

Galt Joint Union Elementary School District Board of Education

"Building a Bright Future for All Learners"

Regular Meeting

January 17, 2024

6:00 p.m. Closed Session

7:00 p.m. Open Session

Galt City Hall Chamber

380 Civic Drive, Galt, CA 95632

To join the webinar remotely:

<https://galt-k12-ca.zoom.us/j/87107581580>

Or One tap mobile :

+16694449171,,87107581580# US

+16699006833,,87107581580# US (San Jose)

Or Telephone:

408-638-0968

AGENDA

Anyone may comment publicly on any item within the Board's subject matter jurisdiction to the Galt Joint Union Elementary School District Board of Education. However, the Board may not take action on any item not on this Board meeting agenda except as authorized by Government Code section 54954.2.

- Complete a public comment form indicating the item you want to address and give it to the board meeting assistant.
- Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item.
- Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted on the GJUESD website with the agenda. Email public comment is limited to 450 words.
- The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Board of Education Meetings are recorded.

A. 6:00 p.m. – Closed Session Location: Galt City Hall Conference Room

B. Announce items to be discussed in Closed Session, Adjourn to Closed Session

1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent
2. STUDENT EXPULSION, Education Code §48912
 - Case Number: 22/23-04
3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
 - Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

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

D. Presentations/Recognitions

- 1. Lake Canyon Elementary Students
- 2. Cal-Waste Recognition for Food Waste Recycling

E. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less, pending Board President's approval.

F. Board Meeting Protocol

G. Reports

Local Control Accountability Plan (LCAP) Update

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

- 1. Math Curriculum Pilot and Adoption Update
- 2. Gifted And Talented Education (GATE) Program Update

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

- 1. Food and Nutrition Services
- 2. Galt Horse-Assisted Learning and Enrichment Program (GALEP)
- 3. Marengo Ranch Elementary Running Track

OTHER REPORTS

- 1. Williams Uniform Complaint Process (UCP) Quarter 2 Report
- 2. 2024-25 School Registration
- 3. School Calendars

H. Routine Matters/New Business

232.457 Consent Calendar

a. Approval of the Agenda

MOTION

At a regular meeting, the Board may act upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the entire Board, decides that an emergency (as defined in Government Code section 54956.5) exists or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days before the date of this meeting, and at the preceding meeting, the item was continued to this meeting.

b. Minutes

- December 20, 2023

c. Payment of Warrants

- Vendor Warrants: 24455941-24456012; 24456826-24456868; 24457864-24457900
- Payroll Warrants: 01/02/24, 01/10/24

- d. Personnel
 - Resignations/Retirements
 - Leave of Absence Requests
 - New Hires/Reclassifications

e. Donations

232.458	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
232.459	Board Action Regarding Student Expulsion Case No. 22/23-04	MOTION
232.460	Board Consideration of Approval of GJUESD 2022-2023 District Audit Report by Christy White Associates	MOTION
232.461	Board Consideration of Approval of 2023-24 School Accountability Report Card (SARC) for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School	MOTION
232.462	Board Consideration of Approval of 19six Architects’ Proposal for Professional Architectural and Engineering Services for Vernon E. Greer Elementary New Relocatable Classroom Buildings	MOTION
232.463	Board Consideration of Approval of 2024-25 E-rate Service Providers	MOTION
232.464	First Reading of the following Board Policies (BP), Administrative Regulations (AR) and Bylaw (BB) <ol style="list-style-type: none"> 1. BP 0460 Local Control Accountability Plan 2. AR 0460 Local Control Accountability Plan 3. BP 0500 – Accountability 4. BP 0520 – Intervention in Underperforming Schools 5. AR 1220 – Citizen Advisory Committees 6. BP 1431 - Waivers 7. BP 3400 – Management of District Assets/Accounts 8. AR 3400 – Management of District Assets/Accounts 9. BP 5116.2 Involuntary Student Transfers 10. BP 5131.2 – Bullying 11. AR 5131.2 – Bullying 12. AR 5141.21 – Administering Medication and Monitoring Health Conditions 13. BP 5148.3 – Preschool/Early Childhood Education 14. AR 5148.3 – Preschool/Early Childhood Education 15. BP 6170.1 – Transitional Kindergarten 16. BP 6142.8 Comprehensive Health Education 17. AR 6142.8 Comprehensive Health Education 18. BP 9321 Closed Session 19. E(1) 9321 Closed Session 20. E(2) 9321 Closed Session 21. BP 1325 Advertising And Promotion 	FIRST READING

I. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less, pending Board President's approval.

J. Pending Agenda Items

1. Acceleration Blocks
2. School Resource Officer (SRO) Report

K. Adjournment

The next regular meeting of the GJUESD Board of Education: February 21, 2024

Board agenda materials are available for review at the address below. Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, to participate in the Board meeting should contact the Superintendent or designee in writing.

Lois Yount, District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
superintendent@galt.k12.ca.us



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: Closed Session
Presenter: Lois Yount	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957 <ul style="list-style-type: none"> ▪ Superintendent 2. STUDENT EXPULSION, Education Code §48912 <ul style="list-style-type: none"> ▪ Case Number: 22/23-04 3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay <ul style="list-style-type: none"> ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association ▪ Employee Agency: (CSEA) California School Employee Association ▪ Non-Represented Employees 	



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: Presentations/Recognitions
Presenter: Lois Yount	Action Item: Information Item: XX
<ol style="list-style-type: none">1. Lake Canyon Elementary Students2. Cal Waste Recognition for Food Waste Recycling	

GATE: Gifted & Talented Education

— Lake Canyon Elementary —

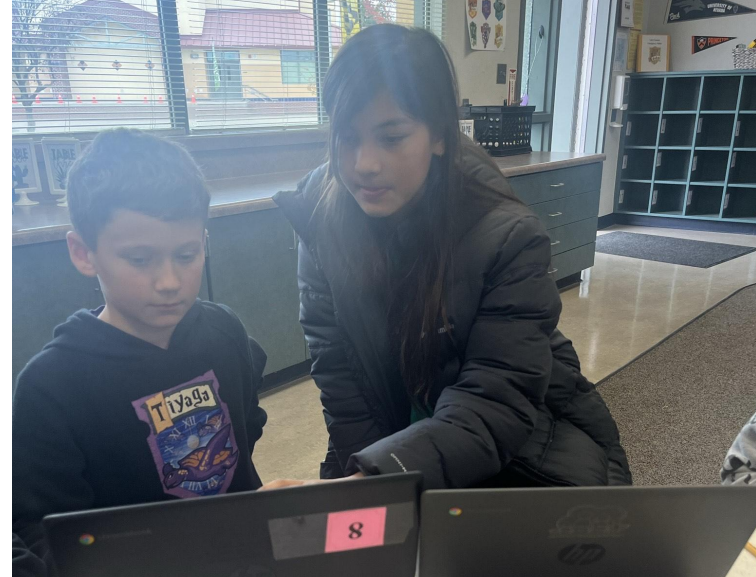
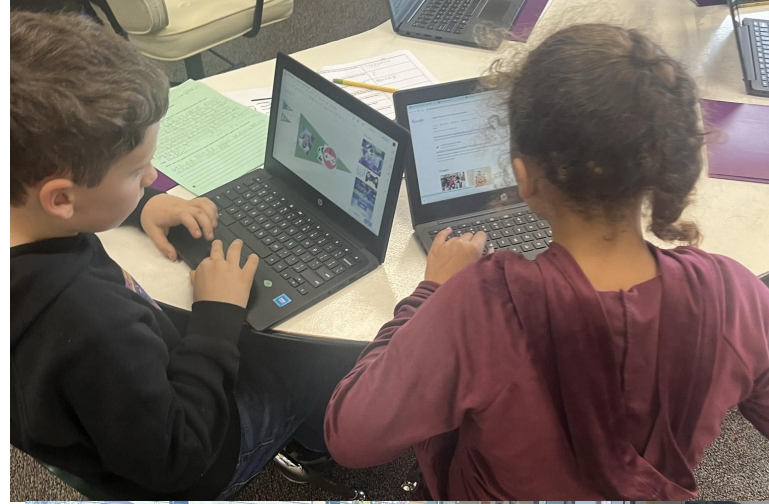
GATE Educational Services Guide

A differentiated curriculum is responsive to the **readiness, interests,** and **abilities** of advanced and gifted students beyond grade level expectations.

- Provides for the development of **critical, creative,** and **problem-solving skills**
- Learning that reinforces the **readiness, interests,** and **abilities** of gifted students that includes **abstract thinking**
- Uses a variety of **teaching** and **learning** patterns

Lake Canyon Gate 23-24

- 3 fourth graders
- 2 fifth graders



What does GATE look like at Lake Canyon?

Trimester 1

**Getting to Know
One Another**

Interest Survey

Learning Styles

Goal Setting

College Pennant

Trimester 2

STEM Challenges

Notecard Towers

Water Bottle Flip

Paper Airplane

Deserted Island

Snowball Launcher

Trimester 3

**Humanities
and Culture
based off of
student
interest**

Resources

STEM

- Partnership w/ SMUD
 - Solar Radiation
- Video Lab
- 3D Printer
- Robotics kits
- Makerspace

Humanities/Culture

- Cosumnes Preserve
- Digital museums
- Project-based learning
- Guest Speakers

Partnership with McCaffrey AVID program to take a college tour field trip to [Merced College](#) and [UC Merced](#) in February 2024.

Student Perspective

Ava

Miles

Avery



Revised December 21, 2023
Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

1. The meeting is being recorded.
2. The meeting is open to the public.
3. The meeting is being broadcast live through Zoom teleconference.

PUBLIC COMMENT

1. Public comments are three minutes per agenda item.
2. The Board shall limit the total time for public comment for each agenda item to 20 minutes.
3. With Board consent, the Board President may increase or decrease the time allowed for public comment.
4. To make a public comment in person, complete a public comment form indicating the item you would like to address and give it to the board meeting assistant.

EMAIL PUBLIC COMMENT

1. Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted to the GJUESD website with the agenda.
2. Email public comment is limited to 450 words.

BOARD VOTE AND CONNECTIVITY

1. Each motion will be followed by a roll call vote for action items.
2. Should a board member attend the meeting remotely and lose connectivity by teleconference or phone, the meeting will be delayed five minutes.

REGULAR BOARD MEETINGS SHALL BE ADJOURNED BY 10:30 P.M.





Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: Reports
Presenter: Lois Yount	Action Item: Information Item: XX

Local Control Accountability Plan (LCAP) Update

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. Math Curriculum Pilot and Adoption Update
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OTHER REPORTS

1. Williams Uniform Complaint Process (UCP) Quarter 2 Report
2. 2024-25 School Registration
3. School Calendars



Local Control Accountability Plan (LCAP) Update

Monitoring Goals, Actions, and Resources for the 2023-24 LCAP.

The superintendent of the school district shall present a report on the annual update to the LCAP and the Local Control Funding Formula (LCFF) budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the school district's governing board. The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Goal 1

Goal Description
Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English learner enrollment in PreKindergarten will increase 5% each year.	2020-21 SIS Data Total enrollment = 200 Total EL enrollment = 85 (43%)	2021-22 SIS Data Total enrollment = 171 Total EL enrollment = 80 (47%)	2022-23 SIS Data Preschool (ages 0-5): Total enrollment = 248 Total EL enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total EL enrollment = 32 (33%)	2023-2024: Preschool (ages 0-5): Total enrollment = 247 Total EL enrollment = 97 (39%) Transitional kinder: Total enrollment = 118 Total EL enrollment = 29 (24%)	2023-24 SIS Data Total EL enrollment = 58%
PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring 2021 Kinder Readiness Assessments: 1. 49% of all PreK students met all Kinder Readiness Benchmarks 2. 25% of PreK Dual language learners met all Kinder Readiness Benchmark	New Baseline Spring 2022 (PreK Benchmarks have been realigned with kinder readiness skills) School Readiness Assessments: 1. 55% of all Preschool students met 80-100% of Kinder Readiness Benchmarks 2. 51% of dual language learners met 80-100% of Kinder Readiness Benchmarks	School Readiness Assessments: 1a. % of all Preschool & TK students meeting Kinder Readiness Benchmarks: Letter Names PS Upper 57%; TK 75% Letter Names PS Lower: 37%; TK 67% Number Identification: PS 52%; TK 83% Rote counting: PS 69%; TK 75% 1:1 Correspondence: PS 89%; TK 92% Name Writing: PS 100%; TK 88% 1b. % of Preschool & TK dual language learners meeting Kinder Readiness Benchmarks:	TBD	2023-24 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 55% of Preschool ELs will meet the Kindergarten Readiness Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Letter Names Upper: PS 39%; TK 77% Letter Names Lower: PS 39%; TK 68% Number Identification: PS 50%; TK 77% Rote counting: PS 61%; TK 53% 1:1 Correspondence: PS 88%; TK 85% Name Writing: PS 100%; TK 95%		
School Readiness direct services to families will increase by at least 100 families each year.	2020-21 First 5 Data: 195 unduplicated families were served	2021-22 First 5 Data: 227 unduplicated families were served	2022-23 First 5 Data: 256 unduplicated families were served	TBD	2023-24 495 families served by School Readiness
The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year.	Baseline Spring 2021 DRA: TK/K = 63% 1st = 51% 2nd = 51% 3rd = Did not collect All Students = 44% Did not disaggregate DRA data by student group.	Winter 2022 DRA: TK/K = 52% 1st = 49% 2nd = 47% 3rd = 59% All Students = 51% White = 50% Hispanic = 48% Low SES = 45% Students with Disabilities = 36% English Learners = 44%	Winter 2023 DRA: K= 73% 1st = 66% 2nd = 53% 3rd = 67% All Students = 65% White = 71% Hispanic = 62% Low SES = 60% Students with Disabilities = 51% English Learners = 55% Reclassified ELs = 92%	Winter 2024 DRA DATA TBD	Winter 2024 DRA: K= 93% 1st= 81% 2nd= 81% 3rd= 79% All K-3 Students= 81% White = 70% Hispanic = 68% Low SES = 65% Students with Disabilities = 56% English Learners = 64% Reclassified ELs = 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.</p>	<p>MAP- MATH Spring 2021: Total 1st-6th grade student groups meeting/exceeding the 60th percentile</p> <p>All students= 27% White = 52% Hispanic = 18% Low SES = 17% Students with Disabilities = 13% Current English Learners =10% Reclassified ELs = 24%</p> <p>All students by grade level: 1st = 33% 2nd = 30% 3rd = 27% 4th = 26% 5th = 25% 6th = 24% 7th = 24% 8th = 25%</p>	<p>MAP- MATH Winter 2022: Total 1st-6th grade student groups meeting/exceeding the 60th percentile (7-8th grade = 70th percentile):</p> <p>All Students= 31% White= 43% Hispanic= 27% Low SES= 22% Students with Disabilities= 22% Current English Learners= 9% Reclassified ELs= 42%</p> <p>All students by grade level: 1st = 25% 2nd = 40% 3rd = 42% 4th = 31% 5th = 32% 6th = 29% 7th = 23% 8th = 27%</p>	<p>MAP- MATH Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 35% White= 47% Hispanic= 28% Low SES= 28% Students with Disabilities= 24% Current English Learners= 12% Reclassified ELs= 46%</p> <p>All students by grade level: 1st = 26% 2nd = 40% 3rd = 47% 4th = 36% 5th = 27% 6th = 32% 7th = 34% 8th = 43%</p>	<p>MAP Winter 2024 TBD</p>	<p>MAP- MATH Winter 2024 Student groups 4th-8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 42% White = 67% Hispanic = 33% Low SES = 32% Students with Disabilities = 28% Current English Learners = 25% Reclassified English Learners = 39%</p> <p>Student cohort groups by grade level meeting/exceeding the 60th percentile:</p> <p>1st = 48% 2nd = 45% 3rd = 42% 4th = 41% 5th = 40% 6th = 39% 7th = 39% 8th = 40%</p>
<p>The number of 1st-8th grade students in each student group meeting/exceeding</p>	<p>MAP- READING Spring 2021: Total 1st-6th grade student groups</p>	<p>MAP- READING Winter 2022: Total 1st-6th grade student groups</p>	<p>MAP- READING Winter 2023: Total 1st-8th grade student groups</p>	<p>MAP- READING Winter 2024 TBD</p>	<p>MAP- READING Winter 2024 Student groups 4th-8th.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
the 60th percentile for Reading on spring MAP will increase at least 5% each year.	meeting/exceeding the 60th percentile: All students = 34% White = 46% Hispanic = 26% Low SES = 26% Students with Disabilities = 16% Current English Learners = 15% Reclassified ELs = 37% All students by grade level: 1st = 31% 2nd = 28% 3rd = 35% 4th = 44% 5th = 38% 6th = 36% 7th = 28% 8th = 29%	meeting/exceeding the 60th percentile (7-8th grade = 70th percentile): All Students= 37% White= 49% Hispanic= 30% Low SES= 29% Students with Disabilities= 25% Current English learners= 10% Reclassified ELs= 56% All students by grade level: 1st = 34% 2nd = 42% 3rd = 46% 4th = 34% 5th = 46% 6th = 41% 7th = 25% 8th = 31%	meeting/exceeding the 60th percentile: All Students= 40% White= 53% Hispanic= 33% Low SES= 33% Students with Disabilities= 28% Current English learners= 13% Reclassified ELs= 55% All students by grade level: 1st = 30% 2nd = 34% 3rd = 53% 4th = 37% 5th = 39% 6th = 45% 7th = 42% 8th = 41%		Total: 4th-8th grade student groups meeting/exceeding the 60th percentile: All Students = 49% White = 61% Hispanic = 41% Low SES = 41% Students with Disabilities = 31% Current English Learners = 30% Reclassified English Learners = 52% Student cohort groups by grade level meeting/exceeding the 60th percentile: 1st = 46% 2nd = 43% 3rd = 50% 4th = 59% 5th = 53% 6th = 51% 7th = 43% 8th = 44%
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Fall 2019 CA Dashboard MATHEMATICS All students: YELLOW 25.8 points below standard Increased 6.6 Points	N/A for 2021-22	Fall 2022 CA Dashboard MATHEMATICS All students: 39.9 points below standard White:	Fall 2023 CA Dashboard MATHEMATICS All students: YELLOW 32.6 points below standard	Fall 2024 CA Dashboard All students: GREEN 4.2 points above standard White: BLUE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>White: GREEN 6.4 points above standard Increased 12 points</p> <p>Hispanic: YELLOW 44.5 points below standard Increased 4.2 Points</p> <p>Socioeconomically Disadvantaged: YELLOW 46.6 points below standard Increased 6.1 Points</p> <p>Students w/ Disabilities: ORANGE 95.5 points below standard Increased 24.2</p> <p>English Learners: YELLOW 63.9 points below standard Increased 7.2 points</p> <p>**EL Comparisons** Current English Learners: 84.2 points below standard Increased 10.9 Points</p> <p>Reclassified English Learners:</p>		<p>12.6 points below standard</p> <p>Hispanic: 57.2 points below standard</p> <p>Homeless: 97.8 points below standard</p> <p>Socioeconomically Disadvantaged: 59.7 points below standard</p> <p>Students w/ Disabilities: 100.7 points below standard</p> <p>English Learners: 78.1 points below standard</p> <p>**EL Comparisons** Current English Learners: 107.6 points below standard</p> <p>Reclassified English Learners: 33.2 points below standard</p> <p>English Only: 28.4 points below standard</p>	<p>White: YELLOW 9.7 points below standard</p> <p>Hispanic: YELLOW 49 points below standard</p> <p>Homeless: YELLOW 73.9 points below standard</p> <p>Socioeconomically Disadvantaged: YELLOW 50.6 points below standard</p> <p>Students w/ Disabilities: ORANGE 95.4 points below standard</p> <p>All English Learners: YELLOW 70.5 points below standard</p> <p>**EL Comparisons** Current English Learners: 98.8 points below standard</p> <p>Reclassified English Learners: 36.3 points below standard</p>	<p>23.6 points above standard</p> <p>Hispanic: GREEN 14.5 points below standard</p> <p>Homeless: 87.8 points below standard</p> <p>Socioeconomically Disadvantaged: GREEN 16.6 points below standard</p> <p>Students w/ Disabilities: YELLOW 65.5 points below standard</p> <p>All English Learners: GREEN 33.9 points below standard</p> <p>**EL Comparisons** Current English Learners: 54.2 points below standard</p> <p>Reclassified English Learners: 9.1 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>39.1 points below standard Increased 9.8 Points</p> <p>English Only: 9.6 points below standard Increased 7.1 points</p>			English Only: 21.9 points above standard	English Only: 21 points above standard
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	<p>Fall 2019 CA Dashboard ENGLISH LANGUAGE ARTS</p> <p>All students: YELLOW 3.9 points below standard Maintained 2.8 Points</p> <p>White: GREEN 22.5 points above standard Increased 4.5 points</p> <p>Hispanic: ORANGE 20.3 points below standard Maintained 1.9 points</p> <p>Socioeconomically Disadvantaged ORANGE 24.5 points below standard Maintained 2.9 points</p> <p>Students with Disabilities: ORANGE 77.3 points below standard</p>	N/A for 2021-22	<p>Fall 2022 CA Dashboard ENGLISH LANGUAGE ARTS</p> <p>All students: 10.2 points below standard</p> <p>White: 11.8 points above standard</p> <p>Hispanic: 25.2 points below standard</p> <p>Homeless: 77.1 points below standard</p> <p>Socioeconomically Disadvantaged: 30.4 points below standard</p> <p>Students with Disabilities: 81.6 points below standard</p>	<p>Fall 2023 CA Dashboard Language Arts</p> <p>All students: ORANGE 9.8 points below standard</p> <p>Hispanic: ORANGE 24.7 points below standard</p> <p>Socioeconomically Disadvantaged: ORANGE 28.3 points below standard</p> <p>Students with Disabilities: ORANGE 76.9 points below standard</p> <p>All English Learners: ORANGE 46.1 points below standard</p>	<p>Fall 2024 CA Dashboard</p> <p>All students: GREEN 26.1 points above standard</p> <p>White: BLUE 52.5 points above standard</p> <p>Hispanic: GREEN 10 points above standard</p> <p>Homeless: 67.1 points below standard</p> <p>Socioeconomically Disadvantaged: GREEN 5.5 points above standard</p> <p>Students with Disabilities: YELLOW 47.3 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Increased 12.6 points</p> <p>All English Learners: YELLOW 41.6 points below standard Increased 5 points</p> <p>**EL Comparisons** Current English Learners: 72.7 points below standard Increased 11.5 points</p> <p>Reclassified English Learners: 3.5 points below standard Increased 8.1 points</p> <p>English Only: 10.9 points above standard Maintained 2.6 Points</p>		<p>All English Learners: 48.7 points below standard</p> <p>**EL Comparisons** Current English Learners: 82.8 points below standard</p> <p>Reclassified English Learners: 3.2 above standard</p> <p>English Only: .4 points above standard</p>	<p>Homeless: YELLOW 64.3 points below standard</p> <p>White: GREEN 10.2 points above standard</p> <p>**EL Comparisons** Current English Learners: 84.1 points below standard</p> <p>Reclassified English Learners: 0.4 points below standard</p> <p>English Only: .5 points above standard</p>	<p>All English Learners: GREEN 1.6 points below standard</p> <p>**EL Comparisons** Current English Learners: 42.7 points below standard</p> <p>Reclassified English Learners: 26.5 points above standard</p> <p>English Only: 40.9 points above standard</p>
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	<p>Fall 2019 CA Dashboard SPED PARTICIPATION RATE</p> <p>ELA Participation Rate= 94% Math Participation Rate= 94%</p>	N/A for 2021-22	<p>Fall 2022 CA Dashboard SPED PARTICIPATION RATE</p> <p>ELA Participation Rate= 94% Math Participation Rate= 94%</p>	<p>Fall 2023 CA Dashboard SPED PARTICIPATION RATE</p> <p>ELA Participation Rate= 97% Math Participation Rate= 96%</p>	<p>Fall 2024 CA Dashboard</p> <p>ELA & Math = 95% or greater</p>
English learners making Annual Progress in learning	Fall 2019 CA Dashboard ELPAC	N/A for 2021-22	Fall 2022 CA Dashboard ELPAC	Fall 2023 CA Dashboard ELPAC	Fall 2024 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English as measured by ELPAC will increase at least 7% on the CA State Dashboard each year.	English Learner Progress = 48.1% (Medium)		English Learner Progress = 51.1% (Medium)	English Learner Progress = 54.1% GREEN	English Learner Progress = 69.1% or greater
District English learner reclassification rate will increase at least 3% each year.	2019-20 CALPADS Data R-FEP rate = 7%	2020-21 CALPADS Data R-FEP rate = 3.8%	2021-22 CALPADS Data R-FEP rate= 18.3%	2022-2023 CALPADS Data R-FEP rate	2023-24 District Data District R-FEP rate = 16% or greater
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 District Data CCSS aligned curriculum= 100%	2021-22 District Data CCSS aligned curriculum= 100%	2022-23 District Data CCSS aligned curriculum= 100%	2023-24 District Data Maintained 100%	2023-24 District Data Maintained 100%
District-wide, at least 65% of the students served in summer school programs will be students from our unduplicated student groups (Low SES, EL, foster).	2021 Summer School Program Unduplicated Percentages: District = 61.5% GES- 30% VO- 91% RO- 67.6% LC- 40.4% MRE- 49% MMS- 91%	2022 Summer School Program Unduplicated Percentages: District = 243/285 85% LC 30 /40 = 75% MRE 26 /36 = 72% RO 45 /57 = 79% VO 75 /81 = 93% GES 33 /40 = 83% MMS- N/A	2023 Summer Program Unduplicated Percentages: TBD	2023 Summer Program Unduplicated Percentages: District: 395/558=71%	2023-24 Summer Program Unduplicated Percentages: District= 65% or higher GES- 50% VO- 91% RO- 67.6% LC- 50.4% MRE- 49% MMS- 91%
Misassignments of teachers will remain at 0.	2020-21 CALPADS Misassignments= 0	2021-22 CALPADS Misassignments= 2	2022-23 CALPADS Misassignments= TBD	2023-2024 CALPADS Misassignments TBD	2023-24 CALPADS Misassignments 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2020-21 District Data Access to professional development= 100%	2021-22 District Data Access to professional development= 100%	2022-23 District Data Access to professional development= 100%	2023-24 District Data Access to professional development= 100%	2023-24 District Data Maintained at 100%
Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	2020-21 District Data Representation all education partner meetings= MET	2021-22 District Data Representation all education partner meetings= MET	2022-23 District Data Representation all education partner meetings= MET	2023-24 Mid Year District Data Representation all education MET partner meetings= MET	2023-24 District Data MET
At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	2020-21 District Data education partner participation= MET	2021-22 District Data education partner participation= MET	2022-23 District Data education partner participation= MET	2023-24 District Data: TBD	2023-24 District Data MET
Parent CaISCHLS survey will be completed by a minimum of 750	2021 CaISCHLS Parent Survey Responses= 862	2022 CaISCHLS Parent Survey Responses= 402	2023 CaISCHLS Parent Survey Responses= 485	Not administered yet: TBD	2023-24 CaISCHLS Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
families with an increase of 5% each year.					Responses = 991 or greater
Parent use of SIS Parent Portal will increase 5% annually.	2020-21 SIS Data (new SIS system fall 2021)	2021-22 Parent Vue Data in Synergy Baseline= 67%	2022-23 Parent Vue Data in Synergy 64% of parents are using Parent Vue	2023-2024 December Parent Vue Data in Synergy: 64% of parents have activated an account.	2023-24 SIS Data Parent use of SIS Parent Portal= 77%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Pre-Kindergarten Program Prioritize the enrollment of English learners, low socio-economic, foster, homeless and students with disabilities in the 3-4 year old preschool and transitional kindergarten program.	Yes	Fully Implemented	2023-2024: Preschool (ages 0-5): Total enrollment = 247 Total EL enrollment = 97 (39%) Transitional kinder: Total enrollment = 118 Total EL enrollment = 29 (24%)		\$1,866,368.77	\$1,033,519.20
1.2	School Readiness Services Fairsite provides direct services to high needs families through a comprehensive School Readiness (health screenings, parent education, literacy) and a home visitation program.	Yes	Fully Implemented	Home Visiting Program: Serving 40 families. Vision Screening: 182 students Dental Screening: Hearing Screening: 142 students Playgroup Families: 57 families participating Literacy (Book Bag): 83 students El Cielo: 35 district parents enrolled.		\$319,475.13	\$83,038.68
1.3	High Quality Certificated TK-8 Staffing	No	Partially Implemented	All TK-8 regular and special education		\$15,393,272.33	\$7,025,593.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Attract and retain TK-8 certificated staffing for regular and special education classrooms.			teacher positions are filled with fully credentialed staff with the exception of the following: Special Education/Moderate Severe-Unfilled Math Teacher TK: Emergency: Specialist Teaching Permit in Early Childhood Education			
1.4	Specialized Certificated Support Provide specialized support with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth.	Yes	Fully Implemented	Each elementary school has one Resource Specialist. McCaffrey Middle School has two Resource Specialists. All interns and teachers in the Induction Program have mentors to support growth.		\$276,025.75	\$153,481.95
1.5	Administrative Staffing for Instructional Quality School administration staffing to prioritize high quality instructional programs at the site and district level.	No	Fully Implemented	Each elementary school has a part time Assistant Principal; the middle school has one full time Assistant Principal and one part time Assistant Principal; all schools have administrative staff: Secretary Is, and Secretary IIs		\$2,029,199.05	\$1,064,973.26

