

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

March 21, 2018

2:30 p.m. – 4:30 p.m.

Conference Room 3

3380 14th St., Riverside, CA 92501

A G E N D A

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's Administrative Offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Call Meeting to Order

Public Input

The subcommittee will consider requests from the public to comment. Comments should be limited to three minutes or less. If you wish to address the subcommittee concerning an item already on the agenda, please indicate your desire to do so on a provided card. You will have an opportunity to speak prior to the subcommittee's deliberation on that item.

Pursuant to Section 54954.2 of the Government Code, no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Subcommittee or staff may briefly respond to statements made or questioned posed by persons exercising their public testimony rights. Discussion of items brought forward that are not on the agenda shall be considered for future agendas by the Subcommittee Chair.

Action/Discussion Items

The following agenda items will be discussed and the subcommittee members may choose to introduce and pass a motion as desired.

1. Approval of Minutes

The subcommittee will be asked to approve the minutes of the February 28, 2018, meeting.

2. Arts Resolution

Staff will present an Arts Resolution as a Board preview. This resolution outlines the rights of all students to have access to high-quality public arts education, regardless of their background, culture, language or geographic location.

3. Ethnic Studies (A-G, A Course)

Staff will provide information and recommendation on Ethnic Studies and its' a-g designation.

4. Equity Task Force

A report will be provided on the draft operational definition and actions as discussed in the last Equity Task Force meeting on April 13, 2018.

5. Math Adoption

Staff will present information on the TK-12 Mathematics Adoption Committee, process for selection, and the recommendation.

6. Project Moving Forward

Board subcommittee will receive an update on RUSD's participation with Project Moving Forward, a program that targets vocabulary along with language and literacy development.

7. Student Recognition

Staff will provide information regarding the celebration of student excellence at the Student Recognition Awards Night.

8. Success Indicators/Internal Dashboard

An update will be provided on the progress of the creation of the local RUSD Dashboard as well as the timeline for 2018-2019 Success Indicator targets.

9. TK Policy

Subcommittee members will receive information on the current Transitional Kindergarten policy and practices as well as information on a possible Expanded Transitional Kindergarten program.

10. Head Start Governance Update

Staff will provide a Head Start Governance update.

11. Future Board Presentations

Board Members will provide staff with recommendations and expectations for future presentation content and outcomes.

12. Schedule of Meetings

The subcommittee's next meeting has been scheduled for April 18, 2018 from 2:30 p.m. – 4:30 p.m. in Conference Room 3, 3380 14th Street, Riverside, CA 92501.

Conclusion

Subcommittee Members Comments

Adjournment

RIVERSIDE UNIFIED SCHOOL DISTRICT

DRAFT

RESOLUTION NO. 2017/

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
RIVERSIDE UNIFIED SCHOOL DISTRICT FOR EQUITY IN ARTS
LEARNING FOR ALL STUDENTS**

WHEREAS, The Board of Education of Riverside Unified School District (RUSD) acknowledges that Arts Learning – which includes dance, music, theatre, media and the visual arts – is an essential part of a comprehensive education, Pre K through 12, and helps prepare all students to be college, career and world ready.

WHEREAS, The Board of Education of RUSD recognizes that particular groups of students experience significant barriers to access, participation, and success in Arts Learning, and that these barriers are directly linked to historical, persistent, and pervasive inequities in our educational system.

WHEREAS, RUSD is committed to Arts Learning that is culturally and linguistically responsive and relevant, with particular attention given to traditionally underrepresented populations; and understands the intrinsic and extrinsic benefits of Arts Learning for individual students, families/communities, the nation and global society

WHEREAS, The Board of Education of RUSD agrees that students should be provided equitable access to coherent and sequential standards-based Arts learning that is a part of the core curriculum and provides both integrated and discrete Visual and Performing Arts learning opportunities Pre K through 12; and to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location, or legal status.

WHEREAS, All students in RUSD schools should have the opportunity to develop personal aesthetic, and artistic style; and hold the expectation that policies and practices providing all students and/or populations equitable access to Arts Learning Pre K through 12 are in place.

WHEREAS, Arts Learning promotes critical thinking and problem-solving skills, can be integrated into all subject matter, and nurtures creativity and self-awareness; the Arts offer students options and versatility in their future career choices.

WHEREAS, The Board believes in schools and community environments that value and protect the Arts and Equity as essential to the full development of every student, and that demonstrate those values/beliefs in their public policies and practices.

WHEREAS, RUSD is committed to providing an educational program inclusive of the Arts that elevates students' academic knowledge and skills, effort-based disposition, and social-emotional well-being.

