft Windows NT, and Windows 95), applications and application suites; principles and a general understanding of local and wide area networks.

##### Ability to:

Communicate effectively (orally and written) with individuals and groups, including elementary and secondary students; effectively supervise students; give oral presentations; organize and work independently; teach computer skills to others; work cooperatively with others and gain their respect and confidence; analyze and identify software and hardware problems; effectively use manuals to solve problems; communicate effectively with software/hardware vendors to identify and resolve problems; physical ability sufficient enough to lift computer equipment (computers, monitors, printers).

##### Experience:

Minimum of two years experience in technology and/or computer training. This experience must demonstrate both advanced computer skills and customer relations skills with the ability to provide user support and technical assistance.

##### License

Possession of a valid California driver's license and insurance. This position requires the use of the employee's personal vehicle.

Approved: June 18, 1998; Revised 9/16/99

## Job Description: Technology Technician II

Folsom Cordova Unified School District

Class Specification

### TECHNOLOGY & INFORMATION SYSTEMS (TIS) SUPPORT SPECIALIST II

#### DEFINITION

Under supervision of the Director of Technology & Information Systems, to implement, maintain and support computer technology across the District at multiple school sites and District support centers.

#### ESSENTIAL FUNCTIONS

Provide technical support, analyze problems, and perform maintenance of microcomputer, peripheral equipment, and local area network systems; install system hardware and software programs and other related duties.

Provide escalation support for complicated PC troubleshooting problems.

Install, repair, adjust, and maintain computer equipment including PCs, network equipment, cabling, servers, disk drives and other internal PC components and peripherals, or refer to District Hardware Support Specialist, as needed.

Use diagnostic equipment/programs to troubleshoot operational, hardware, software, and network problems and effect/coordinate resolution.

Provide personal consultation, training and support to users for hardware and software applications. Assist users with problems involving PC software applications.

Maintain equipment and supply inventory. Maintain site records of hardware, warranties, and repairs. Provide point of contact for TIS service.

Under direction of the Director of TIS, work with site technology staff to provide assistance as needed to provide additional on-site support for users.

Coordinate the purchase of new software with the TIS Department to help minimize costs and ensure District-wide standards.

Install new software (both on the network and at local workstations). Provide technical assessment of software compatibility with the site LAN and the District WAN.

Set up workstations, both stand-alone and networked, according to TIS standards.

Maintain consistency with all sites through coordinated efforts with the TIS Department and other technology coordinators.

Assist sites with understanding and, following the site and District technology plans, including planning hardware and software purchases to meet plan goals and objectives and District standards.

#### QUALIFICATIONS:

##### Knowledge of:

Principles, capabilities and operation of microcomputers and related equipment; operating systems (minimum requirements: Windows 3.1x and Windows 9X), network operating systems (preferably Novell Netware and Microsoft Windows NT), various applications and application suites; and a broad understanding of local and wide area networks.

##### Ability to:

Communicate effectively (orally and written) with individuals and groups; organize and work independently; teach computer skills to others; work cooperatively with others and gain their respect and confidence; analyze and identify software and hardware problems; effectively use manuals to solve problems; communicate effectively with software/hardware vendors to identify and resolve problems; physical ability sufficient enough to lift computer equipment (computers, monitors, printers).

##### Experience:

Minimum of two years of computer-related training, AND a minimum of three years experience in technology support and maintenance. This experience must demonstrate both advanced computer skills and customer relations skills with the ability to provide user support and technical assistance.

##### License

Possession of a valid California driver's license and insurance. This position requires the use of the employee's personal vehicle.

Board Approved: 9/16/99

## Job Description: Personnel Technician

Folsom Cordova Unified School District

Class Specification

### PERSONNEL TECHNICIAN

#### DEFINITION

Under general supervision, to perform complex and responsible clerical work in the preparation, processing, evaluating, and maintaining of both certificated and classified personnel records, documents, and reports, and related duties as required.

#### DISTINGUISHING CHARACTERISTICS

Under the supervision of the Director of Personnel, the incumbent also serves the accounting department and the certificated personnel department by maintaining joint personnel/accounting employee file folders; an incumbent has the responsibility for carrying out a relatively complex group of personnel and payroll functions; Procedures are generally established and are regulated by law and administrative requirements, and problems encountered demand sound judgment and adaptability on the part of the incumbent; incumbent is expected to solve independently a variety of problems relating to the pay and records maintained and the procedures followed. Although supervision is immediately available, it is generally exercised only through review of completed work and the incumbent is expected to identify those problems which require attention of supervisory personnel.

#### ESSENTIAL FUNCTIONS:

Processes all new employees and establishes employment record.

Maintains personnel/accounting file for every District employee.

Maintains account records of all absences for certificated and classified employees.

Prepares and submits to the Accounting Department documentation on which salary payment adjustments to employees are based.

Maintains seniority lists for classified employees.

Provides information in person and by telephone to classified employees relating to salary and leave status.

Updates salaries of classified personnel as they meet advancement requirements on the salary schedule.

Maintains District organizational table of budgeted classified positions and contingency labor, and checks all requisitions and payments for employees against budgetary allocations and coding.

Coordinates closely with the Accounting Department on payroll and personnel file matters.

Maintains follow-up on reimbursable absences such as those involving industrial accident injuries and jury duty.

Prepares responses to unemployment compensation benefit inquiries.

Prepares notices to employees regarding leave balances in accordance with established procedures.

#### QUALIFICATIONS

##### Knowledge of:

Modern office methods and practices, including filing systems, telephone techniques, business forms, letter writing, and typing techniques; District Personnel rules and procedures; correct English usage, spelling, grammar, and punctuation; business arithmetic and elementary statistics.

Ability to:

Perform difficult and responsible clerical and accounting work involving the exercise of independent judgment; perform routine clerical and administrative duties; make arithmetical computations with speed and accuracy; operate office equipment; understand and carry out complex oral and written instructions; deal effectively and responsibly with personnel situations requiring diplomacy, friendliness, poise, and firmness; type at a speed of 30 words per minute from clear copy containing a large percentage of numerical or tabular data; compose correspondence independently; knowledge of or ability to learn the operation of word processing equipment and basic on-line data terminals.

Experience:

Two years of broad, varied, and increasingly responsible experience involving personnel administrative procedures.

Education:

Equivalent to completion of the twelfth grade.

*Revised: 11/22/93*