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Class Size Reduction Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.	Yes	Partially Implemented	We continue to focus on implementing TK-3 class size of 20:1. Tk classes are at 2:20 ratio (one teacher, one Instructional Assistant); K-3, classes range from 16-23 students		\$1,386,476.83	\$762,172.55
1.7	AVID Program at Middle School Further support the implementation of an AVID program at the middle school targeting high needs students with a focus on college pathways and explore expanding AVID into the elementary schools for 6th graders.	Yes	Fully Implemented	90 students currently enrolled in the AVID Program at the McCaffrey Middle School. Expansion at the elementary School: Site Wide Implementation of AVID is occurring at one elementary site for 4th-6th grade.		\$78,562.24	\$77,906.62
1.8	After school acceleration blocks and a summer school program Prioritize academic support after school and summer acceleration opportunities for high need students; including learners with disabilities at elementary and middle school.	No	Partially Implemented	Fall 2023 Acceleration Blocks: Trimester 1, currently serving 276 students (Preschool-8th)		\$635,952.00	\$239,072.76
1.9	Instructional Assistant (IA) Intervention & Support Provide IA support for high needs students in early reading and with additional personalized bilingual IA	Yes	Fully Implemented	All Instructional Assistants and Bilingual Instructional Assistants positions have been filled		\$892,915.52	\$348,766.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support for English learners in grades TK-3 and newcomers in grades 4th-8th.			for intervention and support.			
1.10	Mainstreaming and Inclusive Practices for Students with Disabilities Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming; increasing early intervention efforts at the prekindergarten level through a home visitation program and the expansion of a full inclusion model.	No	Partially Implemented	District continues to support inclusive practices for students with disabilities with increased instructional assistant support. While majority of the positions are filled; some vacancies still remain. Positions may be created throughout the year, per student needs.		\$2,052,596.72	\$1,240,809.84
1.11	Dual Language Immersion (DLI) Program and newcomer supports Continue to develop the PreK-8 DLI program and provide professional development to BCLAD teachers and IAs with the support of new EL Coordinator.	Yes	Fully Implemented	Professional Development to support DLI implementation has been scheduled for the school year: 10/12 (completed) 11/16 (completed) 1/30 3/21 4/23 EL Coordinator has been hired to support EL Programmatic needs district wide.		\$1,118,888.32	\$535,130.73
1.12	Academic Conferences Continue to hold academic conferences with grade level teams to analyze and review student data,	No	Fully Implemented	Academic Conferences are scheduled at least 3 three times per year for each grade level. TOSAs		\$185,828.76	\$49,990.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive supports. Academic/Data TOSA will support data analysis and planning for equitable student supports.</p>			<p>provide data analysis and interventions to identified students.</p>			
1.13	<p>Literacy Instruction and Intervention Support the acceleration of literacy with small group instruction for students identified through the MTSS process and co-teaching/modeling in classrooms using intervention TOSAs at each K-6 elementary school.</p>	No	Fully Implemented	<p>TOSAs are providing targeted small group intervention to students identified through the MTSS process</p>		\$631,320.87	\$236,723.19
1.14	<p>Professional Learning Certificated and classified staff participate in professional learning important to improving student achievement and increasing capacity building related to curriculum, instruction, assessment, acceleration and data analysis. Continued support will be provided with the implementation of support for social emotional learning. Various opportunities for collaboration will be in place to share strategies which produce the most profound impact on students who are not yet meeting district targets and meeting grade level standards.</p>	No	Partially Implemented	<p>Certificated Staff provided professional development: 10/12; 10/13 Math (Building Thinking Classrooms) Positive School Culture ELA-Benchmark Step Up to Writing Dual Language Immersion Program- Take Away Tuesday Sessions: 10/3; 1/23; 3/19</p>		\$250,000.00	\$123,161.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				March 4th-Certificated Professional Development			
1.15	Home Learning Academy Bright Future Home Learning Academy provides in-person and online learning for students, enrichment opportunities and a learning hub for academic support.	No	Fully Implemented	Current enrollment is at 23 students 2nd-8th grade. The Bright Future Home Learning Academy is supported by 1.0FTE Teacher and 1.0FTE Instructional Assistant		\$146,609.13	\$75,949.67
1.16	Core Curriculum Sufficiency Continue to ensure that all students have access to materials aligned to California content standards and that all general education and special education teachers have the needed instructional resources. Implement a math pilot to prepare for the 2024 math adoption.	No	Fully Implemented	The Galt Joint Union Elementary School District has provided each student with sufficient standards-aligned textbooks or instructional materials consistent with the curriculum frameworks' cycles and content. We have a group of teachers on a math pilot committee . They are learning about the new math framework and reviewing standards. This group of teachers will be choosing pilot material and supporting a new math adoption.		\$270,000.00	\$117,543.00
1.17	Supplemental Curriculum and Online Resources for High Needs Learners Increase equity and access to resources for English learners, low income, homeless and foster youth. Continue to support individual	Yes		The following curriculum and online resources are available: Lexia, IXL, AR, Newsela, Zearn, Happy Numbers.		\$615,108.00	\$284,735.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning pathways through online learning courseware.						
1.18	Access to Technology Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure availability of wifi for students with little or no internet access at home.	No	Fully Implemented	1:1 Chromebooks are available for all students 67 Hotspots have been provided to families in need of internet.		\$482,072.39	\$447,156.36
1.19	Parent Engagement and Leadership Development Increase parent engagement and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness.	Yes	Fully Implemented	Parents have multiple opportunities to participate in their child's education at all sites: Opportunities include: English Language Advisory Committee School Site Council Parent Advisory Committees Parent-Teacher Organizations Back To School Night Parent-Teacher Conferences Parent Education Classes: Nutrition		\$355,875.77	\$176,299.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>Nurturing Parenting El Cielo</p> <p>Bilingual Office Assistants are assigned to all school offices to support Spanish speaking families.</p> <p>BCOA coordinates translation and interpreting needs across the district and supports parent participation in the District English Language Advisory Committee.</p>			
1.20	<p>Additional Transportation Services Provide transportation support services to increase student access for additional middle school route, after school programs and summer learning opportunities.</p>	Yes	Fully Implemented	<p>We have expanded our transportation services to accommodate the growing number of students, introducing additional routes. Moreover, we've incorporated extra stops to pick up students involved in extracurricular activities and extended transportation services throughout the summer. This strategic expansion not only facilitates increased student participation but also fosters greater engagement, ultimately enabling us to offer additional educational events with more routes, stops, and trips. Transportation services</p>		\$84,747.42	\$77,718.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				to accommodate the growing number of students, introducing additional routes. Moreover, we've incorporated extra stops to pick up students involved in extracurricular activities and extended transportation services throughout the summer. This strategic expansion not only facilitates increased student participation but also fosters greater engagement, ultimately enabling us to offer additional educational events with more routes, stops, and trips.			

Goal 2

Goal Description

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Overall daily District attendance will be maintained at 96% or greater.	2019-20 Average Daily Attendance (ADA)= 95.2%	2020-21 Average Daily Attendance (ADA)= No Data 2021-22 Average Daily Attendance (ADA)= 87.3% as of May 2022	2022-23 Average Daily Attendance (ADA)= 93% as of May 2023	2023-2024 Average Daily Attendance (ADA): as of December 2023 93.1%	2024 Average Daily Attendance (ADA) District ADA= 96% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	<p>2019 CA Dashboard: % Chronically Absent</p> <p>All students: 11.6% Student Groups: English Learners: 11.5% Students w/ Disabilities: 17.7% Socioeconomically Disadvantaged: 14.2% Hispanic: 12.4% White: 10.3%</p>	<p>CA Dashboard- No data for 2020 or 2021 % Chronically Absent</p> <p>2021-22 Local Data in Synergy District- 28% GES- 34% VO- 30% RO- 23% LC- 29% MRE- 21% MMS- 29%</p>	<p>2022 CA Dashboard % Chronically Absent</p> <p>All Students: 46.2% - Very High Student Groups: English Learners: 46.1% Students with Disabilities: 53.8% Socioeconomically Disadvantaged: 50.5% Homeless: 61.3% Hispanic: 48.6% White: 44.8%</p>	<p>2023 CA Dashboard % Chronically Absent</p> <p>All Students: 28.7% YELLOW</p> <p>Student Groups: English Learners: 28.2% YELLOW</p> <p>Students with Disabilities: 36.5% YELLOW</p> <p>Socioeconomically Disadvantaged: 32.3% YELLOW</p> <p>Hispanic: 31.2% YELLOW</p> <p>White: 26% YELLOW</p> <p>Homeless: 36.4% ORANGE</p>	<p>2024 CA Dashboard: % Chronically Absent</p> <p>All students: 8.6% English Learners: 8.5% Students w/ Disabilities: 14.7% Socioeconomically Disadvantaged: 11.2% Homeless: 11.2% Hispanic: 9.4% White: 7.3%</p>
The suspension rate will decrease by 0.1% or greater for every student subgroup.	<p>2019 CA Dashboard: Percent Suspended at Least 1 Day</p> <p>All students: 3% English Learners: 1.8% Students w/ Disabilities: 4.7%</p>	<p>CA Dashboard- No data for 2020 & 2021 Percent Suspended at Least 1 Day</p> <p>2021-22 District Data: District- 2% GES- .4% VO- 2% RO- .5%</p>	<p>2022 CA Dashboard Percent Suspended at Least 1 Day</p> <p>All Students: 1.7% English Learners: 1.4% Students with Disabilities: 3%</p>	<p>2023 CA Dashboard Percent Suspended at Least 1 Day</p> <p>All Students: 3.5% ORANGE</p> <p>Student Groups:</p>	<p>2024 CA Dashboard: Percent Suspended at Least 1 Day</p> <p>All students: 1.5% English Learners: 5% Students w/ Disabilities: 1.7% Socioeconomically Disadvantaged: 1.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Socioeconomically Disadvantaged: 3.7% Hispanic: 3.4% White: 2.4%	LC- .4% MRE- 1% MMS- 5%	Socioeconomically Disadvantaged: 1.8% Homeless: 0% Hispanic: 1.9% White: 1.6%	English Learners: 3.8% RED Hispanic: 4%: RED Homeless: 8.1% RED Socioeconomically Disadvantaged: 4.7% RED Students with Disabilities: 4.1% ORANGE White: 3.4% ORANGE	Homeless: 1.5% Hispanic: 1.5% White: 2%
The expulsion rate will decrease by 0.1% or greater for every subgroup.	2020-21 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0	2021-2022 CDE DataQuest All Students: 5; rate: 0.1% White: 0; rate: 0% Hispanic: 5; rate: 0.2% Low SES: 3; rate: 0.1% Homeless: 0; rate: 0% Students with Disabilities: 1; rate: 0.2% English Learners: 1; rate: 0.1%	2022-23 District Data: All Students: 5 White: 0 Hispanic: 5 Low SES: 5 Homeless: 0 Students with Disabilities: 0 English Learners: 1	2023-2024 District Data TBD	2023-24 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The middle school dropout rate will be maintained at 0% for all student subgroups.	2020-21 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2021-22 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2022-23 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2024 CaISCHLS Data: TBD	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CaISCHLS survey will increase at least 5% in areas that are below 50%.	2021 CaISCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" This school... Encourages me to be an active partner. Elementary: 37% Middle: 22% Makes me feel welcome to participate. Elementary: 35% Middle: 19% Supports student learning environment: Elementary: 34% Middle: 21% Is a safe place for my child. Elementary: 46%	2022 CaISCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 327 Middle School parent responses: 75 This school... Encourages me to be an active partner. Elementary: 33% Middle: 27% Makes me feel welcome to participate. Elementary: 31% Middle: 16% Supports student learning environment:	2023 CaISCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 389 Middle School parent responses: 96 This school... Encourages me to be an active partner. Elementary: 43% Middle: 10% Makes me feel welcome to participate. Elementary: 46% Middle: 5%	2024 CaISCHLS Data: TBD	2024 CaISCHLS Parent Survey Data: Percentage of parents responding Strongly Agree on all responses on the annual CaISCHLS Survey is at 50% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Middle: 30%</p> <p>Has adults who really care about students. Elementary: 41% Middle: 24%</p> <p>Communicates with parents about school. Elementary: 46% Middle: 22%</p> <p>Treats all students with respect. Elementary: 45% Middle: 34%</p> <p>Has clean and well-maintained facilities. Elementary: 44% Middle: 28%</p>	<p>Elementary: 31% Middle: 23%</p> <p>Is a safe place for my child. Elementary: 40% Middle: 23%</p> <p>Has adults who really care about students. Elementary: 40% Middle: 21%</p> <p>Communicates with parents about school. Elementary: 48% Middle: 27%</p> <p>Treats all students with respect. Elementary: 40% Middle: 28%</p> <p>Has clean and well-maintained facilities. Elementary: 35% Middle: 24%</p>	<p>Elementary: 43% Middle: 13%</p> <p>Is a safe place for my child. Elementary: 45% Middle: 6%</p> <p>Has adults who really care about students. Elementary: 49% Middle: 11%</p> <p>Communicates with parents about school. Elementary: 53% Middle: 22%</p> <p>Treats all students with respect. Elementary: 50% Middle: 19%</p> <p>Has clean and well-maintained facilities. Elementary: 46% Middle: 14%</p>		
<p>Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5%</p>	<p>2021 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 26%, Grade 6 = 24%, Grade 7 = 77%, Grade 8 = 74%</p>	<p>2022 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69%</p>	<p>2023 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 59%, Grade 6 = 69%, Grade 7 = 63%, Grade 8 = 70%</p>	<p>2024 CalSCHLS Data: TBD</p>	<p>2024 CalSCHLS Data: Percentage of students in grades 5-8 responding "Yes, most or all of the time" for all responses on the annual CalSCHLS survey will have increased by 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>each year in areas that are below 80%.</p>	<p>Percentage responding "YES, MOST OR ALL OF THE TIME"</p> <p>Students feel connected to school: Grade 5 = 74%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60%</p> <p>Students are academically motivated: Grade 5 = 77%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60%</p> <p>Students have a caring adult in school: Grade 5 = 78%, Grade 6 = 77%, Grade 7 = 67%, Grade 8 = 59%</p> <p>Students have social and emotional learning supports: Grade 5 = 79%, Grade 6 = 83%, Grade 7 = 64%, Grade 8 = 58%</p> <p>My school has an anti-bullying climate: Grade 5 = 78%, Grade 6 = 75%,</p>	<p>Percentage responding "YES, MOST OR ALL OF THE TIME"</p> <p>Students feel connected to school: Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55%</p> <p>Students are academically motivated: Grade 5 = 81%, Grade 6 = 76%, Grade 7 = 67%, Grade 8 = 63%</p> <p>Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54%</p> <p>Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%, Grade 7 = 67%, Grade 8 = 64%</p> <p>My school has an anti-bullying climate: Grade 5 = 75%,</p>	<p>Percentage responding "YES, MOST OR ALL OF THE TIME"</p> <p>Students feel connected to school: Grade 5 = 73%, Grade 6 = 67%, Grade 7 = 51%, Grade 8 = 52%</p> <p>Students are academically motivated: Grade 5 = 86%, Grade 6 = 80%, Grade 7 = 61%, Grade 8 = 62%</p> <p>Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 53%, Grade 8 = 59%</p> <p>Students have social and emotional learning supports: Grade 5 = 73%, Grade 6 = 73%, Grade 7 = 49%, Grade 8 = 49%</p> <p>My school has an anti-bullying climate: Grade 5 = 74%,</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Grade 7 = 48%, Grade 8 = 37%</p> <p>I feel safe at school: Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 69%, Grade 8 = 64%</p> <p>Cyberbullying is a problem: Grade 5 = 10%, Grade 6 = 14%, Grade 7 = 19%, Grade 8 = 23%</p>	<p>Grade 6 = 70%, Grade 7 = 43%, Grade 8 = 38%</p> <p>I feel safe at school: Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61%</p> <p>Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36%</p>	<p>Grade 6 = 73%, Grade 7 = 34%, Grade 8 = 36%</p> <p>I feel safe at school: Grade 5 = 81%, Grade 6 = 68%, Grade 7 = 44%, Grade 8 = 66%</p> <p>Cyberbullying is a problem: Grade 5 = 16%, Grade 6 = 24%, Grade 7 = 32%, Grade 8 = 30%</p>		
<p>Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.</p>	<p>2021 CalSCHLS Data: 59% of staff participated in the survey.</p> <p>Percentage of staff responding "Strongly Agree"</p> <p>Caring adult relationships: Elementary = 57%, Middle = 45%</p> <p>Promotion of parental involvement: Elementary = 45%, Middle = 27%</p>	<p>2022 CalSCHLS Data: 27% of staff participated in the survey.</p> <p>Percentage of staff responding "Strongly Agree"</p> <p>Caring adult relationships: Elementary = 52%, Middle = 32%</p> <p>Promotion of parental involvement: Elementary = 42%, Middle = 20%</p>	<p>2023 CalSCHLS Data: 51% of staff participated in the survey.</p> <p>Percentage of staff responding "Strongly Agree"</p> <p>Caring adult relationships: Elementary = 51%, Middle = 34%</p> <p>Promotion of parental involvement: Elementary = 44%, Middle = 27%</p>	<p>2024 CalSCHLS Data: TBD</p>	<p>2024 CalSCHLS Data: At least 75% of staff will participate in the survey. Staff responding "Strongly Agree" for all responses on the annual CalSCHLS survey will increase by 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Positive student learning environment: Elementary = 55%, Middle = 40%</p> <p>Support for social emotional learning: Elementary = 47%, Middle = 20%</p> <p>Anti Bullying climate: Elementary = 42%, Middle = 30%</p> <p>Positive staff working environment: Elementary = 42%, Middle = 35%</p> <p>Is school safe for students: Elementary = 51%, Middle = 45%</p> <p>Respect for diversity: Elementary = 45%, Middle = 31%</p>	<p>Positive student learning environment: Elementary = 51%, Middle = 41%</p> <p>Support for social emotional learning: Elementary = 43%, Middle = 22%</p> <p>Anti Bullying climate: Elementary = 36%, Middle = 19%</p> <p>Positive staff working environment: Elementary = 38%, Middle = 29%</p> <p>Is school safe for students: Elementary = 53%, Middle = 22%</p> <p>Respect for diversity: Elementary = 40%, Middle = 22%</p>	<p>Positive student learning environment: Elementary = 52%, Middle = 30%</p> <p>Support for social emotional learning: Elementary = 45%, Middle = 27%</p> <p>Anti Bullying climate: Elementary = 44%, Middle = 24%</p> <p>Positive staff working environment: Elementary = 42%, Middle = 20%</p> <p>Is school safe for students: Elementary = 49%, Middle = 22%</p> <p>Respect for diversity: Elementary = 43%, Middle = 28%</p>		
<p>Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites</p>	<p>2020-21 FIT Reports</p> <p>Greer- FAIR Valley Oaks- FAIR River Oaks- FAIR Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR</p>	<p>2021-22 FIT Reports</p> <p>Greer- GOOD Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR</p>	<p>2022-23 FIT Reports</p> <p>Greer- FAIR Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- FAIR Marengo Ranch- FAIR McCaffrey- FAIR Fairsite- FAIR</p>		<p>2023-24 FIT Reports</p> <p>All district Facilities will be maintained at "GOOD"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Fairsite- FAIR			
Williams Facilities Complaints will be maintained at ZERO (0).	2020-21 State Data Complaints= 0	2021-22 State Data Complaints= 0	2022-23 State Data Complaints= 0		2020-21 State Data Maintained at zero (0) complaints