THEREFORE, BE IT RESOLVED, that the Board of Education of the Riverside Unified School District recognizes the powerful impact that an arts curriculum has in students' cognitive and social development and its role as an essential component of a comprehensive education;
"Every child is an artist. The problem is how to remain an artist once he/she grows up." Picasso

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on [insert date] by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Signature of Clerk, Board
of Education

Dated: _____



Equity Task Force Update

March 21, 2018

Academic Oversight Subcommittee

Dr. Jacqueline Perez, Assistant Superintendent, Instructional Support

Equity Task Force Outcomes

- Operationalize what Equity means for Riverside Unified School District and its staff, parents and students
- Establish the framework to transform RUSD into a leading educational organization that readily addresses the achievement and opportunity gaps for all students

Membership

Steering Committee

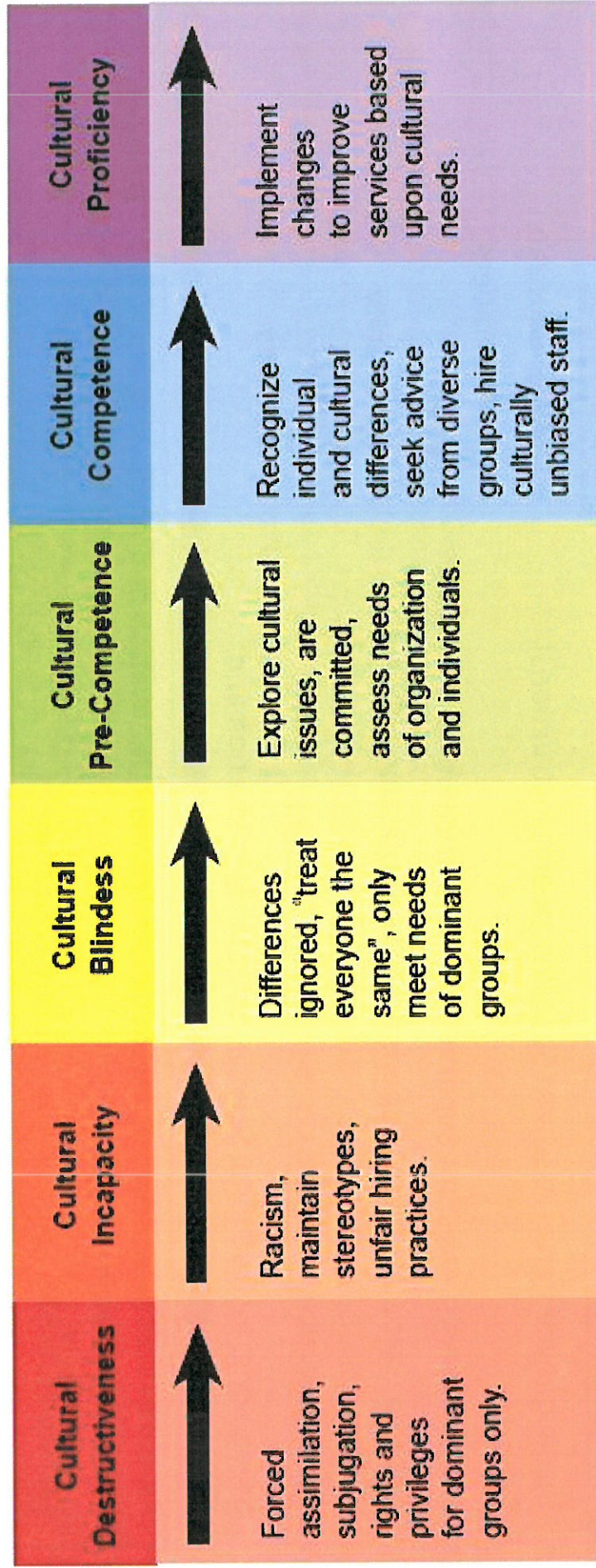
- Dr. Jacqueline Perez, Assistant Superintendent, Instructional Support
- Dr. Ryan Lewis, Assistant Superintendent, Curriculum & Instruction
- Antonio Garcia, Assistant Superintendent, Professional Growth Systems
- Dr. Keyisha Holmes, Director, Parent Engagement
- Steve Kong, Instructional Services Specialist, Innovation and Learner Engagement (ILE)
- *Kristian Sorensen, Teacher on Special Assignment, Innovation and Learner Engagement (ILE)
- Kiersten Frausto, Director, Elementary Education
- Raul Ayala, Chemawa Middle School Principal

Representatives

- Higher education
- Civic members
- K12
- Community
- Parents
- Students



Continuum of Cultural Competency



How did we get here?



Meeting #1

-Define our Purpose and Task

-What does Equity look like?