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Support for High Needs Students, Individual Growth and Safe Schools</p> <p>Sustain additional site-based administration to identify and provide support for unduplicated students for individual growth through ongoing monitoring of individual growth targets, assessments and service coordination as they transition from elementary, middle school and high school.</p>	Yes	Fully Implemented	Each elementary site has one assistant principal; the middle school has one full time assistant principal and one part time assistant principal to provide support		\$665,977.87	\$332,470.40
2.2	<p>Student Services: Counseling, Mental Health, Social Emotional and Safety Supports</p> <p>Sustain a Social Worker or School Counselor in every school to provide mental health services, social emotional, behavior and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth. Student safety and well-being will be supported by School Resource Officers (SRO) with a focus on</p>	Yes	Fully Implemented	<p>Each elementary campus has one counselor or social worker; McCaffrey Middle has two counselors.</p> <p>Thrive Program (Alternative class) at McCaffrey Middle School supports students requiring a self contained classroom. Social Emotional Support is</p>		\$902,655.97	\$469,223.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	prevention. A wellness center and an alternative education classroom at the middle school will support students who have individual SEL needs.			being provided through the Wellness Center at the middle school. School Resource Officer is available across the district.			
2.3	Expanded Learning and Enrichment Expanded Learning and Enrichment Programs will support learners at all school sites and offer a variety of expanded learning and culturally relevant enrichment opportunities (sports, music, art, STEAM, environmental education, etc.) during and after the school day.	No	Fully Implemented	Enrichment programs are available at all sites before and after school: Intramural Sports Makerspace STEAM Activities Art Cal-Waste The bells choir Character Counts Student Leadership Runnin' For Rhett Robotics Readers Challenge Exploratory Classes-art, music, gardening. Cosumnes River Preserve; NGSS ELOP: GEL available on all 7 campuses. Site Coordinators support programs on their campus-district Expanded Learning Coordinator supports program across the district. GEL enrichment includes: Garden		\$2,608,266.16	\$1,884,429.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Cultural holidays; 3D Printer; arts/crafts; sports.			
2.4	<p>Multi-Tiered Systems of Support (MTSS) and Positive Behavior Support</p> <p>Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional learning supports for all students. MTSS team meetings, professional development, Behavior Analysts, Registered Behavior Technicians (RBTs) and school community collaboration are key elements.</p>	No	Fully Implemented	<p>Each site has a MTSS model to support student social/emotional, behavioral and academic needs.</p> <p>Sites are implementing positive behavioral supports and are being supporting by Registered Behavior Technicians for students that are requiring more intensive behavioral intervention.</p>		\$2,464,371.04	\$1,072,599.60
2.5	<p>Facility Maintenance</p> <p>Ensure all facilities are safe, well-maintained and clean.</p>	No	Fully Implemented	<p>All sites made growth towards "GOOD" status.</p> <p>Fairsite-FAIR 86.94%</p> <p>Lake Canyon-GOOD 92.10%</p> <p>Marengo Ranch-GOOD 91.84%</p> <p>River Oaks-GOOD 91.41%</p> <p>Valley Oaks-GOOD 93.63%</p> <p>Vernon E Greer- GOOD 92.45%</p>		\$1,466,074.00	\$936,377.11

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				McCaffrey Middle School- FAIR 88.82%			
2.6	Social Emotional Learning (SEL) All schools will implement the Second Step SEL curriculum with students in PreK-8 and participate in identifying/building on students' talents and strengths.	No	Fully Implemented	Second Step is being implemented in PreK-8th classrooms. All 4th grade students complete the GALLUP Strengths Assessments.		\$55,000.00	\$16,006.04



LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

1. **Math Curriculum Pilot and Adoption Update**

Claudia Del Toro-Anguiano, Curriculum Director

In partnership with the Sacramento County Office of Education (SCOE), the District has begun the process of adopting new mathematics materials. Mr. David Chun, SCOE's Director of K-12 Mathematics, is providing support and guidance during the adoption process.

2. **Gifted And Talented Education (GATE) Program Update**

Claudia Del Toro-Anguiano, Curriculum Director and Laura Papineau, Assistant Principal

The District continues to expand the GATE program strategically. Various activities and support are taking place at all schools.

Board Meeting

January 2024.

Report:

Math Pilot Update

In partnership with the Sacramento County Office of Education, our district has begun the process of adopting new mathematics materials. A group of 16 educators - *representing all schools*- make up our Math Adoption Committee. This is a 2-year commitment which includes professional learning, materials review, the piloting of math programs and concludes with a recommendation of one math program to the Board. Mr. David Chun, SCOE's Director of K-12 Mathematics, has been providing support and will continue to provide guidance during the adoption process.

The committee has met these past months to review the math framework, math standards and math progressions. This month, the committee will start the process of looking at various math programs / materials available to us. The goal will be to narrow the focus to the top 4 programs in the coming months. After the initial materials review, the focus will move to the top 2 math programs to pilot in the fall, 2024.

Below is the tentative timeline for the rest of the work:

2023-2024

October 2023	professional learning: math framework
November 2023	professional learning: math standards
December 2023	professional learning: math progressions
January 2024	professional learning: math framework, program exploration & partner input
February 2024	programs review
March 2024	identification of 4 most complete programs
April 2024	identification of 2 programs to pilot

2024-2025

Sept-Dec 2024	pilot 2 math programs & partner input
January 2025	recommendation to board
February 2025	purchase materials
March 2025	initial PD
Summer 2025	tentative additional PD

2025-2026

August 2025	implementation of new materials
Sept - April 2026	support and guidance

We look forward to our continued partnership with SCOE and to bringing the Board a mathematics materials recommendation in the near future.

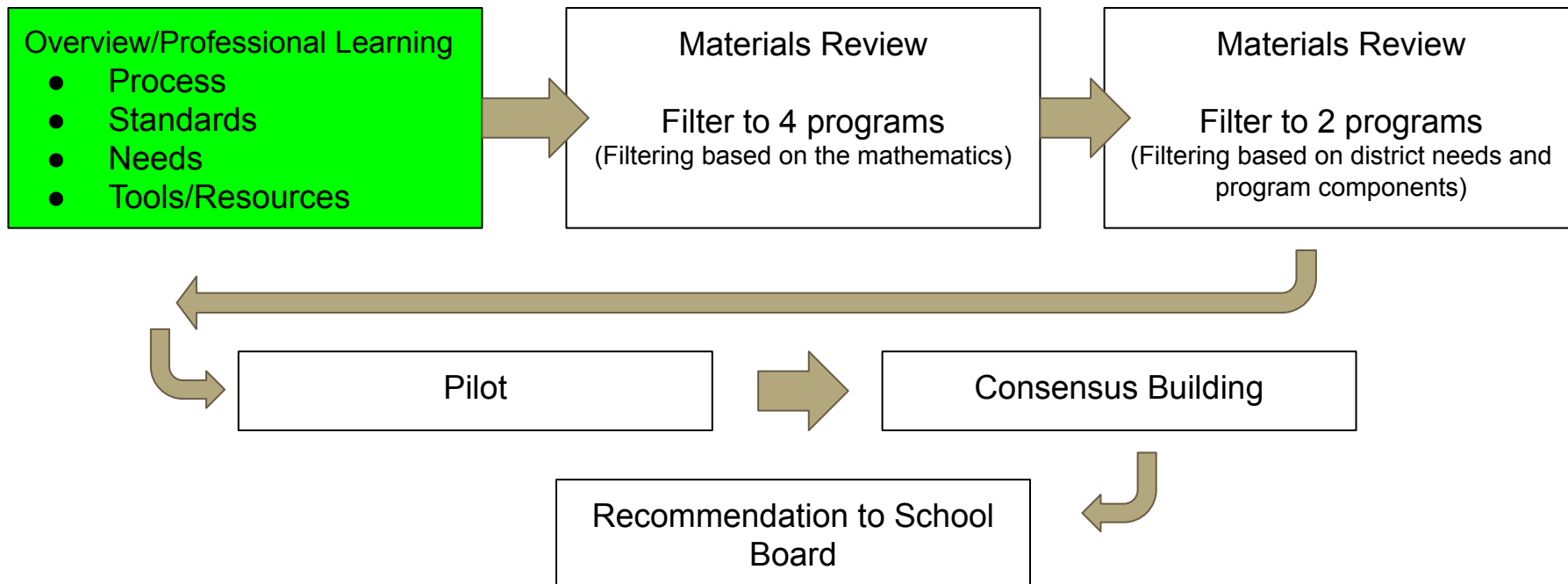
Galt Elementary School Board Math Adoption Update

— January 17, 2024 —

Agenda

- Review the Math Adoption Process
- [Math Adoption Committee](#): Current work
- Next Steps
- Call to Action

Adoption Process



Math Adoption Committee: Current Work

Professional Learning

- Focus on the Math Standards
 - Content standards
 - Practice standards
- Resources
 - [2013 Mathematics Framework](#)
 - [Math Progression Documents](#)
 - [2023 Mathematics Framework](#)

Next Steps

- Generate a list of programs for review (January 2024)
- Review materials (February - April 2024)
- Pilot (Fall 2024)
- Recommendation (Spring 2025)

Call to Action

Do you have any math programs to recommend for review?

Report:

Gifted And Talented Education (GATE) Program Update

We continue to strategically expand our GATE program. It is the goal of the district to design a GATE program that meets the unique needs of students who demonstrate exceptional abilities and talents. Various activities and support are taking place at all schools. Below is our GATE update:

Already in place:

- Students meet with TOSAs on a weekly basis
- Student Interest Survey has been administered at all sites
- Sites have various areas of focus including 1) Art and Poetry Projects, 2) Autobiography and Goal Setting, 3) Personal Learning Styles and 4) STEM Projects

In Progress:

- SMUD visit with focus on *Solar Radiation*- in February/early March
- Stronger focus on STEM during the second trimester
- Still in development- focus of the third trimester with a tentative field learning experience at the Cosumnes River Preserve and/or a museum
- This month's Take-Away-Tuesday includes a session on supporting GATE students in the classroom
- General testing scheduled in late February with all third grade students

GOALS

2023-2024

- Continue to develop the GATE program through voice-and-choice
- Include newly identified students in events during the 3rd trimester
- Increase family awareness by ensuring communication related to services
- Explore the possibility of community/city mentorships

2024-2025

- Further expand the number of students being supported
- Start support services at the beginning of the school year
- Ensure teacher leader collaboration of best practices and district-wide events
- Continue to support teachers with items related to differentiation, acceleration, flexible grouping, increasing an understanding of gifted education and best practices
- Develop multiple criteria for identification beyond current testing
- Work on local partnerships with businesses and colleges

GATE leaders will continue to work together to create challenging and exciting opportunities for GATE students to grow academically, socially and emotionally.



GATE Program Update

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION PRESENTATION
JANUARY 17, 2024

GATE Program Update

We continue to expand our GATE program strategically. The district's goal is to design a GATE program that meets the unique needs of students who demonstrate exceptional abilities and talents. Various activities and support are taking place at all schools.

Already in place

- All TOSAs are currently meeting with students weekly (30 to 40 minutes)
- All sites have completed student Interest Surveys
- Based on survey results:
 - One site focused on an art project and poetry
 - One site focused on an autobiography and goal-setting
 - One site had a focus on learning about their personal learning styles
 - Two sites completed a STEM project

Testing updates

- NNAT 3 testing for current 3rd graders

Potential dates:

- February 20 - 23 or February 26 - March 1
- TOSAs and Laura Papineau will coordinate with third-grade teachers at each site to schedule and support the testing sessions

In Progress...

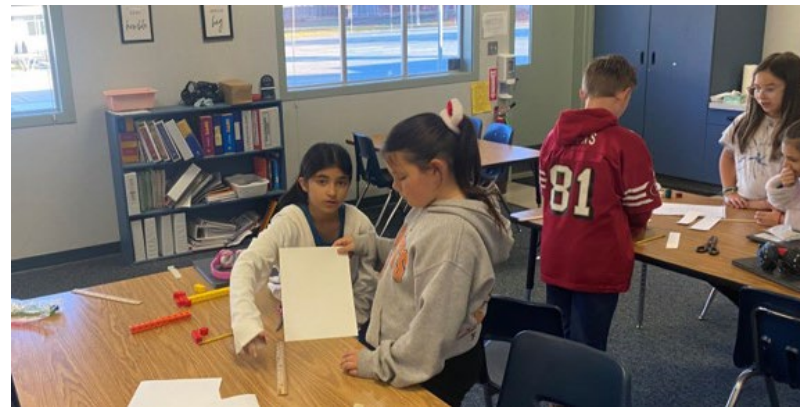
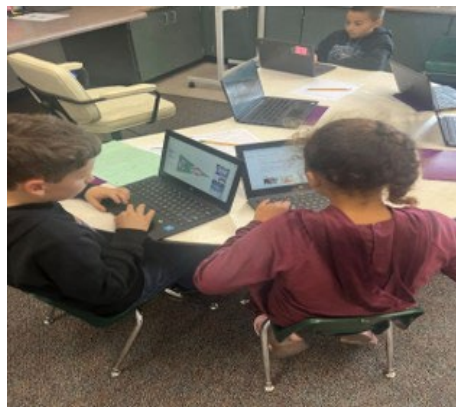
- SMUD visit with focus on *Solar Radiation* presentation in February or early March. Bus service will be provided to Lake Canyon Elementary
- During the second trimester, each site will be doing STEM activities/projects
- Third trimester activities are in development with a field learning experience and a possible field trip to CRP or a museum
- January Take-Away-Tuesday includes a session on supporting GATE students in the classroom, presented by Heather Trovinger, TOSA

GOALS 2023-2024

- Continue developing the program through the use of the TOSAs, enriching GATE student engagement and providing SEL support. This includes the students having a key role in determining the activities and projects they participate in – Voice and Choice
- Invite current 3rd grade students who qualify for GATE to join current groups in the 3rd trimester
- Notify parents of 3rd grade students who qualify via USPS, including the report and a brief description of what GATE services may look like for their students

GOALS 2024-2025

- Further expand the number of students being supported by TOSAs by having 4th-6th grade GATE students regularly participate in GATE activities
- Offer support/enrichment at the start of the school year
- Laura Papineau will coordinate with TOSAs through (at least) 1 time per trimester meetings to share ideas and best practices
- TOSAs continue to collaborate with each other by collaborating on units/activities/support of each other
- Continue to support teachers with items related to differentiation, acceleration, flexible grouping, increasing an understanding of gifted education best practices
- Develop multiple criteria for identification beyond current testing
- Work on local partnerships with businesses and colleges



GATE leaders will continue to work together to create challenging and exciting opportunities for GATE students to grow academically, socially and emotionally.

GATE leaders will continue to work together to create challenging and exciting opportunities for GATE students to grow academically, socially and emotionally.



LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

1. Food and Nutrition Services

Nicholas Svoboda, Food Services Supervisor

2. Galt Horse-Assisted Learning and Enrichment Program (GALEP)

Lois Yount, Superintendent

The GALEP program came to a halt during the pandemic. Due to some new and veteran volunteers, partnerships, and funding, GJUESD is planning to restart this program by summer 2024.

Steps GJUESD has taken to restart the program:

- Renewed insurance and PATH membership
- Secured a certified trainer
- In the process of securing volunteers and horses
- Updating equipment
- Completing repairs needed at the arena
- Planning for spring training for volunteers
- Ready for student riders by summer

Attachment: Informational Flyer

3. Marengo Ranch Elementary Running Track

Lois Yount, Superintendent

Due to a long-standing partnership between GJUESD and S+B James Construction, they will be installing a running track in the field at Marengo Ranch at no cost to the District. S+B James is donating time, services and equipment to complete this project for the students and community of Galt. The estimated cost for this project is \$250,000.



*Join us and fuel up
for the school day!*

FOOD & NUTRITION SERVICES 2023-2024

Galt Joint Union Elementary
School District
by: Nick Svoboda, Supervisor

MEAL PROGRAMS

- NSBP-National School Breakfast Program
- NSLP-National School Lunch Program
- CACFP-Child and Adult Care Food Provision
- SSO-Seamless Summer Option
- Universal Meals Provision for California
- CEP-Community Eligibility Provision=Six Sites
- PII-Provision II=Marengo Ranch

August–December

NSBP-23-24=59,708/22-23=51,198

NSLP-23-24=202,278/22-23=199,812

CACFP-23-24=41,628/22-23=34,947

SSO BK-23=4,770/22=11,519

SSO L-22=18,001/22=25,435

Reimbursement rates per meal for 23-24:

Breakfast-\$3.6986

Lunch-\$5.2386

CACFP-\$4.545

INNOVATIONS AT OUR SITES FOR 23-24

- Increased staffing at four sites:
 - Vernon Greer-Fairsite, River Oaks, Marengo Ranch, & Lake Canyon-increased scratch items, salad bars, less use of one time use trays, decreased menu changes due to staff shortages.
 - All sites are increasing scratch items and salad bar days or fresh prepared salads.
 - Menu options more specific to each sites' likes and dislikes.
 - Elementary sites have four entrée choices for each day of the week. The site Lead is able to offer the items more often that the students prefer.
 - Offering a cheese stick with all breakfast muffins.

PROMOTED SPECIAL OCCASION MEALS

National School Lunch Week Leveled Up Meal and Heritage Recipe “Wacky Cake”



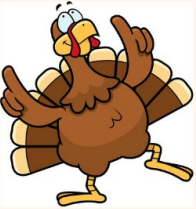

SWEET BABY RAY'S BBQ GRILLED BACON CHICKEN CHEESE BAGEL & WHOLE GRAIN RICH MEAL COMPLIANT THANKSGIVING COOKIE



#Thank you Lunch Lady!

It's Cookie Time

Nov Friday 17th



Happy Thanksgiving! From your Lunch Lady @ GJUESD Schools!

OLD STANDARDS AND NEW FAVORITES

Ogre Meal



Vote for your National Sandwich Day Sandwich



NATIONAL SANDWICH DAY FRIDAY NOV 3RD.

YOUR VOTE.
YOUR VOICE.

YOU VOTED & CHOSE:
CHICKEN SANDWICH

INTERESTING DEVELOPMENTS

The Great Half Pint Milk Carton Shortage of 2023-2024.

- We applied for waivers with CDE to allow us to serve only one variety of milk.
- Each site carries shelf stable milk to cover shortages.
- Sites were impacted less than ten times.