Meeting #2

-Understanding our Families

-Understanding Equity & Cultural Proficiency
-Crafting our Definition

Meeting #3

-Identify Barriers in RUSD

-Refine Definition

Meeting #4

-Finalize Definition

-Review Actions

Internal Implementation

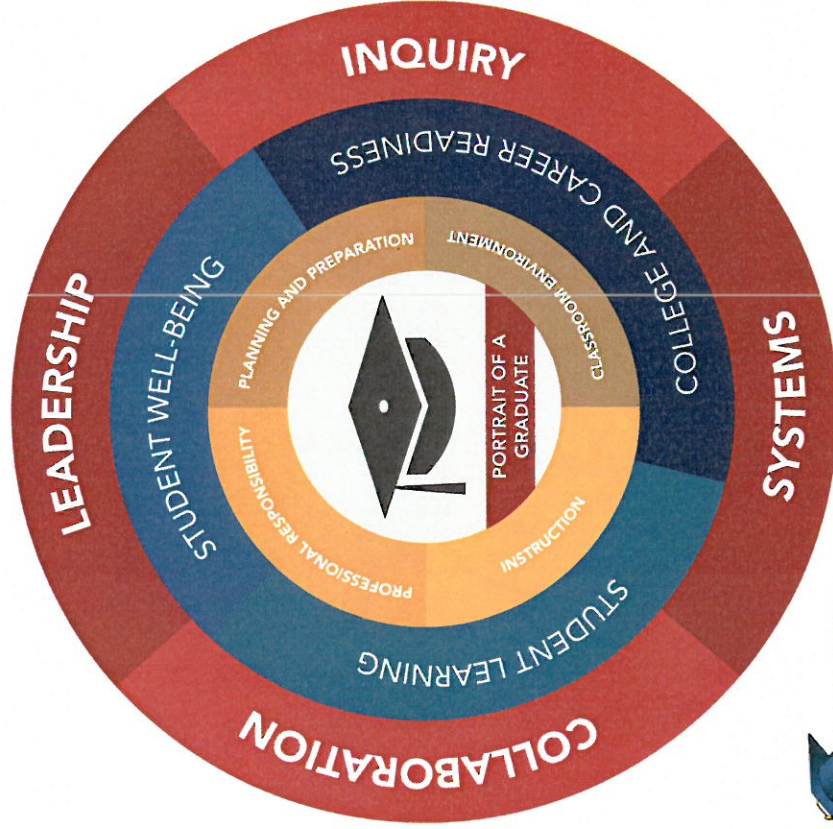
STUDENT: Portrait of a Graduate: What we expect of students

TEACHER: Danielson Framework for Teaching: The Four domains of teaching responsibility

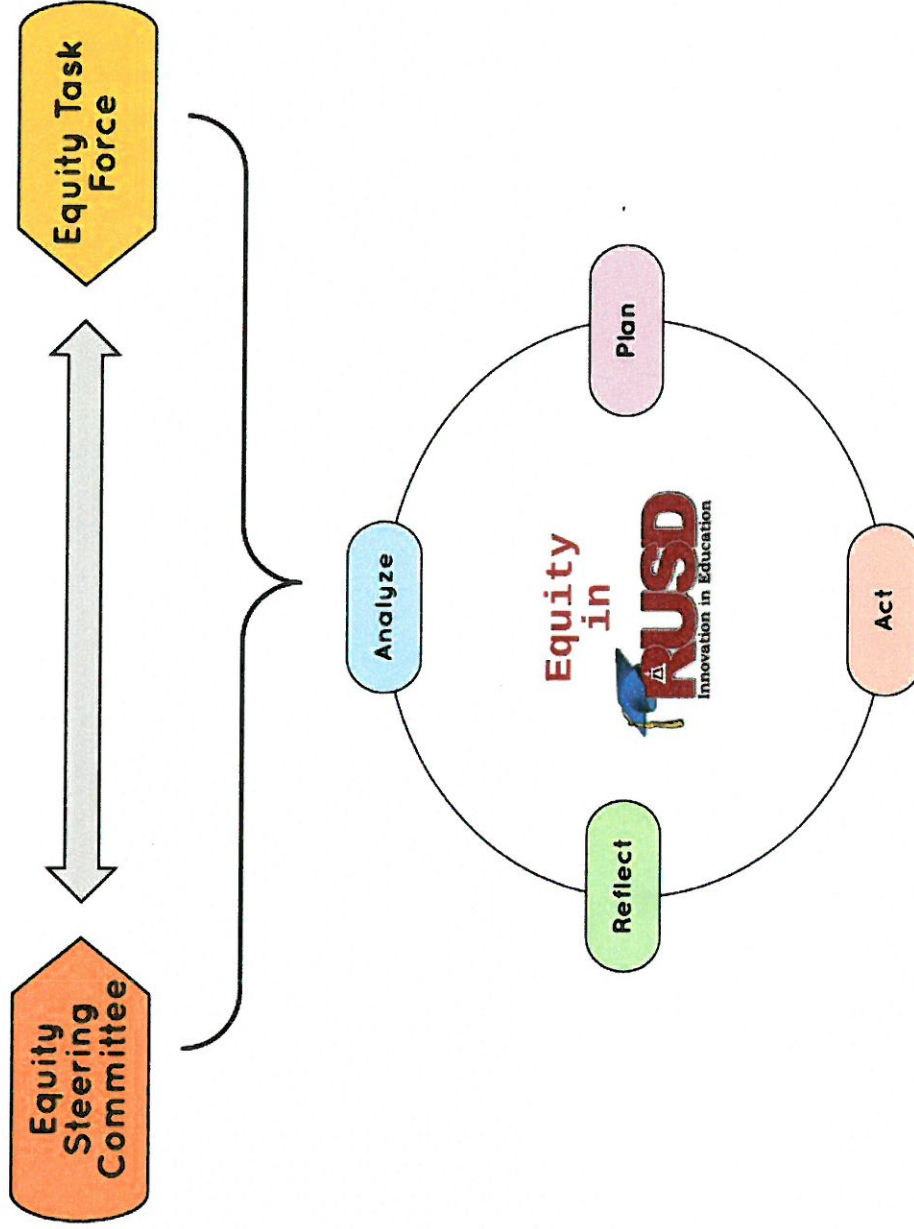
DATA: RUSD Success Indicators: These comprehensive indicators provide information to the overall view of how the district and schools are doing with respect to student data

HOW:

Leadership-Collaboration-Inquiry-Systems: This outer ring is the professional learning opportunities and systemic efforts to engage our students, teachers, staff and families, in all initiatives, including Cultural Competency

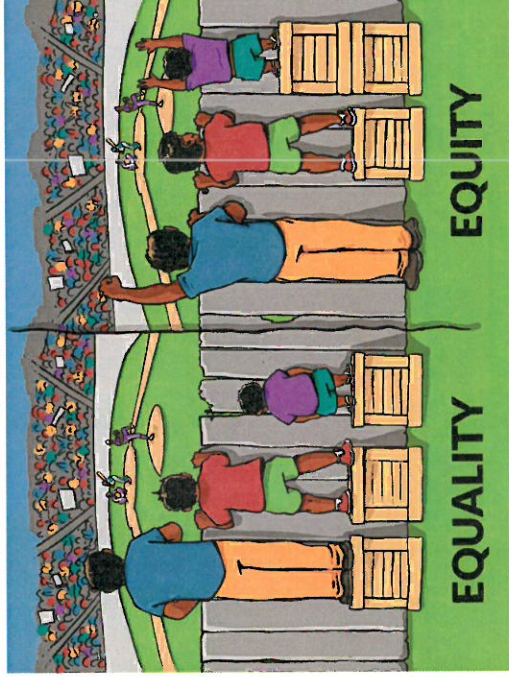


Process



Operationalizing Equity in RUSD

Definition and Actions



Guiding Questions

- Are these the right actions moving into 2018-19?
- Are there other actions that we need to consider for 2018-19? 2019-20?
- What is the potential impact on RUSD with these actions?
- Will these actions meet our equity definition?

Operational Definition

Equity is accomplished when access is based on need, and every student is provided with what they individually require to learn and succeed to fulfill their academic and social advancement.

Eliminate
disparities and
inequitable
practices

Implement
inclusive
practices and
policies

Honor
individuality with
a focus on high
outcomes for all

Guarantee
respectful
treatment where
all individuals
feel valued

Eliminate disparities and inequitable practices

- Analyze, revise, and implement changes to *homework policies*
- Analyze, revise and implement changes to *mastery based learning*
- Analyze current site level practices in *family engagement*
- Review Success Indicator data points (SBAC and ELPI) to identify barriers to success for student groups
- Audit and analyze Heritage and Legacy programs to determine needs and actions for all students

Implement inclusive
practices and policies

- Revise RUSD
mission and vision
statement to reflect
equity value and
belief system

—

Honor individuality with
a focus on high
outcomes for all

- Engage students to identify their needs
 - Implement embedded professional development for students, teachers and principals to increase cultural proficiency
-

Guarantee respectful
treatment where all
individuals feel valued

- Task Equity Steering Team
to guide and implement
efforts across the district
- Reconvene Equity Task
Force on a quarterly basis
to reflect on and monitor
actions taken through the
year

—

A Few of our Current Practices

- In progress of creation of RUSD Dashboard and Counselor Dashboard to measure growth on Success Indicators
- Clean and Accurate Data Initiative
- Engaged in ELA Literature Materials Audit
- Development of Ethnic Studies (A-G)
- Engaged in Curriculum Materials Audit
- Engaged in Assessment Audit
- Heritage Program
- Legacy Program
- Restorative Practices

Outcomes

- Established process and infrastructure for ensuring access
- Designated Leads in Educational Services to manage and oversee specific elements
- Increase in student achievement growth

Draft Actions for 2019-20 & 2020-2021

- Engage in Equity walk-throughs and observation rubrics as aligned to current educational framework
- Conduct a whole system values inventory (schools, district office departments) on Cultural Competence.
 - Implement changes as noted in inventory (e.g. practices in District office divisions, hiring practices, business office practices)
- Develop and implement embedded Professional development for support staff to increase cultural competence/ proficiency.
- Increase support with behavior related issues
- Identify major equity challenges, unresolved issues, roadblocks that need to be addressed

Working Next Steps

- Refine and clarify actions
- Connect outcomes to actions
- Identify funding source and estimated costs
- Identify clear actions for 2019-20 and 2020-21
- Identify Leads for each action and method for collecting data and ensuring execution of goal

Questions?
Thank you.