Water Bottle Washing Wednesday

- Posted as a public service announcement from the Food & Nutrition Department.
- Each kitchen intermittently posts on Wednesday and posted in the District office.
- We remind our own families to wash their bottles, so we thought it wouldn't hurt to remind our students and staff to wash theirs.
- Staff have received quite a few comments on how "gross & slimy" bottles have been!



Water Bottle Washing Wednesday

When was the last time you washed your refillable water bottle with hot soapy water?

- ❖ Water bottles should be washed daily. However, we know that doesn't really happen! We all give it a quick rinse. So, at the least, wash it on Wednesday!
- ❖ "But I have stickers", you say! Hand wash the bottle with hot soapy water. And put the lid on the top rack of the dishwasher. Remember to use a straw brush and clean the straw too.
- ❖ Did you know your rinsed water bottle can carry MORE unhealthy germs than your dog's water dish?

PANTRY PARTNER

- Sacramento Food Bank provides 200 boxes monthly to the GJUESD. They are packed with a variety of shelf stable items.
- We hand them out after school.
- No sign up required.
- First Come First Served.
- Only info collected is number of households picking up and total family members.
- Rotate distribution at Vernon Greer, Valley Oaks, & River Oaks.



PANTRY PARTNER

18 OCT

Valley Oaks Elementary

12:15 PM

SHELF STABLE GROCERY ITEMS

WHILE SUPPLIES LAST

Assorted shelf stable pantry items are distributed in partnership with the Sacramento Food Bank- no sign up necessary.

The poster features illustrations of a 'SOULFUL Chicken Soup' can, a bowl of soup, and a 'Tastiest TUNA' can. The background is a dark teal color with yellow and brown accents.

Boxes Feb-April



NEW FORD TRANSIT VAN

- The van is used three times a day to transport meals from Vernon Greer to Fairsite.
- It is used to pick up and drop off our towels and aprons at each site.
- It is reliable and full of safety features such as internal shelving, stand up clearance, and running boards for ease of access in and out.



TRAININGS

California School Nutrition
Association
Conference: Palm Springs-7 Staff



Upcoming Tentative Trainings:

- National School Nutrition Association- July 2024 in Boston
- Chef Anne Project
- Culinary Institute of America-training partnership with the Galt High District

WHAT'S NEW & LOOKING FORWARD

- LINQ Nutrition will be replacing MealsPlus
- MealsPlus is no longer a supported program
- LINQ speaks with Synergy to update student meal programs as processed
- Digital online Menu items with nutritionals
- LINQ real time account updates
- The anticipated full implementation is April

- Summer Meals
- Staff at each site serving breakfast, lunch, and supper meals.



VISION FOR THE PROGRAM

All Elementary Sites

- To have scheduled regular taste tests and menu input by students at each site.
- To expand scratch and fresh options fruit and vegetable access.
- To increase the knowledge of FNS team members and provide frontline trainings to promote and implement nutritious and tasty meals.
- To increase our Nutrition Education program.

McCaffrey Middle School

- To *REINVISION* & *ENLIVEN* the program from bottom to top.
- By providing trainings to give team members the foundation to stand on with on going mentorships for the implementation phase.
- To create a partnership and pride in the program for both staff and students.



ANY QUESTIONS?

ABOUT US

GALEP is a therapeutic riding program offered in the Galt Joint Union Elementary School District. Since March of 2009, GALEP has been serving the children of Galt with activities designed to encourage children to expand their abilities and discover the power of achievement through a wonderful creature, the horse.



GALEP

SUCCESS CAN BE MEASURED IN MANY WAYS, BUT THE MOST IMPORTANT MEASURE OF SUCCESS FOR GALEP IS THE WAY IN WHICH WE ARE TOUCHING THE LIVES OF THE CHILDREN OF GALT. WON'T YOU BE A PART OF THIS NEW PROGRAM THAT IS DESIGNED TO ENRICH THE LIVES OF OTHERS BY MAKING A DONATION OR BECOMING A VOLUNTEER?



Galt Joint Union
Elementary School
District

www.galt.k12.ca.us

Galt Horse Assisted
Learning and
Enrichment Program

2024





GALEP is a collaboration between the Galt Joint Union Elementary School District and dedicated volunteers.

Considerable funding was needed for GALEP's initial start-up and progress has been slow but steady. Thanks to grants, volunteers and donations, GALEP has made great strides. Volunteers and donations are essential to the ongoing growth and success of the GALEP program. GALEP is proud to have instructors who are certified by PATH, Professional Association of Therapeutic Horsemanship International. GALEP program horses are furnished by volunteers and are evaluated for their suitability prior to being allowed in the program. In all horse related activities, safety is a major focus. Students are required to wear helmets and volunteers participate in training to be prepared to assist with mounting and side-walking.

GALEP offers both therapeutic riding instruction and horsemastership activities. Therapeutic riding uses the movement of the horse as a treatment tool to benefit muscle health, flexibility and strength. The rhythm of a horse's movement stimulates the muscles as well as the brain. GALEP equine assisted learning activities include after school and/or summer riding with learning and enrichment opportunities.

GALEP has been on hold since 2020. GJUESD is ready to restart the program due to new funding sources and volunteers. Planning is underway with the goal of student participation by summer 2024.

VOLUNTEERS ARE NEEDED TO:

- Assist students as they
- prepare for lessons or as a sidewalker
- Volunteer your horses or help with volunteer horses during lessons
- Groom and tack horses
- Facility maintenance
- Administrative assistance
- Fund raise and community outreach


**No Horsemanship knowledge required...
All you need is a desire to help.**



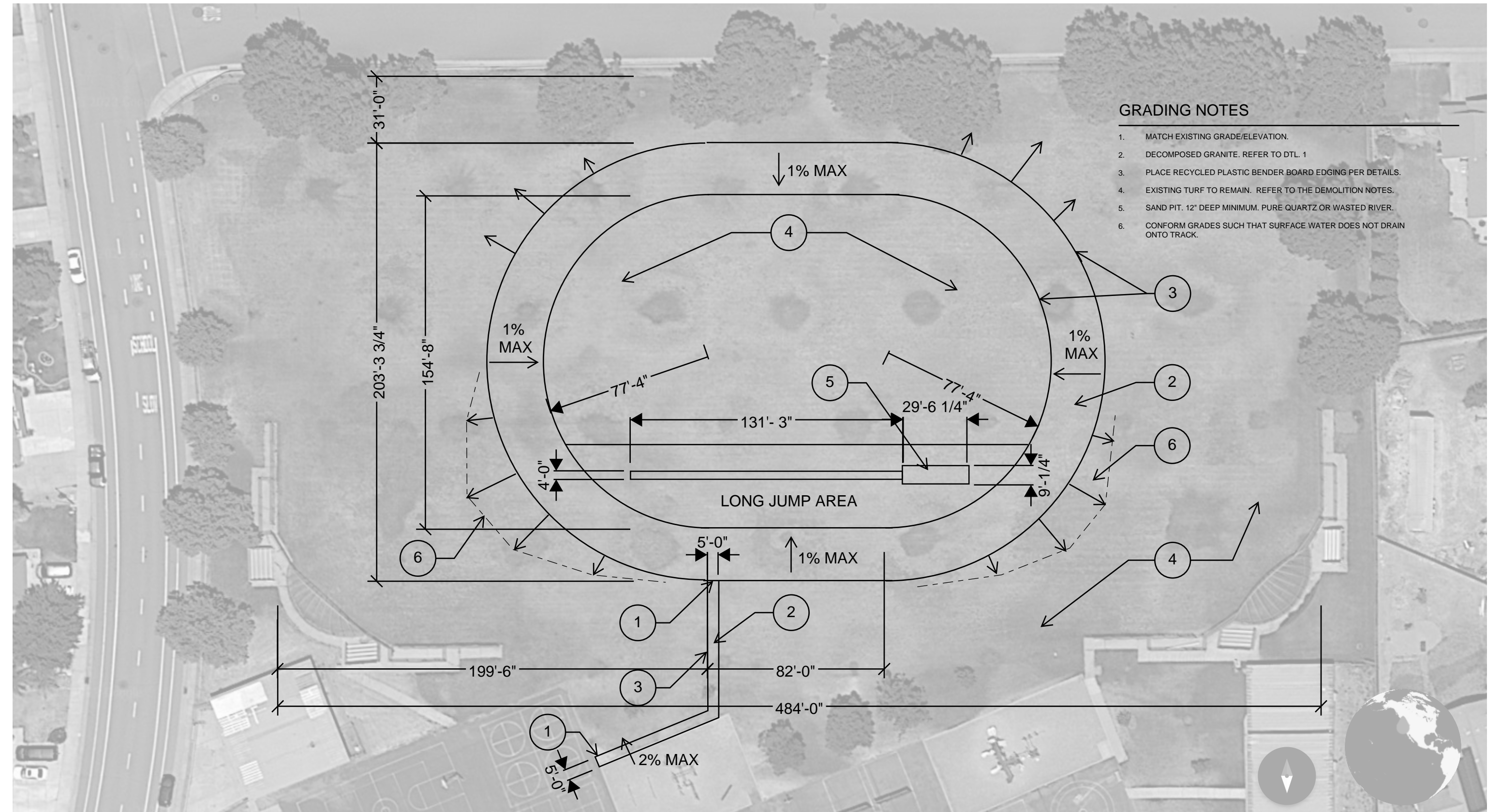
Contact Us

1018 C Street, Suite 210 Galt, CA 95632

Phone: 209-744-4545 ext. 332

www.galt.k12.ca.us 



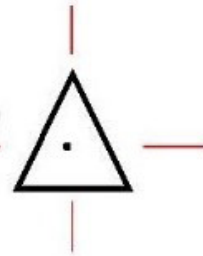


GRADING NOTES

1. MATCH EXISTING GRADE/ELEVATION.
2. DECOMPOSED GRANITE. REFER TO DTL. 1
3. PLACE RECYCLED PLASTIC BENDER BOARD EDGING PER DETAILS.
4. EXISTING TURF TO REMAIN. REFER TO THE DEMOLITION NOTES.
5. SAND PIT. 12" DEEP MINIMUM. PURE QUARTZ OR WASTED RIVER.
6. CONFORM GRADES SUCH THAT SURFACE WATER DOES NOT DRAIN ONTO TRACK.

THANK YOU

To our generous donors of the Marengo Ranch Track





OTHER REPORTS

1. Williams Uniform Complaint Process (UCP) Quarter 2 Report

Lois Yount, Superintendent

2. 2024-25 School Registration

Lois Yount, Superintendent

Registration for the 2024-2025 school year begins on Tuesday, January 22, 2024. Parents/Guardians can register online or pick up packets at any school site.

Enrollment in Kindergarten requires that a child be five years of age on or before September 1, 2024.

- Enrollment in Transitional Kindergarten requires that a child be five years of age between September 2, 2024 and June 2, 2025.
- Transitional Kindergarten for all students will be at Fairsite Elementary and Early Learning Center at 902 Caroline Street, Galt.

3. School Calendars

School Principals/Assistant Principals

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

Properly submitting this form to SCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). **All fields are required.**

SUBMITTER INFORMATION

Name

Person submitting form

Job Title

Phone Number

Include area code

E-mail Address

DISTRICT INFORMATION

School District

Year Covered by This Report

Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	
Number of Textbook Complaints <u>Resolved</u> Enter 0 if none.	
Number of Textbook Complaints <u>Unresolved</u> Enter 0 if none.	

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	
Number of Emergency Facilities Complaints <u>Resolved</u> Enter 0 if none.	
Number of Emergency Facilities Complaints <u>Unresolved</u> Enter 0 if none.	

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	
Number of Vacancy/Misassignment Complaints <u>Resolved</u> Enter 0 if none.	
Number of Vacancy/Misassignment Complaints <u>Unresolved</u> Enter 0 if none.	

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.

Enter "N/A" if no complaints were received. If you need more space, enter "sent by e-mail" and send your summary to Shannon Hansen with your report.

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported *MUST* be entered in this report. Please check the box below confirming this:

Includes All UCP Complaints

All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.

By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes *ALL* UCP complaints in the above categories received at school sites in the district, plus the district office.

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to Erika Franzon at the Sacramento County Office of Education (SCOE): efranzon@scoe.net.



Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt CA 95632 | 209-744-4545

School Registration 2024-2025

Enrollment and Eligibility

Registration for the 2024-2025 school year begins on [Tuesday, January 22, 2024](#). Parents/Guardians can register online or pick up packets at any school site or the district office.

- Enrollment in Kindergarten requires that a child be 5 years of age on or before September 1, 2024.
- Enrollment in Transitional Kindergarten requires that a child be 5 years of age between September 2, 2024 and June 2, 2025.
- Transitional Kindergarten for all students will be at Fairsite Elementary and Early Learning Center at 902 Caroline Street, Galt.

Registration Priority and Placement – PLEASE NOTE

GJUESD cannot guarantee placement for every child at their home school if excessive enrollment exists. There is a possibility that your child may be reassigned to another GJUESD school. Priority will be given to completed registrations based on the order returned after Registration begins.

Records Needed for Enrollment

1. Proof of Residency

Under Education Code section 48204.1, the following documents establish proof of residency in an attendance zone:

- Property tax payment receipts;
- Rental property contract, lease, or payment receipts;
- Utility service contract, statement, or payment receipts;
- Pay stubs;
- Voter registration;
- Correspondence from a government agency; or
- Declaration of residency executed by the parent or legal guardian of the pupil.

2. Proof of Age

Under Education Code section 48002, the following documents establish age:

- Certified copy of a birth record;
- Statement by the local registrar or a county recorder certifying the date of birth;
- Baptism Certificate;
- Passport; or
- Affidavit of the parent, guardian, or custodian of the minor

3. Immunization Record

4. Kindergarten and First-Grade Dental Screenings

5. Kindergarten and First-Grade Physical Exam

State law requires that for each child enrolling in the first grade, the parent or guardian must present a certificate signed by a physician, verifying that the child has received a physical examination within the last 18 months.

MISSION STATEMENT

The school district's mission is to promote growth and achievement through innovative educational programs that integrate personal strengths and social-emotional and academic learning for all children.

Superintendent: Lois Yount | Chief Business Official: Alejandra Garibay
Curriculum Director: Claudia Del Toro-Anguiano | Educational Services Director: Kuljeet Nijjar

Board of Trustees: Traci Skinner, Casey Raboy, Katherine Harper, Annette Kunze, Wesley Cagle

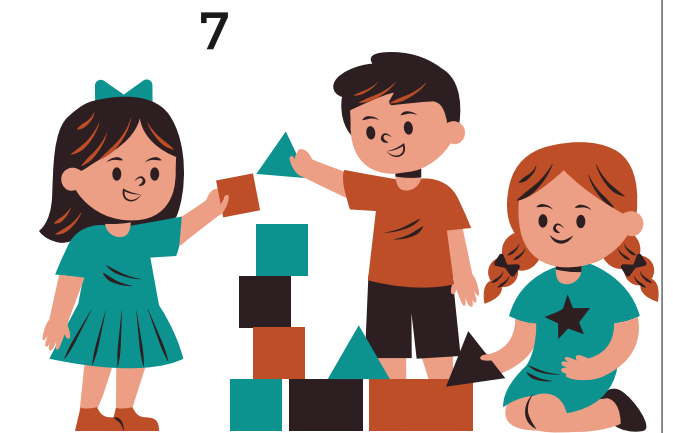
2024

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
				1 FAMILY NIGHT#2	2 2ND CUP OF COFFEE FIRE DRILL	3
4	5 PLAYGROUPS	6 PLAYGROUPS	7 STAFF MEETING	8 CLASSROOM OBSERVATIONS PS PD	9 FIELD TRIP PS PD	10
11	12 NO SCHOOL	13 PLAYGROUPS	14	15	16	17
18	19 NO SCHOOL	20 PLAYGROUPS	21	22 DLI INFO SESSION	23	24
25	26 PLAYGROUPS	27 PLAYGROUPS	28	29		

FAIRSITE
ELEMENTARY AND
EARLY LEARNING
CENTER

902 CAROLINE ST.
GALT, CA 95632
(209) 745-2506



LAURA MARQUEZ
PRINCIPAL

Vernon E. Greer Elementary






♥ February 2024

Notes	Monday	Tuesday	Wednesday	Thursday	Friday
<u>National Days 2023</u>	5 <input type="checkbox"/> GE Pacing Log, 2023 9:00-9:30 MMS Music Performance K-6 ELPAC Summatove Window Open 5th Physical Fitness Open 3:00-4:00 LEADERSHIP	6	7 8:30-9:30 Kuljeet and Stephanie Classroom Visits	8 3:30 DAC Meeting 5:00 DELAC Meeting	9 MAP Window Closed <input type="checkbox"/> Change Idea Due Dates...
	12 No School Legal Holiday	13 CalSCHLS Open 2:45-4:00 Learning Event	14 Valentine's Day	15 9:00-2:00 SEL COP GEFA	16 1:00-4:30 Admin Meeting
	19 No School Legal Holiday	20 Sly Park Translations for Growth & Achievement OPEN 4th & 5th ATMs 8:00-11:00 Fifth Grade 11:40-2:40 Fourth Grade 3:00 SEL Team Meeting 3:00 Attendance Team Meeting	21 Sly Park LS Referrals DUE 7:00 Board Meeting	22 Sly Park	23 SARB Meeting Sly Park K-6 DRA Window Closed
	26 No Fly Zone 8:00-9:00 YS Training 2nd & 3rd ATMs 8:00-11:00 Second Grade 11:40-2:40 Third Grade Translations for Growth & Achievement DUE Fourth Grade to Sutter's Fort	27 No Fly Zone 6th ATM 8:00-11:00 Sixth Grade 11:40-1:00 Planning 3:00 Special Education ATM	28 No Fly Zone 8:00-1:00 LS Meetings CalSCHLS Close	29 No Fly Zone 8:00 Evacuation Drill GATE Window Closed Character Counts Bradley 12:15 Pennino 1:00 Wilson 1:45	1 No Fly Zone End of Trimester <input type="checkbox"/> Recognition Sign-ups 1:00 K-6 Dismissal Lunch provided by GPE

Lake Canyon Board Calendar

February 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Acceleration Blocks 2:45	2 Fire Drill 1:55 Girls Basketball Game 3:00 LC vs. Greer @ Greer Family Dance 6:00 pm <i>Kinder Dismissal 1:00</i>	3
MAP Testing Grades 1 - 6						
4	5 MMS Choir & Band Performance 1:15 Staff Meeting 2:45 - BFLC	6 Acceleration Blocks 2:45	7	8 Academic Conferences Kinder/1st House Rally 1:55	9  Girls Basketball Game LC vs. Marengo Ranch 3:00 at Lake Canyon	10
MAP Testing Grades 1 - 6						
11	12 No School Lincoln's Birthday Observance	13 Academic Conferences 4th/5th Acceleration Blocks 2:45	14  Academic Conferences 6th/SDC	15	16 Girls Basketball Game LC vs. Valley Oaks 3:00 at Valley Oaks <i>Kinder Dismissal 1:00</i>	17
18	19 No School President's Day	20 Acceleration Blocks 2:45	21 GJUESD Board Meeting 7:00 PM	22 District Admin Walk Thru 8:15 Acceleration Blocks 2:45	23 All-School Assembly 1:45	24
25	26	27 Acceleration Blocks 2:45	28	29 MTSS Acceleration Blocks 2:45		

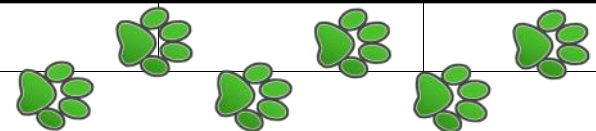


February 2024

McCaffrey Middle School



Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sports: 7th Grade Basketball - Jan 8 - Feb 15 Girls Indoor Soccer - Jan 8 - Feb 25 Softball Tryouts - Feb. 20 & 21 (tentative)				1 Home Basketball Games	2	3
4	5 Club Live - Library During Lunches	6 Environmental Club 3:15pm MTSS Conference	7 Course Selection 8th Grade Parent Help HS	8 Away B-Ball Games	9 AVID Fresno Field Trip	10
	Band Tour of elementary schools					
11	12 No School	13 Away B-Ball Games	14 <i>Happy Valentine's Day</i>	15 Course Selection 8th Grade Students for HS Home Basketball Games	16 Course Selection 8th Grade Students for HS	17
18	19 No School	20	21 Board Meeting @ 7pm Environmental Club 12 - 1pm	22 Course Selection 8th Grade—Make ups Winter Concert @ 6pm	23	24
25	26 Club Live - Library During Lunches Fire Drill #3	27	28	29	Winter MAP Testing Window - Jan 22 - Feb 9 ELPAC Summative Assessment (SA) Window - Feb 5 - April 12 CA Physical Fitness Testing - Feb 5 - May 17th CalSCHLS Survey 7th & 8th - Feb 13 - 28th	





February 2024

Board Calendar- What's happening this month at Marengo Ranch?