TK-12 Math Instructional Materials Adoption

2017-2018



SUCCESS INDICATORS

Attendance

Reading by Third Grade

Early Numeracy

ELA SBAC Results
(3-8, 11)

Math SBAC Results
(3-8, 11)

English Learner
Proficiency

Career Pathway Enrollment

Advanced Placement/International
Baccalaureate Enrollment

Dual College Enrollment

UC/CSU Eligibility
(a-g Completion)

Graduation Rate

Student Engagement





PROCESS

Committee
TK-12
DIVERSE & REPRESENTATIVE

Meeting 1
DEVELOPING THE
DISTRICT LENS

Meeting 2
PUBLISHER
PRESENTATIONS

Meeting 3
CONSENSUS
ACTIVITIES

Meeting 4
CONSENSUS CONT. &
PLANNING TO PILOT

Meeting 5
DEBRIEF PILOT &
RECOMMENDATION

Public Review
30 DAYS



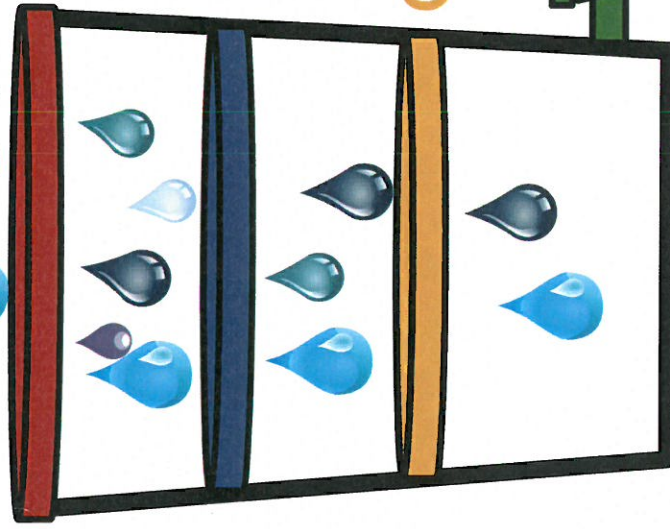


Math Materials



CA Curriculum Toolkit & Publisher Presentations

CA Curriculum Consensus



Pilot

Recommendation



Consensus Results

Elementary



EUREKA
MATH

Middle School

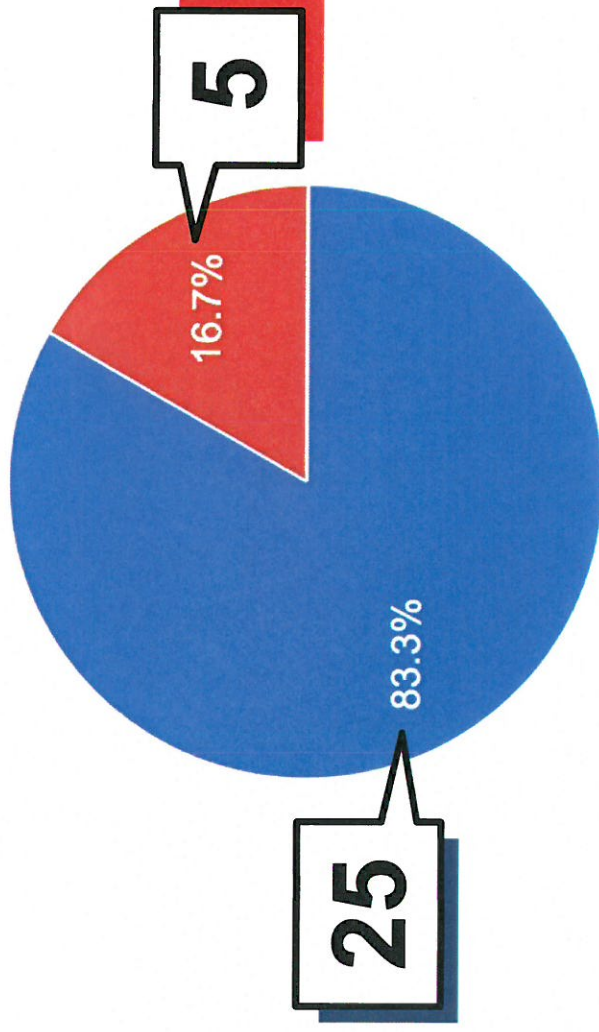


OPEN^{UP}
resourcesTM

High School



Elementary Results

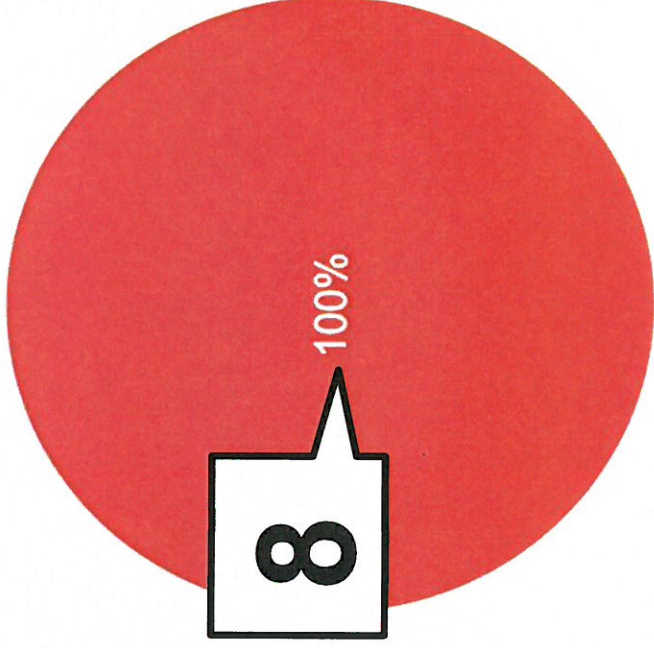


Highlights Eureka :

- Aligned with CA Standards
- Well-Organized materials
- Interventions and Universal Access for student groups
- Develops depth of understanding
- Formative and summative assessments
- Print and Digital resources

Middle School Results

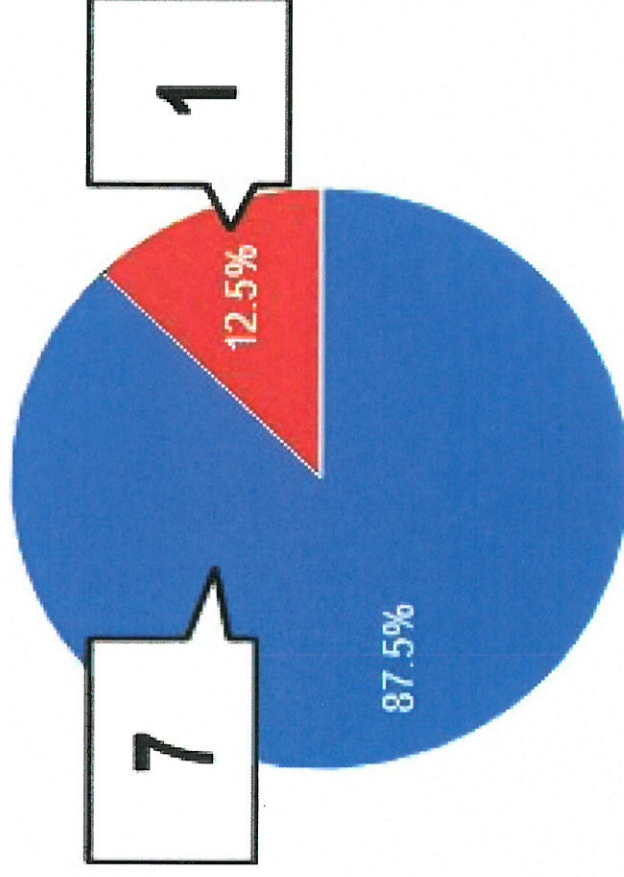
- Discovery Math Techbook
- Illustrative Math (Open-Up)



Highlights Illustrative:

- Aligned with CA Standards
- Well-Organized materials
- Interventions and Universal Access for student groups
- Develops depth of understanding
- Formative and summative assessments
- Print and Digital resources
- Technology integration

High School Results



Highlights CPM:

- Aligned with CA Standards
- Well-Organized materials
- Interventions and Universal Access for student supports
- Develops depth of understanding
- Formative and summative assessments
- Print and Digital resources

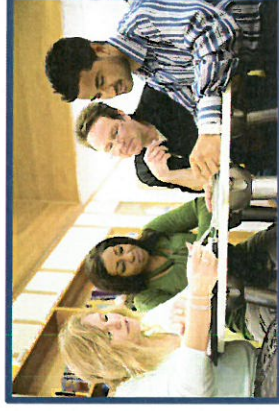


Communication Plan



Parent Handouts

- Curriculum Support
- PeachJar
- Hardcopy & PDF



Videos

- Riversideunified.net
- PeachJar

Community Outreach Event

- Family Resource Center
- Site Support for Family Outreach
- Online Webinars



Questions





Save the Date

THE RIVERSIDE UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION
AND SUPERINTENDENT

WILL BE HONORING **YOUR** STUDENT AT THE

2018

Celebrating Student Excellence

RECOGNITION CEREMONY

TUESDAY
MAY 8, 2018
5:00PM

RAMONA HIGH SCHOOL THEATER
7675 MAGNOLIA AVE
RIVERSIDE, CA 92504

5:00PM OUTDOOR RECEPTION AND
STUDENT PERFORMANCES
(LIGHT REFRESHMENTS WILL BE SERVED)

6:00PM- 8:00PM AWARDS CEREMONY

PLEASE CHECK IN BETWEEN 5:00 AND 5:30
IN FRONT OF THE AUDITORIUM.
TO HONOR ALL STUDENTS, WE ASK EVERYONE TO
REMAIN FOR THE DURATION OF THE EVENT.

We are excited to celebrate you!