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
					KINDER 1PM DISMISSAL	
4	5	6 Math Pilot Yard Meeting RSP meeting MMS at MRE	7 Student/ Teacher swap day	8	9	10
11	12	13 Staff Learning event 2:50 Emergency Drill	14 COLLEGE DAY	15 MTSS Lockdown Drill	16 KINDER 1PM DISMISSAL	17
18	19	20 Math Pilot SDC Meeting 2:50	21 COLLEGE DAY	22 Academic Conf 4-6 grade PTCK meeting	23 Morning Sing Discoverer	24
25	26	27	28	29		
COLLEGE DAY						

Important Reminders

02/05 ELPAC window opens

02/09 MAP window closes

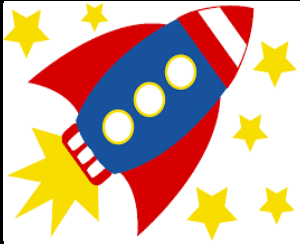
02/13 Negotiations

02/16 Admin Meeting


02/21 Board Meeting

02/23 DRA window closes

Facilities Used by basketball Monday-Thursday



River Oaks Elementary February 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 <i>5th Grade to Stockton Symphony</i>	2 <i>Girls Basketball Game VO @ RO 3:00pm</i>	3
4	5 <i>Valentines Gram Sales</i>	6 <i>MMS Band/Choir Performance 9:00</i>	7	8	9 <i>Girls Basketball Game RO @ Greer 3:00pm</i>	10
<i>Valentine's Gram Sales 2/5—2/9</i>						
11	12 <i>NO SCHOOL Lincoln's Birthday</i>	13 <i>CalSCHLS Survey Opens</i>	14 <i>Red And Pink Day Valentine's Day</i>	15	16	17
18	19 <i>NO SCHOOL President's Day</i>	20 <i>6th Grade to Consumes Preserve Fieldtrip/Pierre</i>	21 <i>Board Meeting 7:00</i>	22 <i>6th Grade to Consumes Preserve Fieldtrip/Pierce</i>	23 <i>6th Grade to Consumes Preserve Fieldtrip/Abitz Girls Basketball Game RO @ MRE 3:00pm Father/Daughter Dance Doors Open 5:15 pm Dance 6:00-8:00 pm</i>	24
25	26	27 <i>PTA Meeting 3pm</i>	28	29 <i>Spring Picture Day</i>		



Valley Oaks Elementary **February 2024**

David Nelson

Principal

Leah Wheeler

Assistant Principal

Valley Oaks Elementary School

21 C Street
Galt, CA 95632

Phone: (209) 745-1564

Fax: (209) 744-4565

District Office

1018 C Street, Suite 210

Galt, CA 95632

Phone: (209) 744-4545

Monday	Tuesday	Wednesday	Thursday	Friday
			1 PTO Mtg @ 2:45pm	2 Kinder Dismissal @ 1:00pm 2:30pm Girls Intramural Basketball VO
5	6	7	8	
Map Window Open				
Staff Meeting @ 2:45 2:30pm Girls Intramural Basketball VO	MMS Band/Choir Performance at VO @ 1:00pm			
12 No School Abraham Lincoln's Birthday	13 ELAC 2:45pm	14 Happy Valentine's Day	15	16 Kinder Dismissal @ 1:00pm 2:30pm Girls Intramural Basketball VO
19 No School Presidents Day	20	21 7pm Board Meeting	22 Family Bingo/Loteria Night @ 6:00-7:00pm	23
26	27	28	29	



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.457 Board Consideration of Approval of Consent Calendar
Presenter: Lois Yount	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes <ul style="list-style-type: none"> ▪ December 20, 2023 c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrants: 24455941-24456012; 24456826-24456868; 24457864-24457900 ▪ Payroll Warrants: 01/02/24, 01/10/24 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. Donations 	

Galt Joint Union Elementary School District Board of Education Minutes

**Regular/Annual Organizational Meeting
December 20, 2023**

Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632

Zoom Webinar ID
82135658878

Board Member

Wesley Cagle
Traci Skinner
Casey Raboy
Annette Kunze
Katherine Harper

Administrators

Lois Yount
Alejandra Garibay
Claudia Del Toro-Anguiano
Kuljeet Nijjar

A. 6:00 p.m. – Closed Session Location: Galt City Hall Conference Room

B. Wesley Cagle called the Closed Session to order at 6:02 p.m. to discuss the following items:

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Kuljeet Nijjar, Alejandra Garibay
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
2. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Pursuant to Government Code, §54956.8
Property: 320 W Elm Avenue [APN 148-0140-057-0000]
Agency Negotiator(s): P. Addison Covert, Parker & Covert LLP Attorney At Law
Negotiating Parties: Galt Joint Union Elementary School District and the City of Galt
Under Negotiation: Purchase, sale, exchange, or lease of real property

C. Closed Session adjourned at 7:02 p.m. Wesley Cagle announced no action was taken in closed session, followed by the flag salute. Open Session began at 7:05 p.m.

D. 232.442 Annette Kunze made a motion to approve the **Annual Organization of the Board/Election of Officers**, seconded by Katherine Harper and unanimously carried, as follows: **Annual Org**

1. President: Traci Skinner
2. Vice President: Casey Raboy
3. Clerk: Katherine Harper
4. Secretary to the Board: Lois Yount, Superintendent

232.443 Casey Raboy made a motion to approve the **Schedule of Regular Meetings and Board Governance Calendar**, seconded by Wesley Cagle and unanimously carried. **Schedule of Reg Mtgs**

232.444 Casey Raboy made a motion to **Designate 2024 Board Representatives to Serve on Committees** as follows, seconded by Annette Kunze and unanimously carried.

Committee
Members

CAST

1. Traci Skinner
2. Casey Raboy
3. Alternate: Katherine Harper

TRANSPORTATION

1. Traci Skinner
2. Annette Kunze
3. Alternate: Casey Raboy

SACRAMENTO COUNTY SCHOOL BOARD ASSOCIATION

1. Katherine Harper
2. Traci Skinner
3. Alternate: Wesley Cagle and Casey Raboy

BOARD POLICY

1. Annette Kunze
2. Wesley Cagle

232.445 The Board **Considered Resources That Define and Clarify the Board's Governance and Leadership Roles and Responsibilities Including, But Not Limited To Governance Standards, Meeting Protocols, Board Rules and Bylaws, and Other Board Development Materials.**

Governance
Resources

E. Lois Yount shared the Board Meeting Protocol.

F. Public Comments for topics not on the agenda.
There were no public comments.

G. Reports

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. District Reading Assessments (DRA): Fall 2023

Claudia Del Toro-Anguiano, Curriculum Director, reported. She indicated the GJUESD administers a DRA three times per year using Scarborough's Reading Rope to guide our literacy work. The DRA measures students' ability to blend and manipulate sounds and knowledge of spelling patterns and sight words; it also assesses reading fluency and accuracy.

Ms. Del Toro-Anguiano said part of LCAP Goal 1 includes an increase of the DRA results by 10% each year. GJUESD measures this growth from spring to spring. She reported on the percentage of students who have met all of the DRA benchmarks or targets for the end of the first trimester by school and grade level. She indicated teachers are doing a phenomenal job of addressing students' needs.

2. California School Dashboard: Fall 2023

Claudia Del Toro-Anguiano, Curriculum Director, reported. She indicated the CA School Dashboard provides families and educators with meaningful information on school and district progress so

they can participate in decisions to improve student learning. The state uses five performance levels, with red being the lowest performance level and blue being the highest. Ms. Del Toro-Anguiano shared GJUESD performance levels:

- District Academic Performance: English Language Arts = Orange; Mathematics = Yellow; English Learner Progress = Green
- District Academic Engagement: Chronic Absenteeism = Yellow
- District Conditions & Climate: Suspension Rate = Orange

Lois Yount acknowledged the excellent work of teachers, support staff, administrators, and classified staff.

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

1. Valley Oaks Elementary New Classroom Building

Lois Yount reported the new Valley Oaks Elementary Building is complete, and teachers are in the process of moving in. Students will be completely moved in when they return from winter break.

OTHER REPORTS

1. California School Boards Association (CSBA) Annual Education Conference (AEC)

Lois Yount reported that she, Wesley Cagle, Alejandra Garibay, and Katherine Harper attended the CSBA AEC. They shared information from the workshops they attended and key takeaways from listening to general speaker Sal Khan of Khan Academy. Some items they highlighted included guardrails for Chat GPT, Safety measures that other districts are implementing, and declining enrollment throughout the state.

Ms. Yount said GJUESD will consider an emergency management system in the new year. A report will be brought to the Board in January or February.

2. School Calendars

Lois Yount shared the school calendars on behalf of school administrators.

H. Board Discussion

1. Hybrid In-Person and Zoom Board of Education Meetings

Lois Yount reported the GJUESD has been holding Hybrid In-Person and Zoom Board meetings since the COVID-19 pandemic began. She said some school boards are continuing with the hybrid model, some have eliminated the Zoom Hybrid option, and some are continuing the hybrid model with public comments being accepted in person via Zoom and via email (24 hours before the meeting).

Traci Skinner, Board President, asked how many people join the meeting through Zoom on average. Ms. Yount said approximately five.

Ms. Skinner asked if there is an additional cost to holding hybrid meetings. Ms. Yount said yes due to the technology support. An option is to hold the meetings via Zoom for the public to view, but remove the public comment option via Zoom. It would reduce the support needed for each meeting. The public would still have the

opportunity to make public comments in person or email public comments (24 hours before the meeting), and we would post them to our website as we do now.

Ms. Skinner said she is in favor of keeping the Zoom link for easy public access in viewing the meeting and disabling the Zoom public comment feature while continuing public comment in person and via email. The Board concurred.

Public Comment: Amy Mangili addressed the Board regarding Zoom meetings. She supports the board's recommendation to keep the Zoom meeting link for easy public viewing.

Lois Yount said this new procedure will begin on January 17, 2024.

I. Routine Matters/New Business

232.446 Lois Yount recognized the retirement of Sabrena Fry and Yvette Odell.

Wesley Cagle made a motion to approve the Consent Calendar, seconded by Casey Raboy. The motion carried unanimously.

- a. Approval of the Agenda

- b. Minutes
 - November 15, 2023

- c. Payment of Warrants
 - Vendor Warrants: 24449858-24449951; 24450925-24450940; 24452839-24452917, 24454458-24454539
 - Payroll Warrants: 11/09/23, 11/13/23, 11/30/23, 12/08/23

- d. Personnel

**Consent
Calendar**

Resignations/Retirees			
Name	Position	Effective Date	Site
Baroni, Tammara	Bus Driver	12/21/23	Transportation
Beckworth, Diana	Instructional Assistant, Special Education	11/17/23	River Oaks
Begley, Lynette	Bus Driver	12/21/23	Transportation
Fry, Sabrena (Retirement 22 Years)	Health Assistant II	1/31/24	McCaffrey Middle
Garcia, Sandy	Bilingual Office Assistant, Special Programs	11/30/23	Fairsite
Odell, Yvette (Retirement 27 years)	Secretary II	12/21/23	Fairsite
Sulamo, Jessalyn	Instructional Assistant, Special Education	12/21/23	Fairsite
Taylor, Cheryl	Yard Supervisor	12/1/23	McCaffrey Middle
Torres, Jodi	Yard Supervisor	12/21/23	Transportation

Leave of Absence Requests			
Name	Position	Effective Date	Site
Blake, Lauren	Instructional Assistant, Special Education	11/27/23	Valley Oaks
Delgado, Helen	Yard Supervisor	11/15/23	McCaffrey Middle
Diaz, Maria	Bilingual Instructional Assistant	1/8/24	Valley Oaks
Rose-Dorward, Holly	Teacher	1/8/24	Vernon E. Greer
Scherrer, Tianna	Instructional Assistant	12/4/23	Marengo Ranch

New Hires/Reclassifications/Status Changes		
Name	Position	Site
Amer, Sabiha	Yard Supervisor	Vernon E. Greer
Arriola, Francesca	Classified Substitute	N/A
Baysinger, Deborah	Bus Trainee - Temporary	Transportation
Cook, Janet	Certificated Substitute	N/A
Dareing, Audra	Classified Substitute	N/A
Evans, Heidi	Certificated Substirtute	N/A
Jimenez Duran, Griselda	Classified Substitute	N/A
Kattenhorn, Jeremy	Classified Substitute	N/A
Rocha, Andraya	Preschool Instructional Assistant	Fairsite
Tone, Maria	Certificated Substitute	N/A
Torres, Zabrina	Certificated Substitute	N/A

e. Donations

- | | | |
|----------------|---|-----------------------------|
| 232.447 | Consent Calendar (Continued) – Items Removed for Later Consideration
No items were removed from the Consent Calendar. | CC Items
Removed |
| 232.448 | Katherine Harper made a motion to approve the 2024-2025 School Calendar, seconded by Annette Kunze. The motion carried unanimously. | School
Calendar |
| 232.449 | Casey Raboy made a motion to approve Variable Term Waiver for Newly Hired Educator, seconded by Katherine Harper. The motion carried unanimously. | Var Term
Waiver |
| 232.450 | Alejandra Garibay, Chief Business Official, reported. She indicated the First Interim Report for the 2023-24 school year includes changes in revenue and expenditures since the Board adopted the budget in June. | First Int
Report |

First Interim Summary 2023-24

- The Cost of Living Adjusted (COLA) is 8.22% in 2023-24
- PERS increase of 1.31% in 2023-24
- Local Control Funding Formula (LCFF) revenue is based on Funded ADA of 3,224.04

- \$100,000 James B. McClatchy DLI Program at Fairsite funding ends at the end of the fiscal year, June 30, 2024.
- Proposition 28: The Arts & Music in School (AMS) for GJUESD allocation is \$545,791.
- The Bureau of Land Management Grant was awarded to Cosumnes River Preserve for \$308,000 over four years.
- Unduplicated Pupil Percentage increased to 61.14% in 2023-24.

Economic Outlook

- LAO reports a \$26 billion decrease in tax receipts for 2022 compared to the 2023 Budget Act estimate.
- Big Question – Will the state take action to align its spending obligation to K-12 schools with the lower state revenues?
- Depending on how the state handles the shortfall, GJUESD may be impacted.
- Proposition 98 for 2023-24 already carries a deficit associated with the 8.22% COLA, for which the state used nearly \$2 billion in one-time funds.
- COLA is projected to be as low as 1% in 2024-25
- COLA is a rate of change from one year to the next, irrespective of how high (or low) prices are.

Final Synopsis of First Interim 2023-24

- GJUESD has met all of its financial obligations with the support of one-time federal funds, state funds, and the increase of COLA for 2023-24.
- GJUESD continues to monitor enrollment and ADA.
- Negotiations for 2023-24 remain unsettled.
- Ensuring safe and secure learning environments continues to be a priority for schools.

Annette Kunze made a motion to approve the **2023-24 First Interim Report**, seconded by Traci Skinner. The motion carried unanimously.

232.451	Wesley Cagle made a motion to approve Resolution No. 10, Providing Workers' Compensation Coverage for Volunteers, seconded by Casey Raboy. The motion carried unanimously.	Res 10 Workers Com Cov Vol
232.452	Katherine Harper made a motion to approve Resolution 11, Annual and Five-Year Findings Reports for Reportable Developer Fees for Fiscal Year 2022-23, seconded by Wesley Cagle. The motion carried unanimously.	Res 11 5-yr Finding Dev Fees
232.453	Traci Skinner made a motion to approve the Agreement Among the City of Galt, Galt Joint Union High School District And Galt Joint Union Elementary School District Regarding The School Resource Program, seconded by Annette Kunze. The motion carried unanimously.	SRO Program

Annette Kunze requested that the School Resource Officer provide a report to the Board to share their goals, experiences and philosophies.

- | | | |
|----------------|---|-------------------------------|
| 232.454 | Wesley Cagle made a motion to approve the Memorandum Of Understanding (MOU) Between the California School Employees Association And its Galt Chapter #362 (CSEA) And the Galt Joint Union Elementary School District Pertaining to a Salary Increase for the Accounts Payable Clerk Position, seconded by Casey Raboy. The motion carried unanimously. | CSEA MOU
Acct
Payable |
| 232.455 | Annette Kunze made a motion to approve the Memorandum Of Understanding (MOU) Between the California School Employees Association And its Galt Chapter #362 (CSEA) And the Galt Joint Union Elementary School District Pertaining to the Creation of the Fiscal Analyst Position, seconded by Katherine Harper. The motion carried unanimously. | CSEA MOU
Fiscal
Analyst |
| 232.456 | Casey Raboy made a motion to approve the following Board Policies (BP) and Administrative Regulations (AR), seconded by Traci Skinner. The motion carried unanimously. | Policies |
| | <ol style="list-style-type: none"> 1. BP 0410 – Nondiscrimination in District Programs and Activities 2. BP 1160 – Political Process 3. BP/AR 1312.2 – Complaints Concerning Instructional Materials 4. BP/AR 1312.3 Uniform Complaint Procedures 5. AR 1312.4 – Williams Uniform Complaint Procedures 6. BP/AR 1330 Use of School Facilities 7. BP/AR 3311 – Bids 8. BP 3312 – Contracts 9. BP 3460 – Financial Reports and Accountability 10. AR 3541 Transportation Routes and Services 11. BP/AR 3551 – Food Service Operations/Cafeteria Fund 12. BP 4151/4251/4351 – Employee Compensation 13. AR 4217.3 – Layoff/Rehire 14. BP 5131.9 – Academic Honesty 15. BP 5145.3 – Nondiscrimination/Harassment 16. BP/AR 6143 – Courses of Study 17. BP 6154 – Homework/Makeup Work 18. AR 6154 – Homework/Makeup Work – Rescind 19. BP/AR 6161.1 – Selection and Evaluation of Instructional Materials 20. BP 6161.11 – Supplementary Instructional Materials 21. BP 6162.5 – Student Assessment 22. BP 6163.1 – Library Media Centers 23. BB 9124 – Attorney | |

J. Public Comments for topics not on the agenda
Public comment is limited to three minutes or less, pending Board President's approval.

- K. Pending Agenda Items**
1. Acceleration Blocks
 2. School Resource Officer

Wesley Cagle stated that there is a program he learned about at the CSBA AEC. The State of California launched the California Kids Investment and Development Savings Program (CalKIDS). The program jump-starts saving for college or career training for eligible kids in California.

L. Adjournment 8:39 p.m.

Katherine Harper, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees			
Name	Position	Effective Date	Site
Hopper, Joyce	Bus Driver	1/26/24	Transportation
Miranda, Amanda	Instructional Assistant, Expanded Learning	1/24/24	River Oaks

Leave of Absence Requests			
Name	Position	Effective Date	Site
Duenas, Erika	Teacher	12/5/23	McCaffrey Middle
Escobedo, Alexandra	Bus Driver	8/15/23	Transportation
Sheldon, Fred	Teacher	3/19/24	Lake Canyon

New Hires/Reclassifications/Status Changes			
Name	Position	Site	
Dominguez, Elizabeth	Certificated Substitute	N/A	
Fritts, Jerry	Groundskeeper	Maintenance and Transportation	
Gamez, Araceli (Status Change)	Secretary II	Valley Oaks	
Hubert, Breanne	Yard Supervisor	Marengo Ranch	
Hunt, Aimee	Certificated Substitute	N/A	
Sadiq, Seema	Certificated Substitute	N/A	
Schenone, Saret	Classified Substitute	N/A	
Soria, Dalila	Yard Supervisor	River Oaks	
Stoddart, Lisa	School Nurse	District Office	
Thomlinson, Sara	Instructional Assistant, Special Education	Fairsite Preschool	
Velez, Cristina	Bilingual Office Assistant, Special Programs	Fairsite Preschool	
Worden, Shandi (Status Change)	Instructional Assistant	Valley Oaks	



CONSENT CALENDAR

Donations

Marengo Ranch Elementary

- S+B James Construction, DeriviCastellanos Architects, CenterPoint Engineering, Inc., McGuire Hester, Reliable Onsite Services and Urata & Sons Concrete, LLC are donating time, services and equipment for the installation of a running track valued at an estimated cost of \$250,000.00.



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.458 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Lois Yount	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.459 Board Action Regarding Student Expulsion Case No. 22/23-04
Presenter: Kuljeet Nijjar	Action Item: XX Information Item:



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.460 Board Consideration of Approval of GJUESD 2022-2023 District Audit Report by Christy White Associates
Presenter: Alejandra Garibay	Action Item: XX Information Item:

Education Code 41020 requires an independent annual financial and compliance audit of a school's financial and internal controls. The 2022-23 Fiscal Year District Audit has been completed by Christy White Associates and will be presented by Kyle Montgomery, CPA, Partner, Christy White Inc. The District is pleased that no findings or recommendations were determined as a result of this audit.

Board approval is recommended.

Fiscal Impact: None



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

January 9, 2024

Board of Education
Galt Joint Union Elementary School District
Galt, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Galt Joint Union Elementary School District (the District) for the year ended June 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated February 2, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Galt Joint Union Elementary School District are described in Note 1 to the financial statements. As described in Note 1 to the financial statements, the District changed accounting policies related to leases by adopting Governmental Accounting Standards (GASB) Statement No. 96, *Subscription-based Information Technology Arrangements (SBITA)*, in 2023. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements were:

Management's estimate of depreciation of capital assets is based on historical estimates of each capitalized item's useful life. We evaluated the key factors and assumptions used to develop the depreciation of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability and related deferred outflows of resources and deferred inflows of resources are based on actuarial valuations and pension contributions made during the year. We evaluated the key factors, assumptions, and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of total other postemployment benefits (OPEB) obligation is based on an actuarial valuation. We evaluated the key factors and assumptions used to develop the total OPEB obligation in determining that it is reasonable in relation to the financial statements taken as a whole.

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Significant Audit Matters (continued)

Qualitative Aspects of Accounting Practices (continued)

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

The disclosure of capital assets in Note 4 to the financial statements is based on historical information which could differ from actual useful lives of each capitalized item.

The disclosure of the pension plans, net pension liability and related deferred outflows of resources and deferred inflows of resources in Note 11 to the financial statements represents management's estimates based on actuarial valuations and pension contributions made during the year. Actual results could differ depending on the key factors, and assumptions and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources.

The disclosure of other postemployment benefits and the total OPEB obligation in Note 10 to the financial statements represents management's estimate based on an actuarial valuation. Actual results could differ depending on the key factors and assumptions used for the actuarial valuation.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January 9, 2024.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to management's discussion and analysis, and the required supplementary information section, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding 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 did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information section, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the supplementary information section, which accompany the financial statements but are not RSI. Such information 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.

Restriction on Use

This information is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Christy White, Inc." The signature is written in dark ink and is positioned below the "Very truly yours," text.

Christy White, Inc.
San Diego, California



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

**AUDIT REPORT
JUNE 30, 2023**



**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
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FINANCIAL SECTION



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REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Galt Joint Union Elementary School District, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Galt Joint Union Elementary School District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Galt Joint Union Elementary School District, as of June 30, 2023, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Galt Joint Union Elementary School District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matter

Change in Accounting Principle

As described in Note 1 to the financial statements, the Galt Joint Union Elementary School District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 96, *Subscription-based Information Technology Arrangements (SBITA)*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

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Responsibilities of Management for the Financial Statements (continued)

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Galt Joint Union Elementary School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Galt Joint Union Elementary School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Galt Joint Union Elementary School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedule of changes in total OPEB liability and related ratios, schedules of proportionate share of net pension liability, and schedules of district contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in 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 Galt Joint Union Elementary School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures 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*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information 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 supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 9, 2024 on our consideration of the Galt Joint Union Elementary 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 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 Galt Joint Union Elementary School District's 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 Galt Joint Union Elementary School District's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
January 9, 2024

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

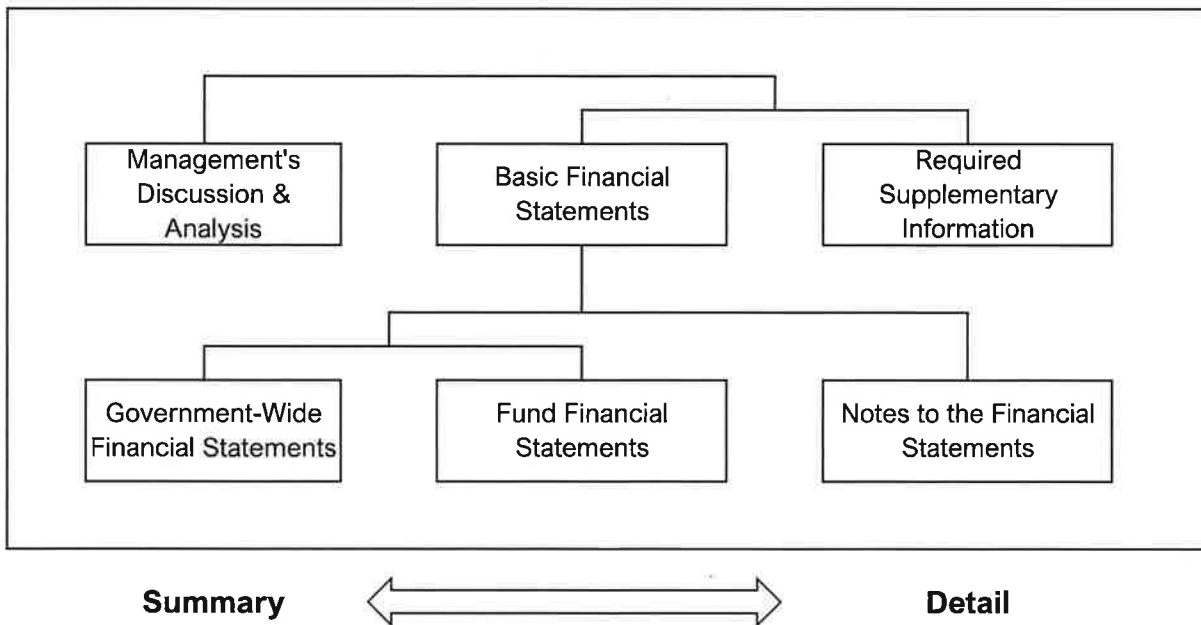
Our discussion and analysis of Galt Joint Union Elementary School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2023. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- ▶ The District's net position was \$13,196,170 at June 30, 2023. This was an increase of \$24,568,119 from the prior year.
- ▶ Overall revenues were \$75,160,131 which exceeded expenses of \$50,592,012.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financial Section



**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2023**

OVERVIEW OF FINANCIAL STATEMENTS (continued)

Components of the Financial Section (continued)

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ▶ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.

- ▶ **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - ▶ **Governmental Funds** 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.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-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 government's assets and liabilities. 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 government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$13,196,170 at June 30, 2023, as reflected in the table below. Of this amount, \$(24,623,733) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2023	2022	Net Change
ASSETS			
Current and other assets	\$ 38,783,978	\$ 25,190,607	\$ 13,593,371
Capital assets	38,905,303	37,921,180	984,123
Total Assets	77,689,281	63,111,787	14,577,494
DEFERRED OUTFLOWS OF RESOURCES	15,100,912	8,089,643	7,011,269
LIABILITIES			
Current liabilities	5,722,094	9,173,339	(3,451,245)
Long-term liabilities	68,329,827	53,043,453	15,286,374
Total Liabilities	74,051,921	62,216,792	11,835,129
DEFERRED INFLOWS OF RESOURCES	5,542,102	20,356,587	(14,814,485)
NET POSITION			
Net investment in capital assets	16,070,758	15,586,904	483,854
Restricted	21,749,145	6,743,237	15,005,908
Unrestricted	(24,623,733)	(33,702,090)	9,078,357
Total Net Position	\$ 13,196,170	\$ (11,371,949)	\$ 24,568,119

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges it slightly, so you can see our total revenues and expenses for the year.

	Governmental Activities		
	2023	2022	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 898,172	\$ 886,478	\$ 11,694
Operating grants and contributions	22,334,345	17,075,556	5,258,789
Capital grants and contributions	8,749,628	2,998	8,746,630
General revenues			
Property taxes	10,135,291	10,023,613	111,678
Unrestricted federal and state aid	32,036,103	27,570,372	4,465,731
Other	1,006,592	898,807	107,785
Total Revenues	75,160,131	56,457,824	18,702,307
EXPENSES			
Instruction	27,163,439	24,807,347	2,356,092
Instruction-related services	4,625,833	4,441,284	184,549
Pupil services	6,032,639	5,107,929	924,710
General administration	3,513,983	3,300,041	213,942
Plant services	4,781,127	4,195,657	585,470
Ancillary and community services	454,704	326,419	128,285
Debt service	891,044	901,936	(10,892)
Other outgo	98,390	120,345	(21,955)
Depreciation	2,889,890	3,092,171	(202,281)
Amortization	137,605	75,188	62,417
Enterprise activities	3,358	170	3,188
Total Expenses	50,592,012	46,368,487	4,223,525
Change in net position	24,568,119	10,089,337	14,478,782
Net Position - Beginning	(11,371,949)	(21,461,286)	10,089,337
Net Position - Ending	\$ 13,196,170	\$ (11,371,949)	\$ 24,568,119

The cost of all our governmental activities this year was \$50,592,012 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was \$10,135,291, because the remaining portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions, charges for services, unrestricted federal and state aid, and other revenues.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT’S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below, we have presented the net cost of each of the District’s functions. Net cost shows the financial burden that was placed on the District’s taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services	
	2023	2022
Instruction	\$ 4,037,979	\$ 15,217,981
Instruction-related services	2,579,572	2,176,896
Pupil services	1,143,465	972,568
General administration	2,782,441	2,419,367
Plant services	3,937,289	3,368,791
Ancillary and community services	135,915	89,489
Debt service	891,044	901,936
Transfers to other agencies	74,628	89,140
Depreciation	2,889,890	3,092,171
Amortization	137,605	75,188
Enterprise activities	39	(72)
Total	\$ 18,609,867	\$ 28,403,455

FINANCIAL ANALYSIS OF THE DISTRICT’S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$34,803,350, which is more than last year’s ending fund balance of \$18,161,156. The District’s General Fund had \$7,531,388 more in operating revenues than expenditures for the year ended June 30, 2023. The District’s County School Facilities Fund had \$8,153,137 more in operating revenues than expenditures for the year ended June 30, 2023.

CURRENT YEAR BUDGET 2022-2023

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District’s financial projections and current budget based on State and local financial information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2023**

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2022-2023 the District had invested \$38,905,303 in capital assets, net of accumulated depreciation and amortization.

	Governmental Activities		
	2023	2022	Net Change
CAPITAL ASSETS			
Land	\$ 3,885,138	\$ 3,885,138	\$ -
Construction in progress	2,812,793	593,430	2,219,363
Land improvements	1,864,113	1,864,113	-
Buildings & improvements	81,239,643	80,382,917	856,726
Furniture & equipment	4,165,284	3,753,201	412,083
Less: accumulated depreciation	(55,424,178)	(52,897,119)	(2,527,059)
Lease assets	414,688	414,688	-
Less: accumulated amortization	(150,586)	(75,188)	(75,398)
Subscription assets	160,615	-	160,615
Less: accumulated amortization	(62,207)	-	(62,207)
Total	\$ 38,905,303	\$ 37,921,180	\$ 984,123

Long-Term Liabilities

At year-end, the District had \$68,329,827 in long-term liabilities. This was an increase of 27.90% from last year, as shown in the table below. More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.

	Governmental Activities		
	2023	2022	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 22,463,430	\$ 23,295,790	\$ (832,360)
Leases payable	273,017	345,949	(72,932)
Subscription liability	98,098	-	98,098
Early retirement incentive	437,753	818,834	(381,081)
Compensated absences	204,717	80,858	123,859
Total OPEB liability	5,553,064	5,312,891	240,173
Net pension liability	40,722,968	24,623,962	16,099,006
Less: current portion of long-term liabilities	(1,423,220)	(1,053,751)	(369,469)
Total	\$ 68,329,827	\$ 53,424,533	\$ 14,905,294

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2023**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET (continued)

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

In its June 2023 quarterly report, the UCLA Anderson Forecast stated the U.S. economy was not in a recession yet, but the forecast comes with a caution. Anti-inflation actions by the Federal Reserve could still trigger a near-term recession. The Federal Reserve has said that its actions will be dependent on data. If data shows that the labor market continues to remain robust and if another jobs report shows strong growth in payroll employment and inflation remains sticky, the Federal Reserve will likely err on the side of further tightening of monetary policy and thus, a mild recession later this year is the most likely. The Forecast anticipates that there will be a mild impact on the State of California's economy regardless of the Federal Reserve's policy actions. The California unemployment rate averages for 2023, 2024, and 2025 are expected to be 4.1%, 4.0% and 4.0%, respectively, and non-farm payroll jobs are expected to grow at rates of 2.0%, 1.3%, and 1.6%, during the same three years.

Fiscal policy for the funding of public education changes annually based on fluctuations in State revenues. The May 2023 Budget Revision includes a total Proposition 98 guarantee of \$106.8 billion (\$77.4 billion General Fund and \$29.4 billion local property tax) down from the January 2023 Governor's Budget Proposition 98 guarantee of \$108.8 billion (\$79.6 billion General Fund and \$29.2 billion local property tax). The Proposition 98 Guarantee continues to be in Test 1 for 2022-23 and 2023-24. At May Revision, the 2023-24 cost-of-living adjustment (COLA) is updated to 8.22 percent, the largest COLA in the history of LCFF. Additionally, the May revise saw a reduction of \$1.8 billion to the Arts, Music, and Instructional Materials Discretionary Block Grant and a \$2.5 billion reduction of the Learning Recovery Emergency Block Grant.

The District participates in state employee pensions plans, California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2023. The amount of the liability is material to the financial position of the District. The CalSTRS projected employer contribution rate for 2023-24 is 19.10 percent. The CalPERS projected employer contribution rate for 2023-24 is 26.68 percent. The projected increased pension costs to school employers remain a significant fiscal factor.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2023-24 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Business Office at 1018 C Street #210, Galt, California 95632.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2023**

	Governmental Activities
ASSETS	
Cash and investments	\$ 32,434,058
Accounts receivable	5,948,950
Inventory	19,889
Prepaid expenses	381,081
Capital assets, not depreciated	6,697,931
Capital assets, net of accumulated depreciation	31,844,862
Lease assets, net of accumulated amortization	264,102
Subscription assets, net of accumulated amortization	98,408
Total Assets	77,689,281
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	14,639,473
Deferred outflows related to OPEB	461,439
Total Deferred Outflows of Resources	15,100,912
LIABILITIES	
Accrued liabilities	4,014,446
Unearned revenue	284,428
Long-term liabilities, current portion	1,423,220
Long-term liabilities, non-current portion	68,329,827
Total Liabilities	74,051,921
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	4,347,071
Deferred inflows related to OPEB	1,195,031
Total Deferred Inflows of Resources	5,542,102
NET POSITION	
Net investment in capital assets	16,070,758
Restricted:	
Capital projects	9,448,879
Debt service	1,334,055
Educational programs	9,160,757
Food service	1,688,652
Associated student body	116,802
Unrestricted	(24,623,733)
Total Net Position	\$ 13,196,170

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023**

Function/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 27,163,439	\$ 641,735	\$ 13,734,097	\$ 8,749,628	\$ (4,037,979)
Instruction-related services					
Instructional supervision and administration	949,776	36,657	985,002	-	71,883
Instructional library, media, and technology	423,456	-	42,499	-	(380,957)
School site administration	3,252,601	53,756	928,347	-	(2,270,498)
Pupil services					
Home-to-school transportation	1,143,315	-	70,930	-	(1,072,385)
Food services	2,653,988	1,469	3,813,939	-	1,161,420
All other pupil services	2,235,336	52,616	950,220	-	(1,232,500)
General administration					
Centralized data processing	782,788	-	106,636	-	(676,152)
All other general administration	2,731,195	69,222	555,684	-	(2,106,289)
Plant services	4,781,127	29,461	814,377	-	(3,937,289)
Ancillary services	397,062	-	245,993	-	(151,069)
Community services	57,642	-	72,796	-	15,154
Enterprise activities	3,358	1,713	1,606	-	(39)
Interest on long-term debt	891,044	-	-	-	(891,044)
Other outgo	98,390	11,543	12,219	-	(74,628)
Depreciation (unallocated)	2,889,890	-	-	-	(2,889,890)
Amortization (unallocated)	137,605	-	-	-	(137,605)
Total Governmental Activities	\$ 50,592,012	\$ 898,172	\$ 22,334,345	\$ 8,749,628	(18,609,867)
General revenues					
Taxes and subventions					
Property taxes, levied for general purposes					8,234,413
Property taxes, levied for debt service					1,837,867
Property taxes, levied for other specific purposes					63,011
Federal and state aid not restricted for specific purposes					32,036,103
Interest and investment earnings					454,095
Interagency revenues					90,253
Miscellaneous					462,244
Subtotal, General Revenue					43,177,986
CHANGE IN NET POSITION					24,568,119
Net Position - Beginning					(11,371,949)
Net Position - Ending					\$ 13,196,170

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2023**

	General Fund	County School Facilities Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS				
Cash and investments	\$ 19,779,638	\$ 8,208,239	\$ 4,446,181	\$ 32,434,058
Accounts receivable	5,055,580	77,348	816,022	5,948,950
Due from other funds	82,329	-	15,926	98,255
Stores inventory	-	-	19,889	19,889
Prepaid expenditures	381,081	-	-	381,081
Total Assets	\$ 25,298,628	\$ 8,285,587	\$ 5,298,018	\$ 38,882,233
LIABILITIES				
Accrued liabilities	\$ 3,265,406	\$ 132,450	\$ 298,344	\$ 3,696,200
Due to other funds	15,926	-	82,329	98,255
Unearned revenue	283,418	-	1,010	284,428
Total Liabilities	3,564,750	132,450	381,683	4,078,883
FUND BALANCES				
Nonspendable	401,081	-	29,889	430,970
Restricted	9,027,808	8,153,137	4,886,446	22,067,391
Committed	6,913,694	-	-	6,913,694
Assigned	283,452	-	-	283,452
Unassigned	5,107,843	-	-	5,107,843
Total Fund Balances	21,733,878	8,153,137	4,916,335	34,803,350
Total Liabilities and Fund Balances	\$ 25,298,628	\$ 8,285,587	\$ 5,298,018	\$ 38,882,233

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET
POSITION
JUNE 30, 2023**

Total Fund Balance - Governmental Funds \$ 34,803,350

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets:

In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets, lease assets, subscription assets, accumulated depreciation and accumulated amortization:

Capital assets	\$ 93,966,971	
Lease assets	414,688	
Subscription assets	160,615	
Accumulated depreciation	(55,424,178)	
Accumulated amortization (lease assets)	(150,586)	38,905,303
Accumulated amortization (subscription assets)	<u>(62,207)</u>	

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmaturing interest owing at the end of the period was:

(318,246)

Long-term liabilities:

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Total general obligation bonds	\$ 22,463,430	
Leases payable	273,017	
Subscription liability	98,098	
Early retirement incentive	437,753	
Compensated absences	204,717	
Total OPEB liability	5,553,064	
Net pension liability	<u>40,722,968</u>	(69,753,047)

Deferred outflows and inflows of resources relating to pensions:

In governmental funds, deferred outflows and inflows of resources relating to pensions 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 are reported.

Deferred outflows of resources related to pensions	\$ 14,639,473	
Deferred inflows of resources related to pensions	<u>(4,347,071)</u>	10,292,402

(continued on the following page)

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET
 POSITION, continued
 JUNE 30, 2023**

Deferred outflows and inflows of resources relating to OPEB:

In governmental funds, deferred outflows and inflows of resources relating to 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 OPEB are reported.

Deferred outflows of resources related to OPEB	\$ 461,439	
Deferred inflows of resources related to OPEB	<u>(1,195,031)</u>	(733,592)
Total Net Position - Governmental Activities		<u>\$ 13,196,170</u>

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2023**

	General Fund	County School Facilities Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES				
LCFF sources	\$ 39,214,036	\$ -	\$ -	\$ 39,214,036
Federal sources	6,287,830	-	2,255,029	8,542,859
Other state sources	13,642,626	8,680,069	1,969,254	24,291,949
Other local sources	3,005,525	69,559	2,916,513	5,991,597
Total Revenues	62,150,017	8,749,628	7,140,796	78,040,441
EXPENDITURES				
Current				
Instruction	34,661,604	-	601,859	35,263,463
Instruction-related services				
Instructional supervision and administration	1,119,476	-	827	1,120,303
Instructional library, media, and technology	430,303	-	-	430,303
School site administration	3,860,278	-	50,881	3,911,159
Pupil services				
Home-to-school transportation	1,395,815	-	-	1,395,815
Food services	172,933	-	2,535,134	2,708,067
All other pupil services	2,549,479	-	23,147	2,572,626
General administration				
Centralized data processing	890,962	-	-	890,962
All other general administration	2,850,223	-	178,628	3,028,851
Plant services	5,006,571	-	94,505	5,101,076
Facilities acquisition and construction	1,316,610	596,491	876,947	2,790,048
Ancillary services	29,030	-	250,298	279,328
Community services	96,530	-	-	96,530
Enterprise activities	3,358	-	-	3,358
Transfers to other agencies	97,340	-	-	97,340
Debt service				
Principal	135,449	-	955,000	1,090,449
Interest and other	2,668	-	776,516	779,184
Total Expenditures	54,618,629	596,491	6,343,742	61,558,862
Excess (Deficiency) of Revenues Over Expenditures	7,531,388	8,153,137	797,054	16,481,579
Other Financing Sources (Uses)				
Transfers in	21,575	-	-	21,575
Other sources	160,615	-	-	160,615
Transfers out	-	-	(21,575)	(21,575)
Net Financing Sources (Uses)	182,190	-	(21,575)	160,615
NET CHANGE IN FUND BALANCE	7,713,578	8,153,137	775,479	16,642,194
Fund Balance - Beginning	14,020,300	-	4,140,856	18,161,156
Fund Balance - Ending	\$ 21,733,878	\$ 8,153,137	\$ 4,916,335	\$ 34,803,350

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023**

Net Change in Fund Balances - Governmental Funds \$ 16,642,194

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay:

In governmental funds, the costs of capital assets, including lease assets and subscriptions assets, are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets, including lease assets and subscription assets, are allocated over their estimated useful lives as depreciation expense and amortization expense, respectively. The difference between capital outlay expenditures and depreciation expense and amortization expense for the period is:

Expenditures for capital outlay:	\$	3,972,969	
Depreciation expense:		(3,063,204)	
Amortization expense:		<u>(137,605)</u>	772,160

Debt service:

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:

1,471,530

Debt proceeds:

In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium or discount, were:

(160,615)

Gain or loss from the disposal of capital assets:

In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting gain or loss is:

211,963

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:

9,730

Accreted interest on long-term debt:

In governmental funds, accreted interest on capital appreciation bonds is not recorded as an expenditure from current sources. In the government-wide statement of activities, however, this is recorded as interest expense for the period.

(148,459)

(continued on the following page)

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2023**

Compensated absences:

In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was: (123,859)

Other expenditures relating to prior periods:

Certain expenditures recognized in governmental funds relate to prior periods. Typical examples are payments on structured legal settlements or retirement incentives paid over time. These expenditures are recognized in the government-wide statement of activities in the period in which the obligations were first incurred, so they must not be recognized again in the current period. Expenditures relating to prior periods were: 381,081

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was: (219,403)

Pensions:

In governmental funds, pension costs are recognized when employer contributions are made. In the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was: 5,705,978

Amortization of debt issuance premium or discount:

In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized over the life of the debt. Amortization of premium or discount for the period is: 25,819

Change in Net Position of Governmental Activities \$ 24,568,119

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Galt Joint Union Elementary School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-8 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fund Financial Statements. The fund financial statements provide information about the District's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

County School Facilities Fund: This fund is established pursuant to *Education Code Section 17070.43* to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), or the 2004 State School Facilities Fund (Proposition 55) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code Section 17070 et seq.*).

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Student Activity Fund: This fund may be used to account for student body activities that do not meet the fiduciary criteria established in GASB Statement No. 84.

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs. All moneys received by the District for, or from the operation of, child development services covered under the Child Care and Development Services Act (*Education Code Section 8200 et seq.*) shall be deposited into this fund. The moneys may be used only for expenditures for the operation of child development programs. The costs incurred in the maintenance and operation of child development services shall be paid from this fund, with accounting to reflect specific funding sources (*Education Code Section 8328*).

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections 38090–38093*). The Cafeteria Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections 38091 and 38100*).

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections 17620–17626*). The authority for these levies may be county/city ordinances (*Government Code Sections 65970–65981*) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section 66006*).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections 15125–15262*). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

D. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Governmental Funds

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. “Available” means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, “available” means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District’s policy to use restricted resources first, then unrestricted resources as they are needed.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time the individual inventory items are requisitioned. Inventories are valued at historical cost and consist of expendable supplies held for consumption.

Capital Assets

The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their acquisition value as of the date received. The District maintains a capitalization threshold of \$5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets.

Included in capital assets are right to use lease assets as a result of implementing GASB Statement No. 87 and right to use subscription assets under GASB Statement No. 96. The right to use lease assets are initially measured at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, plus ancillary charges necessary to place the lease into service. The right to use subscription assets are measured at the amount of the initial measurement of the subscription liability, plus any payments made to the SBITA vendor at the commencement of the subscription term and any capitalizable initial implementation costs. The right to use lease assets are amortized on a straight-line basis over the life of the related lease or subscription.

Depreciation and amortization is computed using the straight-line method over an estimated useful life of 5-50 years depending on the asset class.

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds." These amounts are eliminated in the statement of net position.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because 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.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the total OPEB liability, deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB, and OPEB expense have been determined by an independent actuary. For this purpose, benefit payments are recognized when currently due and payable in accordance with the benefit terms.