THE RIVERSIDE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION AND SUPERINTENDENT
HONOR

STUDENT NAME
FOR
AWARD NAME

THANK YOU FOR YOUR OUTSTANDING ACADEMIC PERFORMANCE

PATRICIA LOCK-DAWSON
BOARD OF EDUCATION PRESIDENT

DR. DAVID C. HANSEN
SUPERINTENDENT



Award Descriptions

1. **13 Year Perfect Attendance:** Perfect attendance for grades K-12
2. **Armed Forces Appointments:** Recognizes students who were accepted into the US Military Academy, US Coast Guard Academy, US Naval Academy, US Air Force Academy, and the US Merchant Marines Academy
3. **Dell Scholars Program:** Recognizes students who have overcome significant obstacles to pursue their educations. In turn, these scholars serve as positive role models and change the trajectories for their families, friends and their communities. Students receive \$20,000, laptop, textbooks, and emotional support and assistance.
4. **Questbridge Scholarship:** Recipients are granted admission to one of QuestBridge's partner colleges, like Duke, Notre Dame, and Yale, with a full, four-year scholarship worth over \$200,000.
5. **Student Board Members:** Recognizes our 2017/18 Student Board Members
6. **Outstanding Athlete Award:** This award honors one outstanding high school senior male and female athlete from each of the high schools who are all-around good students.
7. **Most Inspirational Student Award:** This award honors one senior from each high school who has demonstrated perseverance, dedication and determination to overcome an unusual event or circumstance, and most importantly, now serves as a role model to give hope and inspiration to others in similar situations.
8. **Portrait of a Graduate Award of Excellence:** This award honors one 6th, 8th, and 12th grade student from each school. Students are nominated by their teachers and principals for exhibiting the following:
 - A student who demonstrates deep knowledge of the academic disciplines and is successful and independent
 - A student who can set and meet reasonable goals and perseveres to positively affect self, family, city, nation and world
 - A student who can think critically, communicate effectively, and solve problems creatively
 - A student who tends to their physical and social-emotional well-being over time

Celebrating Student Excellence

Tuesday, May 8, 2018

Ramona High School Theater

Board of Education

RUSD Executive Cabinet

Master of Ceremonies-2 High School Students

Presentation of Colors

Pledge of Allegiance

National Anthem

Welcome-Dr. Hansen, Superintendent, RUSD

Greetings from the Board-Mrs. Patricia Lock-Dawson, President, Board of Education

Student Recognition Program

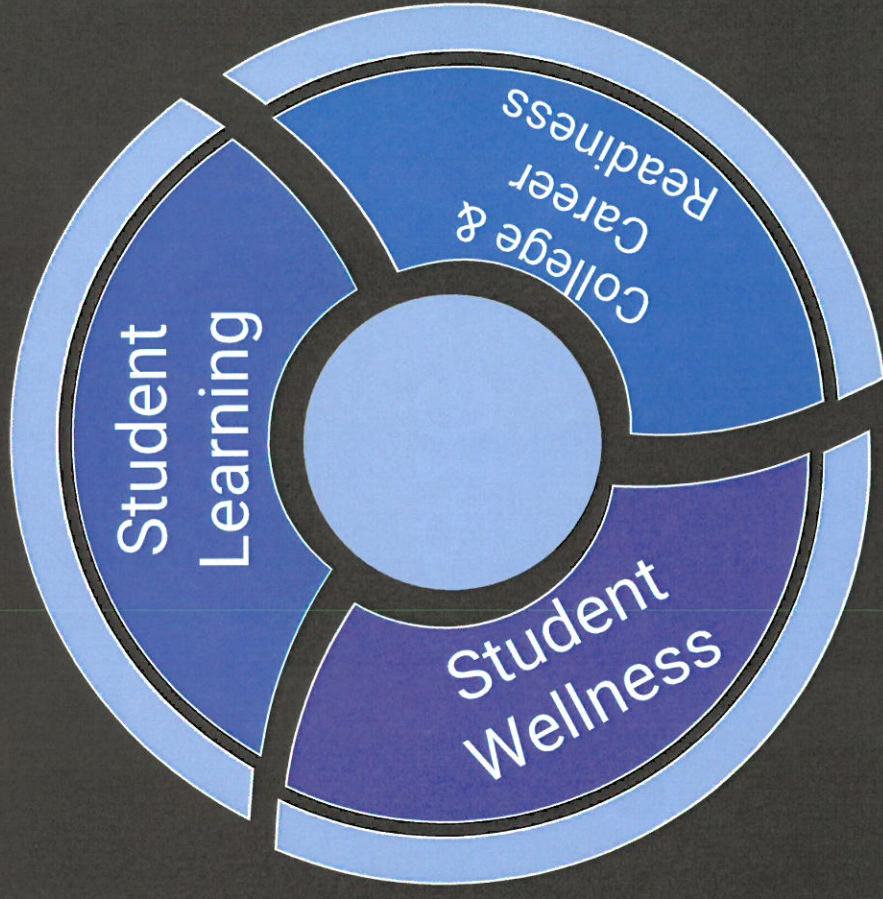
- 13 Year Perfect Attendance
 - Armed Forces Appointments
 - Dell Scholars Program
 - Questbridge Scholarship
 - Student Board Members
 - Outstanding Athlete Award
 - Most Inspirational Student Award
 - Portrait of a Graduate Award of Excellence
-
- Closing Remarks

Success Indicators & Dashboard Update

Wednesday, March 21, 2018
Academic Oversight Subcommittee

Dr. Jacqueline Perez, Assistant Superintendent, Instructional Support

RUSD Success Indicators



Student Learning

- Reading by Third Grade
- Early Numeracy
- ELA CAASPP
- Math CAASPP
- English Learner Proficiency

College & Career Readiness

- Career Pathway Completion
- College Credit Bearing Course Enrollment
 - Advanced Placement (AP)/ International Baccalaureate (IB)
 - Dual College
- A-G (UC/CSU) Requirement Completion Rate
- Graduation Rate

Student Wellness

- Attendance (ADA)
- Chronic Absenteeism
- Suspension Rate
- Student Engagement

Timeline

July 1, 2018: Phase 1: Public-facing

July 1, 2018: Phase 2: (beta)
Administrators (District Office,
Principals)

July 1, 2019: Phase 3: Counselors,
Teachers

January 1, 2020: Phase 4: Parents
& Students (Learner Profile)

July 1, 2020: Phase 5: Local LCAP
Indicators

Preview

Focus Area 1:

Student Learning



Focus Area 2:

College & Career Readiness



Focus Area 3:

Student Wellness



<http://172.21.0.71/Dashboard/>

Setting Targets

Key Stakeholder Groups

1. Cabinet
2. District Leadership
Team (DLT)
3. RCTA
4. Principal Collaborative
5. Site Leadership Teams
(SLT)
6. Course Leads,
Department Chairs,
Mentors

Success Indicator Targets

- RAE provides background information on an indicator and provides tentative indicator target performance bands for Curriculum/Instruction & Instructional Support (CIS) consideration.
- CIS discusses and modifies performance bands.
- Input is garnered from Principals, Success Indicator Committee.

Student Group Targets



- District Targets
- School Targets
- English Learners
- Students with Disabilities
- Socioeconomically Disadvantaged

Stakeholder Groups

- Executive Cabinet
- District Office Divisions and Departments
- District Leadership Team
- RCTA
- Principal Collaborative
- School Leadership Teams
- Course Leads
- Department Chairs

Success Indicator Target Development Schedule

March 30, 2018

April 13, 2018

April 27, 2018

May 4, 2018

June 26, 2018

- Graduation Rate
- Suspension Rate
- Chronic Absenteeism

- English Learner Progress Indicator
- Attendance
- Student Engagement
- A-G

- Career Pathway Completion
- College Bearing Course Enrollment: AP and IB
- College Credit Bearing Course Enrollment: Dual College

- Reading by 3rd Grade
- Early Numeracy

Request Board of Education Success Indicator Targets Approval

Tentative Development Timelines

July 2018	Phase 1a: Public Viewing (Static information provided on an annual basis)
	Phase 1b: Public Viewing of State Dashboard Local Indicators (Static information provided on an annual basis.)
	Phase 2: Administrator Viewing (Beginning the process of having dynamic data in “real” time.)
July 2019	Phase 3a: Administrator Viewing (Continuing and refining the development process of providing dynamic data in “real” time.)
	Phase 3b: Counselors and Teachers (Beginning the development process of having dynamic data in “real” time.)
	Phase 3b: Counselors and Teachers (Beginning the development process of having dynamic data in “real” time.)
July 2020	Phase 4a: Counselors and Teachers (Continuing and refining the development process of providing dynamic data in “real” time.)
	Phase 4b: Parents and Students: (Beginning the development process of having dynamic data in “real” time.)

Thank you.

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

At any time during the school year, the district may, at its discretion, admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

TRANSITIONAL KINDERGARTEN (continued)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Learners)

The Board shall establish the length(s) of the school day in the district's TK program. TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours. The Superintendent or designee shall annually report to the California Department of Education as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46117, 48003)

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

TRANSITIONAL KINDERGARTEN (continued)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8973 *Extended-day kindergarten*

37202 *School calendar; equivalency of instructional minutes*

44258.9 *Assignment monitoring by county superintendent of schools*

46111 *Kindergarten, hours of attendance*

46114-46119 *Minimum school day, kindergarten*

46300 *Computation of ADA, inclusion of kindergarten and transitional kindergarten*

48000 *Age of admission, kindergarten and transitional kindergarten*

48002 *Evidence of minimum age required to enter kindergarten or first grade*

48003 *Kindergarten annual report*

48200 *Compulsory education, starting at age six*

TRANSITIONAL KINDERGARTEN (continued)

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

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

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

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

Policy
adopted:

CSBA MANUAL MAINTENANCE SERVICE
March 2018

HEAD START GOVERNANCE UPDATE

MARCH 21, 2018

ACADEMIC OVERSIGHT COMMITTEE

2018-19 HEAD START GRANT APPLICATION

- \$1,254,731 Grant
- \$313,683 Non-Federal Match
 - Principal Salaries
 - LCAP Support
 - Mental Health Consultants
 - Borrego Health
 - Parent Volunteers

DEADLINES

- Parent Policy Committee input on February 23
- Parent Policy Committee approval on April 27
- Due to RCOE on March 30
- Board Approval due to RCOE due by April 27
- Consent Agenda Item at April 17 Board Meeting

BOARD APPROVAL

- Application for Federal Assistance
- Budget Summary
- Head Start Organizational Chart
- Identification of Head Start Classrooms
- Classroom Staffing Details
- Program Calendar

BOARD APPROVAL

- Budget Narrative
 - Personnel
 - Benefits
 - Supplies & Equipment
 - Contractual
 - Other Costs
 - Indirect
 - Non-Federal Share

BOARD APPROVAL

- Assurances and Certifications
 - Follow Federal Laws
 - Limits on Staff Compensation
 - Limits on Administrative Costs
 - Drug-Free Workplace
 - Smoke-Free Workplace