Generally accepted accounting principles require the reported results must pertain to liability and asset information within certain defined timeframes. For this report, the following timeframes are used:

Valuation Date	June 30, 2022
Measurement Date	June 30, 2023
Measurement Period	July 1, 2022 through June 30, 2023

Gains and losses related to changes in total OPEB liability are recognized in OPEB expense systematically over time. The first amortized amounts are recognized in OPEB expense for the year the gain or loss occurs. The remaining amounts are categorized as deferred outflows and deferred inflows of resources related to OPEB and are to be recognized in future OPEB expense. The amortization period differs depending on the source of gain or loss. The difference between projected and actual earnings is amortized on a straight-line basis over five years. All other amounts are amortized on a straight-line basis over the average expected remaining service lives of all members that are provided with benefits (active, inactive, and retired) at the beginning of the measurement period.

Premiums and Discounts

In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report 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 and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report 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 and so will not be recognized as an inflow of resources (revenue) until that time.

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 defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, lease receivables (net of related deferred inflows), prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - 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.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. 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. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Fund Balance (continued)

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

Unassigned - 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. 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.

The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Budgetary Data (continued)

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

J. New Accounting Pronouncements

GASB Statement No. 91 – In May 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. This standard's primary objectives are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2021. The District has fully implemented this Statement as of June 30, 2023.

GASB Statement No. 96 – In May 2020, GASB issued Statement No. 96, *Subscription-Based Information Technology Arrangements*. This statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for governments. This statement defines a SBITA; establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, *Leases*, as amended. The statement is effective for periods beginning after June 15, 2022. The District has fully implemented this Statement as of June 30, 2023.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. New Accounting Pronouncements (continued)

GASB Statement No. 99 – In April 2022, GASB issued Statement No. 99, *Omnibus 2022*. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing (1) practice issues that have been identified during implementation and application of certain GASB Statements and (2) accounting and financial reporting for financial guarantees. The statement addresses various practice issues, including: (a) clarification of provisions in Statement No. 87, *Leases*, as amended, related to the determination of the lease term, classification of a lease as a short-term lease, recognition and measurement of a lease liability and a lease asset, and identification of lease incentives, (b) disclosures related to nonmonetary transactions; clarification of provisions in Statement No. 34, *Basic Financial Statements—and Management’s Discussion and Analysis—for State and Local Governments*, as amended, related to the focus of the government-wide financial statements, (c) terminology updates related to certain provisions of Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, and (d) terminology used in Statement 53 to refer to resource flows statements. A portion of this statement was effective upon issuance, while the remaining portions of this statement were effective for periods beginning after June 15, 2022 and for periods beginning after June 15, 2023. The District has implemented the requirements that were effective upon issuance but has not yet determined the impact on the financial statements for the requirements of this statement that are not yet effective.

GASB Statement No. 100 – In June 2022, GASB issued Statement No. 100, *Accounting Changes and Error Corrections* – an amendment of GASB Statement No. 62. The primary objective of this statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. This statement is effective for periods beginning after June 15, 2023. The District has not yet determined the impact on the financial statements.

GASB Statement No. 101 – In June 2022, GASB issued Statement No. 101, *Compensated Absences*. The objective of this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. This statement is effective for periods beginning after December 15, 2023. The District has not yet determined the impact on the financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Activities
Investment in county treasury	\$ 32,409,883
Fair value adjustment	(123,626)
Cash on hand and in banks	117,801
Cash in revolving fund	30,000
Total	\$ 32,434,058

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section 41001*. The Sacramento County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata 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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 2 – CASH AND INVESTMENTS (continued)

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$32,286,257. The average weighted maturity for this pool is 267 days.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 2 – CASH AND INVESTMENTS (continued)

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated.

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2023, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Sacramento County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The District's fair value measurements at June 30, 2023 were as follows:

	<u>Uncategorized</u>
Investment in county treasury	<u>\$ 32,286,257</u>
Total	<u>\$ 32,286,257</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2023 consisted of the following:

	General Fund	County School Facilities Fund	Non-Major Governmental Funds	Governmental Activities
Federal Government				
Categorical aid	\$ 1,838,092	\$ -	\$ 316,667	\$ 2,154,759
State Government				
Apportionment	194,558	-	-	194,558
Categorical aid	1,682,009	-	320,779	2,002,788
Lottery	210,203	-	-	210,203
Local Government				
Other local sources	1,130,718	77,348	178,576	1,386,642
Total	\$ 5,055,580	\$ 77,348	\$ 816,022	\$ 5,948,950

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 was as follows:

	Balance July 01, 2022	Additions	Deletions and Adjustments	Balance June 30, 2023
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 3,885,138	\$ -	\$ -	\$ 3,885,138
Construction in progress	593,430	2,262,312	42,949	2,812,793
Total capital assets not being depreciated	4,478,568	2,262,312	42,949	6,697,931
Capital assets being depreciated				
Land improvements	1,864,113	-	-	1,864,113
Buildings & improvements	80,382,917	856,726	-	81,239,643
Furniture & equipment	3,753,201	736,265	324,182	4,165,284
Total capital assets being depreciated	86,000,231	1,592,991	324,182	87,269,040
Less: Accumulated depreciation				
Land improvements	197,759	93,206	-	290,965
Buildings & improvements	49,656,343	2,796,684	-	52,453,027
Furniture & equipment	3,043,017	173,314	536,145	2,680,186
Total accumulated depreciation	52,897,119	3,063,204	536,145	55,424,178
Total capital assets being depreciated, net	33,103,112	(1,470,213)	(211,963)	31,844,862
Lease assets being amortized				
Buildings & improvements	414,688	-	-	414,688
Total lease assets being amortized	414,688	-	-	414,688
Less: Accumulated amortization for lease assets				
Buildings & improvements	75,188	75,398	-	150,586
Total accumulated amortization for lease assets	75,188	75,398	-	150,586
Total lease assets being amortized, net	339,500	(75,398)	-	264,102
Subscription assets being amortized	-	160,615	-	160,615
Less: Accumulated amortization for subscription assets	-	62,207	-	62,207
Total subscription assets being amortized, net	-	98,408	-	98,408
Governmental Activities				
Capital Assets, net	\$ 37,921,180	\$ 815,109	\$ (169,014)	\$ 38,905,303

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 4 – CAPITAL ASSETS (continued)

Depreciation expense for the year ended June 30, 2023 was allocated to governmental functions as follows:

Governmental Activities	
Instruction	\$ 20,856
Food services	10,119
Centralized data processing	46,459
All other general administration	54,815
Plant services	41,065
Unallocated	2,889,890
Total	<u>\$ 3,063,204</u>

Amortization expense of \$137,605 for the year ended June 30, 2023 was unallocated.

NOTE 5 – INTERFUND TRANSACTIONS

A. Interfund Receivables/Payables (Due From/Due To)

Individual interfund receivable and payable balances at June 30, 2023 were as follows:

<u>Due To Other Funds</u>	<u>Due From Other Funds</u>		
	<u>General Fund</u>	<u>Non-Major Governmental Funds</u>	<u>Total</u>
General Fund	\$ -	\$ 15,926	\$ 15,926
Non-Major Governmental Funds	82,329	-	82,329
Total	<u>\$ 82,329</u>	<u>\$ 15,926</u>	<u>\$ 98,255</u>

Due from the Child Development Fund to the General Fund for indirect costs.	\$ 20,989
Due from the Cafeteria Fund to the General Fund for indirect costs and payroll adjustment.	39,765
Due from the Capital Facilities Fund to the General Fund for annual administrative fee.	21,575
Due from the General Fund to the Child Development Fund for payroll adjustment.	940
Due from the Cafeteria Fund to the General Fund to support the summer supper program.	14,986
Total	<u>\$ 98,255</u>

B. Operating Transfers

The individual interfund transfer for the year ended June 30, 2023 consisted of \$21,575 from the Capital Facilities Fund to the General Fund for an administrative fee.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2023 consisted of the following:

	General Fund	County School Facilities Fund	Non-Major Governmental Funds	District-Wide	Governmental Activities
Payroll	\$ 2,137,094	\$ -	\$ 15,302	\$ -	\$ 2,152,396
Construction	-	132,450	250,996	-	383,446
Vendors payable	1,124,982	-	32,046	-	1,157,028
Other liabilities	3,330	-	-	-	3,330
Unmatured interest	-	-	-	318,246	318,246
Total	\$ 3,265,406	\$ 132,450	\$ 298,344	\$ 318,246	\$ 4,014,446

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2023 consisted of the following:

	General Fund	Non-Major Governmental Funds	Governmental Activities
Federal sources	\$ 70,556	\$ -	\$ 70,556
State categorical sources	212,862	-	212,862
Local sources	-	1,010	1,010
Total	\$ 283,418	\$ 1,010	\$ 284,428

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 8 – LONG-TERM DEBT

A schedule of changes in long-term debt for the year ended June 30, 2023 consisted of the following:

	Balance July 01, 2022	Additions	Deductions	Balance June 30, 2023	Balance Due In One Year
Governmental Activities					
General obligation bonds	\$ 20,096,147	\$ 148,459	\$ 155,000	\$ 20,089,606	\$ 180,000
Unamortized premium	619,643	-	25,819	593,824	25,819
Subtotal general obligation bonds	20,715,790	148,459	180,819	20,683,430	205,819
Direct placement general obligation bonds	2,580,000	-	800,000	1,780,000	860,000
Total general obligation bonds	23,295,790	148,459	980,819	22,463,430	1,065,819
Leases payable	345,949	-	72,932	273,017	77,177
Subscription liability	-	160,615	62,517	98,098	61,347
Early retirement incentive	818,834	-	381,081	437,753	218,877
Compensated absences	80,858	123,859	-	204,717	-
Total OPEB liability	5,312,891	240,173	-	5,553,064	-
Net pension liability	24,623,962	16,099,006	-	40,722,968	-
Total	\$ 54,478,284	\$ 16,772,112	\$ 1,497,349	\$ 69,753,047	\$ 1,423,220

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments for leases payable and early retirement incentive are made in the General Fund.
- Payments for subscriptions are made in the General Fund.
- Payments for compensated absences are typically liquidated in the General Fund and the Non-Major Governmental Funds.

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2023 amounted to \$204,717. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. Other Postemployment Benefits

The District's beginning total OPEB liability was \$5,312,891 and increased by \$240,173 during the year ended June 30, 2023. The ending total OPEB liability at June 30, 2023 was \$5,553,064. See Note 10 for additional information regarding the total OPEB liability.

C. Net Pension Liability

The District's beginning net pension liability was \$24,623,962 and increased by \$16,099,006 during the year ended June 30, 2023. The ending net pension liability at June 30, 2023 was \$40,722,968. See Note 11 for additional information regarding the net pension liability.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 8 – LONG-TERM DEBT (continued)

D. General Obligation Bonds

The outstanding general obligation bonded debt at June 30, 2023 consisted of the following:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds Outstanding June 30, 2023
				Outstanding July 01, 2022	Additions	Deductions	
2002	8/1/2026	5.00% - 9.28%	\$ 258,684	\$ 1,566,147	\$ 148,459	\$ -	\$ 1,714,606
2017	8/1/2046	3.125% - 5.00%	9,600,000	8,735,000	-	-	8,735,000
2019	8/1/2046	3.375% - 5.00%	10,100,000	9,795,000	-	155,000	9,640,000
<i>Direct placement:</i>							
2012	8/1/2024	1.95%	7,880,000	2,580,000	-	800,000	1,780,000
Total				\$ 22,676,147	\$ 148,459	\$ 955,000	\$ 21,869,606

The annual payments to amortize the general obligation bonds payable are as follows:

Year Ended June 30,	General Obligation Bonds			Direct Placement General Obligation Bonds		
	Principal	Interest	Total	Principal	Interest	Total
2024	\$ 180,000	\$ 724,581	\$ 904,581	\$ 860,000	\$ 26,325	\$ 886,325
2025	215,000	714,706	929,706	920,000	8,970	928,970
2026	382,770	1,670,311	2,053,081	-	-	-
2027	410,914	1,713,792	2,124,706	-	-	-
2028	325,000	674,456	999,456	-	-	-
2029 - 2033	2,355,000	3,066,000	5,421,000	-	-	-
2034 - 2038	3,695,000	2,457,259	6,152,259	-	-	-
2039 - 2043	5,320,000	1,652,107	6,972,107	-	-	-
2044 - 2047	5,750,000	465,356	6,215,356	-	-	-
Accretion	1,455,922	(1,455,922)	-	-	-	-
Total	\$ 20,089,606	\$ 11,682,646	\$ 31,772,252	\$ 1,780,000	\$ 35,295	\$ 1,815,295

E. Early Retirement Incentive

The District has provided early retirement incentives through Public Agency Retirement Services. The projected costs for these participants for future years are as follows:

Year Ended June 30,	Payment
2024	\$ -
2025	218,877
2026	218,876
Total	\$ 437,753

F. Leases Payable

For the year ended June 30, 2023, the financial statements include the adoption of GASB Statement No. 87, *Leases*. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 8 – LONG-TERM DEBT (continued)

F. Leases Payable (continued)

The District has entered into a lease as lessee for the use of 1018 C Street, Suite 200. An initial lease liability was recorded in the amount of \$414,688. As of June 30, 2023, the value of the lease liability is \$273,017. The District is required to make monthly fixed payments of \$6,000 which increased to \$6,600 per month beginning January 1, 2023. The lease expires December 31, 2026, and the District has one five-year extension option. The lease has an interest rate of 0.85%. The value of the right to use asset as of June 30, 2023 is \$414,688 with accumulated amortization of \$150,586 and is included within the Buildings and Improvements lease asset class.

Future obligations for the lease at June 30, 2023 are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 77,177	\$ 2,023	\$ 79,200
2025	77,837	1,363	79,200
2026	78,501	699	79,200
2027	39,502	98	39,600
Total	\$ 273,017	\$ 4,183	\$ 277,200

G. Subscription Liability

For the year ended June 30, 2023, the financial statements include the adoption of GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*. The primary objective of this statement is to enhance the relevance and consistency of information about governments' subscription activities. This statement establishes a single model for subscription accounting based on the principle that subscriptions are financings of the right to use an underlying asset. Under this Statement, an organization is required to recognize a subscription liability and an intangible right-to-use subscription asset. For additional information, refer to the disclosures below.

On July 1, 2022, the District entered into a 36-month subscription for the use of Edupoint Software. An initial subscription liability was recorded in the amount of \$107,566. The District is required to make fixed payments of \$36,938 in 2023-24 and \$37,861 in 2024-25. The subscription has an interest rate of 3.02%. As of June 30, 2023, the value of the subscription liability is \$71,529.

On July 1, 2022, the District entered into a 24-month subscription for the use of Illuminate Software. An initial subscription liability was recorded in the amount of \$53,049. The District is required to make fixed payments of \$27,305 in 2023-24. The subscription has an interest rate of 2.77%. As of June 30, 2023, the value of the subscription liability is \$26,569.

Future obligations for the subscriptions at June 30, 2023 are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 61,347	\$ 2,896	\$ 64,243
2025	36,751	1,110	37,861
Total	\$ 98,098	\$ 4,006	\$ 102,104

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2023:

	General Fund	County School Facilities Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable				
Revolving cash	\$ 20,000	\$ -	\$ 10,000	\$ 30,000
Stores inventory	-	-	19,889	19,889
Prepaid expenditures	381,081	-	-	381,081
Total non-spendable	<u>401,081</u>	<u>-</u>	<u>29,889</u>	<u>430,970</u>
Restricted				
Educational programs	9,027,808	-	132,949	9,160,757
Food service	-	-	1,688,652	1,688,652
Associated student body	-	-	116,802	116,802
Capital projects	-	8,153,137	1,295,742	9,448,879
Debt service	-	-	1,652,301	1,652,301
Total restricted	<u>9,027,808</u>	<u>8,153,137</u>	<u>4,886,446</u>	<u>22,067,391</u>
Committed				
Other commitments	6,913,694	-	-	6,913,694
Total committed	<u>6,913,694</u>	<u>-</u>	<u>-</u>	<u>6,913,694</u>
Assigned				
Retiree benefits	283,452	-	-	283,452
Total assigned	<u>283,452</u>	<u>-</u>	<u>-</u>	<u>283,452</u>
Unassigned	5,107,843	-	-	5,107,843
Total	<u>\$ 21,733,878</u>	<u>\$ 8,153,137</u>	<u>\$ 4,916,335</u>	<u>\$ 34,803,350</u>

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 3 percent of General Fund expenditures and other financing uses.

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description

The Galt Joint Union Elementary School District's defined benefit OPEB plan, The Galt Joint Union Elementary School District Retiree Benefit Plan (the Plan) is described below. The Plan is a single employer defined benefit plan administered by the District. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement 75.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

B. Benefits Provided

The eligibility requirements and benefits provided by the Plan are described below.

	<u>Certificated Management</u>	<u>Certificated</u>	<u>Classified</u>	<u>Classified Management</u>
Benefit types provided	Medical, dental and vision 5 years but not beyond	Medical, dental and vision 5 years but not beyond	Medical, dental and vision	Medical, dental and vision 5 years but not beyond
Duration of Benefits	age 65*	age 65*	To age 65	age 65*
Required Service	20 years	20 years	20 years	20 years
Minimum Age	55	55	60	55
Dependent Coverage	Yes	Yes	No	Yes
District Contribution %	100%	100%	100%	100%
District Cap	\$8,400 per year	\$8,400 per year	\$9,000 per year	\$8,400 per year

*Hired before 6/15/92 entitled to lifetime benefits.

C. Plan Membership

Membership of the Plan consisted of the following:

	<u>Number of participants</u>
Inactive employees receiving benefits	33
Inactive employees entitled to but not receiving benefits*	-
Participating active employees	<u>357</u>
Total number of participants**	<u>390</u>

*Information not provided

**As of the June 30, 2022 valuation date

D. Contributions

For the measurement period, the District contributed \$169,250 to the Plan, all of which was used for current premiums.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

E. Total OPEB Liability

The Galt Joint Union Elementary School District’s total OPEB liability of \$5,553,064 was determined by an actuarial valuation as of June 30, 2022 and rolled forward to the measurement date of June 30, 2023.

F. Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement and rolled forward to the measurement date of June 30, 2023:

Economic assumptions:

Inflation	2.50%
Salary increases	2.75%
Discount rate	3.65%
Healthcare cost trend rates	4.00%

Non-economic assumptions:

Mortality:

Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Mortality for Miscellaneous and Schools Employees

Retirement rates:

Certificated	Hired before 1/1/2013: 2020 CalSTRS 2.0%@60 Rates. Hired after 12/31/2012: 2020 CalSTRS 2.0%@62 Rates.
Classified	Hired before 1/1/2013: 2017 CalPERS 2.0%@55 Rates for Schools Employees. Hired after 12/31/2012: 2017 CalPERS 2.0%@62 Rates for Schools Employees.

The actuarial assumptions used in the June 30, 2022 valuation were based on a review of plan experience. CalSTRS and CalPERS periodically study the experience for participating agencies and establish tables that are appropriate for each pool.

The discount rate was based on an index of 20-year General Obligation municipal bonds. The actuary assumed the District contributes on an ad hoc basis, but in an amount sufficient to fully fund the obligation over a period not to exceed twenty years.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

G. Changes in Total OPEB Liability

	<u>June 30, 2023</u>
Total OPEB Liability	
Service cost	\$ 269,556
Interest on total OPEB liability	189,853
Changes of assumptions	(50,076)
Benefits payments	<u>(169,250)</u>
Net change in total OPEB liability	240,083
Total OPEB liability - beginning	<u>5,312,981</u>
Total OPEB liability - ending	<u>\$ 5,553,064</u>

H. Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the Galt Joint Union Elementary School 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	Valuation Discount Rate	1% Increase
	(2.65%)	(3.65%)	(4.65%)
Total OPEB liability	\$ 5,984,978	\$ 5,553,064	\$ 5,157,515

I. Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following presents the total OPEB liability of the Galt Joint Union Elementary School District, as well as what the District's total OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower or one percentage point higher than the current healthcare cost trend rate:

	1% Decrease	Valuation Trend Rate	1% Increase
	(3.00%)	(4.00%)	(5.00%)
Total OPEB liability	\$ 4,976,413	\$ 5,553,064	\$ 6,226,782

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

J. OPEB Expense and Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the fiscal year ended June 30, 2023, the Galt Joint Union Elementary School District recognized OPEB expense of \$388,653. At June 30, 2023, the Galt Joint Union Elementary School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 657,254
Changes in assumptions	461,439	537,777
Total	<u>\$ 461,439</u>	<u>\$ 1,195,031</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2024	\$ 51,547	\$ 122,393
2025	51,547	122,393
2026	51,547	122,393
2027	51,547	122,393
2028	51,547	122,393
Thereafter	203,704	583,066
Total	<u>\$ 461,439</u>	<u>\$ 1,195,031</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 11 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	<u>Net pension liability</u>	<u>Deferred outflows related to pensions</u>	<u>Deferred inflows related to pensions</u>	<u>Pension expense</u>
STRS Pension	\$ 24,451,928	\$ 8,834,408	\$ 3,690,099	\$ (1,409,920)
PERS Pension	16,271,040	5,805,065	656,972	2,018,739
Total	<u>\$ 40,722,968</u>	<u>\$ 14,639,473</u>	<u>\$ 4,347,071</u>	<u>\$ 608,819</u>

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits Provided

The CalSTRS defined benefit plan has two benefit formulas:

1. 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 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.
2. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. 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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2023, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$4,045,939 for the year ended June 30, 2023.

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately \$1,964,437 to CalSTRS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, 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	\$ 24,451,928
State's proportionate share of the net pension liability associated with the District	<u>12,245,598</u>
Total	<u>\$ 36,697,526</u>

The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021 and rolling forward the total pension liability to June 30, 2022. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2022, the District's proportion was 0.035 percent, which was an increase of 0.001 percent from its proportion measured as of June 30, 2021.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2023, the District recognized pension expense of \$(1,409,920). In addition, the District recognized pension expense and revenue of \$(915,873) for support provided by the State. At June 30, 2023, 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>
Differences between projected and actual earnings on plan investments	\$ -	\$ 1,195,395
Differences between expected and actual experience	20,058	1,833,384
Changes in assumptions	1,212,638	-
Changes in proportion and differences between District contributions and proportionate share of contributions	3,555,773	661,320
District contributions subsequent to the measurement date	4,045,939	-
Total	<u>\$ 8,834,408</u>	<u>\$ 3,690,099</u>

The \$4,045,939 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2024	\$ 1,680,022	\$ 1,576,251
2025	654,242	1,539,057
2026	654,239	1,891,614
2027	631,570	(1,695,273)
2028	584,198	294,347
2029	584,198	84,103
Total	<u>\$ 4,788,469</u>	<u>\$ 3,690,099</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021, and rolling forward the total pension liability to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Rate of Return*	7.10%
Wage Inflation	3.50%

* Net of investment expenses, but gross of administrative expenses.

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2016 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study for the period July 1, 2015–June 30, 2018.

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 (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS’ independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2022, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Public Equity	42%	4.80%
Real Estate	15%	3.60%
Private Equity	13%	6.30%
Fixed Income	12%	1.30%
Risk Mitigating Strategies	10%	1.80%
Inflation Sensitive	6%	3.30%
Cash/Liquidity	2%	-0.40%
	100%	

*20-year geometric average

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

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 increases per AB 1469. 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 Plan'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.

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 (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	\$ 41,528,444	\$ 24,451,928	\$ 10,273,287

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits Provided

The benefits for the defined benefit plan 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 of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2023 was 25.37% of annual payroll. Contributions to the plan from the District were \$2,268,858 for the year ended June 30, 2023.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the District reported a liability of \$16,271,040 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021 and rolling forward the total pension liability to June 30, 2022. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2022, the District's proportion was 0.047 percent, which was an increase of 0.001 percent from its proportion measured as of June 30, 2021.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2023, the District recognized pension expense of \$2,018,739. At June 30, 2023, 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>
Differences between projected and actual earnings on plan investments	\$ 1,921,167	\$ -
Differences between expected and actual experience	73,536	404,844
Changes in assumptions	1,203,639	-
Changes in proportion and differences between District contributions and proportionate share of contributions	337,865	252,128
District contributions subsequent to the measurement date	<u>2,268,858</u>	<u>-</u>
Total	<u>\$ 5,805,065</u>	<u>\$ 656,972</u>

The \$2,268,858 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2024	\$ 920,260	\$ 324,607
2025	820,935	211,413
2026	623,552	120,952
2027	<u>1,171,460</u>	<u>-</u>
Total	<u>\$ 3,536,207</u>	<u>\$ 656,972</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees’ Retirement System (CalPERS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021, and rolling forward the total pension liability to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Discount Rate	6.90%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 80% of scale MP 2020.

The actuarial assumptions used in the June 30, 2021, valuation were based on the results of an actuarial experience study for the period from 2000 through 2019.

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, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. 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 funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ 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 for each fund. The expected rate of return was set by calculating the 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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2023**

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees’ Retirement System (CalPERS) (continued)

Actuarial Assumptions (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. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*
Global Equity – cap-weighted	30.0%	4.45%
Global Equity – non-cap-weighted	12.0%	3.84%
Private Equity	13.0%	7.28%
Treasury	5.0%	0.27%
Mortgage-backed securities	5.0%	0.50%
Investment grade corporates	10.0%	1.56%
High yield	5.0%	2.27%
Emerging market debt	5.0%	2.48%
Private debt	5.0%	3.57%
Real assets	15.0%	3.21%
Leverage	(5.0)%	(0.59)%
	<u>100.0%</u>	

*An expected inflation of 2.30% used for this period. Figures are based on the 2021-22 CalPERS Asset Liability Management Study

Discount Rate

The discount rate used to measure the total pension liability was 6.90 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 Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS’ website.

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 6.90 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 (5.90 percent) or 1-percentage-point higher (7.90 percent) than the current rate:

	1% Decrease (5.90%)	Current Discount Rate (6.90%)	1% Increase (7.90%)
District’s proportionate share of the net pension liability	\$ 23,504,342	\$ 16,271,040	\$ 10,292,983

Pension Plan Fiduciary Net Position

Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 12 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2023.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2023.

C. Construction Commitments

As of June 30, 2023, the District had commitments of \$7,232,396 with respect to unfinished capital projects.

NOTE 13 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in three joint ventures under joint powers authorities (JPAs), the Schools Insurance Authority, the Galt Schools Joint Powers Authority, and the Galt Middle School Joint Powers Authority. The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

A. Schools Insurance Authority

The Schools Insurance Authority, a California Joint Powers Authority (SIA) arranges for and/or provides insurance coverage for its members. SIA is governed by a board consisting of a representative from each member district. The board controls the operations of SIA, including any influence by the member districts beyond their representation on the coverage requested and shares surpluses and deficits proportionately to their participation in the SIA.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023**

NOTE 13 – PARTICIPATION IN JOINT POWERS AUTHORITIES (continued)

B. Galt Schools Joint Powers Authority

The Galt Schools Joint Powers Authority Community Facilities District No. 1988-1 (CFD) was formed by a Joint Powers Agreement among the Galt Joint Union Elementary School District and the Galt Joint Union High School District pursuant to the Mello-Roos Community Facilities Act of 1982 to issue debt and levy the special tax on property owners within the Community Facilities District. The CFD is governed by a board of directors consisting of two representatives from each member district and one representative chosen from the community. The board controls the operations, has decision-making authority, the power to designate management and primary accountability for fiscal matters of the CFD. The Board of Directors authorized a bond election, which passed on June 24, 1991, to incur a bonded indebtedness in the maximum aggregate principal amount of \$60,000,000, the proceeds of which were used for school construction in each member District.

C. Galt Middle School Joint Powers Authority

The City of Galt and the Galt Joint Union Elementary District created the Galt Middle School Joint Power Authority (JPA) as a separate public entity. The purpose of this JPA was to facilitate the exchange of property owned by each entity. The JPA is administered by a separate governing board and is included as a component unit of the City of Galt.

NOTE 14 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Other Postemployment Benefits

Pursuant to GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the District recognized deferred outflows of resources related to other postemployment benefits and deferred inflows of resources related to other postemployment benefits in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 10. At June 30, 2023, total deferred outflows related to other postemployment benefits was \$461,439 and total deferred inflows related to other postemployment benefits was \$1,195,031.

B. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 11. At June 30, 2023, total deferred outflows related to pensions was \$14,639,473 and total deferred inflows related to pensions was \$4,347,071.

REQUIRED SUPPLEMENTARY INFORMATION

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023**

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
REVENUES				
LCFF sources	\$ 34,725,607	\$ 38,100,990	\$ 39,214,036	\$ 1,113,046
Federal sources	6,993,616	8,000,824	6,287,830	(1,712,994)
Other state sources	4,984,940	13,539,404	13,642,626	103,222
Other local sources	2,082,411	2,817,082	2,997,474	180,392
Total Revenues	48,786,574	62,458,300	62,141,966	(316,334)
EXPENDITURES				
Certificated salaries	19,999,829	21,088,329	22,219,502	(1,131,173)
Classified salaries	8,582,148	9,020,565	9,642,027	(621,462)
Employee benefits	12,142,992	12,546,992	12,746,494	(199,502)
Books and supplies	2,314,008	3,291,453	2,632,942	658,511
Services and other operating expenditures	4,558,074	5,738,631	4,841,216	897,415
Capital outlay	2,904,037	4,577,993	2,339,486	2,238,507
Other outgo				
Excluding transfers of indirect costs	132,341	65,369	97,340	(31,971)
Transfers of indirect costs	(81,402)	(80,713)	(60,993)	(19,720)
Total Expenditures	50,552,027	56,248,619	54,458,014	1,790,605
Excess (Deficiency) of Revenues Over Expenditures	(1,765,453)	6,209,681	7,683,952	1,474,271
Other Financing Sources (Uses)				
Transfers in	10,950	20,000	21,575	1,575
Other sources	10,000	5,000	-	(5,000)
Net Financing Sources (Uses)	20,950	25,000	21,575	(3,425)
NET CHANGE IN FUND BALANCE	(1,744,503)	6,234,681	7,705,527	1,470,846
Fund Balance - Beginning	11,855,503	13,744,899	13,744,899	-
Fund Balance - Ending	\$ 10,111,000	\$ 19,979,580	\$ 21,450,426	\$ 1,470,846

*The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- The amounts on that schedule include the financial activity of the Special Reserve Fund for Other Postemployment Benefits, in accordance with the fund type definitions promulgated by GASB Statement No. 54.
- Audit adjustments and reclassifications are not reported in this schedule.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Total OPEB Liability						
Service cost	\$ 269,556	\$ 315,761	\$ 305,036	\$ 358,020	\$ 330,222	\$ 321,384
Interest on total OPEB liability	189,853	126,515	122,620	190,574	173,096	174,416
Difference between expected and actual experience	-	(153,891)	-	(760,539)	-	-
Changes of assumptions	(50,076)	(587,263)	19,251	523,627	133,384	-
Benefits payments	(169,250)	(174,905)	(162,486)	(150,589)	(151,867)	(212,285)
Net change in total OPEB liability	240,083	(473,783)	284,421	161,093	484,835	283,515
Total OPEB liability - beginning	5,312,981	5,786,764	5,502,343	5,341,250	4,856,415	4,572,900
Total OPEB liability - ending	<u>\$ 5,553,064</u>	<u>\$ 5,312,981</u>	<u>\$ 5,786,764</u>	<u>\$ 5,502,343</u>	<u>\$ 5,341,250</u>	<u>\$ 4,856,415</u>
Covered-employee payroll	\$ 25,839,463	\$ 24,992,077	\$ 24,104,747	\$ 23,613,774	\$ 23,706,898	\$ 23,769,563
District's total OPEB liability as a percentage of covered-employee payroll	21.49%	21.26%	24.01%	23.30%	22.53%	20.43%

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.035%	0.034%	0.034%	0.034%	0.034%	0.035%	0.036%	0.039%	0.039%
District's proportionate share of the net pension liability	\$ 24,451,928	\$ 15,339,695	\$ 32,854,150	\$ 30,789,523	\$ 31,171,690	\$ 32,411,894	\$ 29,164,417	\$ 26,425,515	\$ 22,790,430
State's proportionate share of the net pension liability associated with the District	<u>12,245,598</u>	<u>7,718,501</u>	<u>16,936,181</u>	<u>16,797,876</u>	<u>17,847,338</u>	<u>19,174,759</u>	<u>16,605,226</u>	<u>13,976,147</u>	<u>13,761,846</u>
Total	\$ 36,697,526	\$ 23,058,196	\$ 49,790,331	\$ 47,587,399	\$ 49,019,028	\$ 51,586,653	\$ 45,769,643	\$ 40,401,662	\$ 36,552,276
District's covered payroll	\$ 19,957,630	\$ 19,092,527	\$ 18,566,456	\$ 18,459,479	\$ 18,545,539	\$ 18,428,449	\$ 17,970,503	\$ 18,108,164	\$ 17,050,352
District's proportionate share of the net pension liability as a percentage of its covered payroll	122.5%	80.3%	177.0%	166.8%	168.1%	175.9%	162.3%	145.9%	133.7%
Plan fiduciary net position as a percentage of the total pension liability	81.2%	87.2%	71.8%	72.6%	71.0%	69.5%	70.0%	74.0%	76.5%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALPERS
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.047%	0.046%	0.047%	0.049%	0.050%	0.050%	0.049%	0.049%	0.050%
District's proportionate share of the net pension liability	\$ 16,271,040	\$ 9,284,267	\$ 14,365,170	\$ 14,185,316	\$ 13,223,340	\$ 11,846,976	\$ 9,624,665	\$ 7,274,202	\$ 5,676,217
District's covered payroll	\$ 7,289,172	\$ 6,539,800	\$ 6,758,223	\$ 6,752,880	\$ 6,584,218	\$ 6,301,273	\$ 5,846,434	\$ 5,479,526	\$ 5,277,886
District's proportionate share of the net pension liability as a percentage of its covered payroll	223.2%	142.0%	212.6%	210.1%	200.8%	188.0%	164.6%	132.8%	107.5%
Plan fiduciary net position as a percentage of the total pension liability	69.8%	81.0%	70.0%	70.0%	70.8%	71.9%	73.9%	79.4%	83.4%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 4,045,939	\$ 3,353,235	\$ 3,087,113	\$ 3,159,847	\$ 2,998,698	\$ 2,660,562	\$ 2,328,603	\$ 1,958,062	\$ 1,608,005
Contributions in relation to the contractually required contribution*	(4,045,939)	(3,353,235)	(3,087,113)	(3,159,847)	(2,998,698)	(2,660,562)	(2,328,603)	(1,958,062)	(1,608,005)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 21,324,650	\$ 19,957,630	\$ 19,092,527	\$ 18,566,456	\$ 18,459,479	\$ 18,545,539	\$ 18,428,449	\$ 17,970,503	\$ 18,108,164
Contributions as a percentage of covered payroll	18.97%	16.80%	16.17%	17.02%	16.24%	14.35%	12.64%	10.90%	8.88%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 2,268,858	\$ 1,665,464	\$ 1,412,264	\$ 1,330,952	\$ 1,215,286	\$ 1,012,438	\$ 875,561	\$ 690,769	\$ 644,995
Contributions in relation to the contractually required contribution*	(2,268,858)	(1,665,464)	(1,412,264)	(1,330,952)	(1,215,286)	(1,012,438)	(875,561)	(690,769)	(644,995)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 8,793,803	\$ 7,289,172	\$ 6,539,800	\$ 6,758,223	\$ 6,752,880	\$ 6,584,218	\$ 6,301,273	\$ 5,846,434	\$ 5,479,526
Contributions as a percentage of covered payroll	25.80%	22.85%	21.59%	19.69%	18.00%	15.38%	13.89%	11.82%	11.77%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2023**

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Changes in Total OPEB Liability and Related Ratios

This 10-year schedule is required by GASB Statement No. 75 for all sole and agent employers that provide other postemployment benefits (OPEB). Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 75 was applicable. The schedule presents the sources of change in the total OPEB liability, and the components of the total OPEB liability and related ratios, including the total OPEB liability as a percentage of covered-employee payroll.

Changes in Benefit Terms

None.

Changes in Assumptions

The discount rate was increased from 3.54% to 3.65% since the previous measurement.

Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for CalSTRS and CalPERS.

Changes in Assumptions

There were no changes in economic assumptions since the previous valuations for CalSTRS. The discount rate changed from 7.15% to 6.90% and the inflation rate changed from 2.50% to 2.30% since the previous measurement for CalPERS.

Schedule of District Contributions

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the difference between the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the District's covered payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution as a percentage of the District's covered payroll.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO REQUIRED SUPPLEMENTARY INFORMATION, continued
 FOR THE YEAR ENDED JUNE 30, 2023**

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2023, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Certificated salaries	\$ 21,088,329	\$ 22,219,502	\$ 1,131,173
Classified salaries	\$ 9,020,565	\$ 9,642,027	\$ 621,462
Employee benefits	\$ 12,546,992	\$ 12,746,494	\$ 199,502
Other outgo			
Excluding transfers of indirect costs	\$ 65,369	\$ 97,340	\$ 31,971
Transfers of indirect costs	\$ (80,713)	\$ (60,993)	\$ 19,720

SUPPLEMENTARY INFORMATION

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>AL Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 750,568
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	117,022
Title III, English Learner Student Program	84.365	14346	105,751
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	68,465
Special Education Cluster [1]			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	826,970
ARP IDEA Part B, Sec 611, Local Assistance Entitlement	84.027	15638	159,873
IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027	10115	4,164
ARP IDEA Part B, Sec. 611, Local Assistance Private School ISPs	84.027	10169	1,995
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	38,761
ARP IDEA Part B, Sec 619, Preschool Grants	84.173	15639	21,547
IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	13430	43,873
Subtotal Special Education Cluster			<u>1,097,183</u>
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants: [1]			
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425	15547	273
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559	2,446,512
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	1,202,919
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425	15618	317,121
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425	15620	165,950
American Rescue Plan - Homeless Children and Youth II (ARP HYC II) Program	84.425	15566	16,066
Subtotal Education Stabilization Fund Discretionary Grants			<u>4,148,841</u>
Total U. S. Department of Education			<u>6,287,830</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	215,085
National School Lunch Program	10.555	13391	1,336,433
USDA Commodities [2]	10.555	*	181,367
Summer Food Service Program for Children	10.559	13004	126,164
Subtotal Child Nutrition Cluster			<u>1,859,049</u>
<i>Passed through California Department of Social Services:</i>			
CACFP Claims - Centers and Family Day Care	10.558	13393	328,664
Total U. S. Department of Agriculture			<u>2,187,713</u>
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:			
<i>Passed through California Department of Education:</i>			
ARP California State Preschool Program - Rate Supplements	93.575	15641	67,316
Total U. S. Department of Health & Human Services			<u>67,316</u>
Total Federal Expenditures			<u>\$ 8,542,859</u>

[1] - Major Program

[2] - In-Kind Contribution

* - Pass-Through Entity Identifying Number not available or not applicable

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
FOR THE YEAR ENDED JUNE 30, 2023**

	Second Period Report	Annual Report
SCHOOL DISTRICT		
TK/K through Third		
Regular ADA	1,342.79	1,349.22
Extended Year Special Education	2.61	2.61
Total TK/K through Third	<u>1,345.40</u>	<u>1,351.83</u>
Fourth through Sixth		
Regular ADA	1,053.97	1,057.38
Extended Year Special Education	2.02	2.02
Extended Year Special Education - Nonpublic Schools	2.15	2.49
Total Fourth through Sixth	<u>1,058.14</u>	<u>1,061.89</u>
Seventh through Eighth		
Regular ADA	681.58	681.42
Extended Year Special Education	1.09	1.09
Extended Year Special Education - Nonpublic Schools	1.35	1.47
Total Seventh through Eighth	<u>684.02</u>	<u>683.98</u>
TOTAL SCHOOL DISTRICT	<u>3,087.56</u>	<u>3,097.70</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2023**

Grade Level	Minutes Requirement	Actual Instructional Minutes	Credited Minutes Per the Approved Form J-13A*	Total Minutes Offered	Required Number of Days	Actual Number of Days	Credited Days Per the Approved Form J-13A*	Total Days Offered	Status
Kindergarten	36,000	35,800	200	36,000	180	179	1	180	Complied
Grade 1	50,400	53,456	299	53,755	180	179	1	180	Complied
Grade 2	50,400	53,223	297	53,520	180	179	1	180	Complied
Grade 3	50,400	53,223	297	53,520	180	179	1	180	Complied
Grade 4	54,000	54,535	305	54,840	180	179	1	180	Complied
Grade 5	54,000	54,535	305	54,840	180	179	1	180	Complied
Grade 6	54,000	54,535	305	54,840	180	179	1	180	Complied
Grade 7	54,000	53,819	301	54,120	180	179	1	180	Complied
Grade 8	54,000	53,819	301	54,120	180	179	1	180	Complied

*The District received an approved Form J-13A for one instructional day and the number of instructional minutes indicated above.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

	2024 (Budget)	2023	2022	2021
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 52,500,242	\$ 62,163,541	\$ 53,797,498	\$ 48,280,401
Expenditures And Other Financing Uses	52,782,494	54,458,014	48,383,290	44,527,792
Net change in Fund Balance	\$ (282,252)	\$ 7,705,527	\$ 5,414,208	\$ 3,752,609
Ending Fund Balance	\$ 21,168,174	\$ 21,450,426	\$ 13,744,898	\$ 8,330,690
Available Reserves*	\$ 5,091,467	\$ 5,107,843	\$ 1,451,498	\$ 1,335,832
Available Reserves As A Percentage Of Outgo	9.65%	9.38%	3.00%	3.00%
Long-term Liabilities	\$ 68,329,827	\$ 69,753,047	\$ 54,478,284	\$ 78,861,302
Average Daily Attendance At P-2***	3,054	3,088	2,994	3,402

The General Fund balance has increased by \$13,119,736 over the past two years. The fiscal year 2023-24 budget projects a decrease of \$282,252. For a District this size, the State recommends available reserves of at least 3% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years but anticipates incurring an operating deficit during the 2023-24 fiscal year. Total long-term obligations have decreased by \$9,108,255 over the past two years.

Average daily attendance has decreased by 314 ADA over the past two years. A further decrease of 34 ADA is anticipated during the 2023-24 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Special Reserve Fund for Other Postemployment Benefits, in accordance with the fund type definitions promulgated by GASB Statement No. 54. Audit adjustments and reclassifications are also not reflected in this schedule.

***Due to the COVID-19 pandemic, Average Daily Attendance at P-2 was not reported in 2021. Funding was based on Average Daily Attendance at P-2 as reported in 2020.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL
STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023**

	General Fund	Special Reserve for Post- Employment Benefits Fund
June 30, 2023, annual financial and budget report fund balance	\$ 21,450,426	\$ 283,452
Adjustments and reclassifications:		
Increase (decrease) in total fund balances:		
Fund balance transfer (GASB 54)	283,452	(283,452)
Net adjustments and reclassifications	283,452	(283,452)
June 30, 2023, audited financial statement fund balance	<u>\$ 21,733,878</u>	<u>\$ -</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 SCHEDULE OF FIRST FIVE PROGRAM EXPENDITURES
 FOR THE YEAR ENDED JUNE 30, 2023**

EXPENDITURES	Budget	Actual	Variance
Personnel services	\$ 120,147	\$ 129,163	\$ (9,016)
Benefits	33,083	33,870	(787)
Materials and supplies	8,176	17,833	(9,657)
Contractual services	39,413	19,953	19,460
Indirect costs	6,125	6,125	-
Total	\$ 206,944	\$ 206,944	\$ -

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
COMBINING BALANCE SHEET
JUNE 30, 2023**

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds
ASSETS						
Cash and investments	\$ 116,802	\$ 2,142	\$ 1,267,783	\$ 1,425,013	\$ 1,634,441	\$ 4,446,181
Accounts receivable	-	151,201	502,651	143,300	18,870	816,022
Due from other funds	-	940	14,986	-	-	15,926
Stores inventory	-	-	19,889	-	-	19,889
Total Assets	\$ 116,802	\$ 154,283	\$ 1,805,309	\$ 1,568,313	\$ 1,653,311	\$ 5,298,018
LIABILITIES						
Accrued liabilities	\$ -	\$ 345	\$ 47,003	\$ 250,996	\$ -	\$ 298,344
Due to other funds	-	20,989	39,765	21,575	-	82,329
Unearned revenue	-	-	-	-	1,010	1,010
Total Liabilities	-	21,334	86,768	272,571	1,010	381,683
FUND BALANCES						
Non-spendable	-	-	29,889	-	-	29,889
Restricted	116,802	132,949	1,688,652	1,295,742	1,652,301	4,886,446
Total Fund Balances	116,802	132,949	1,718,541	1,295,742	1,652,301	4,916,335
Total Liabilities and Fund Balances	\$ 116,802	\$ 154,283	\$ 1,805,309	\$ 1,568,313	\$ 1,653,311	\$ 5,298,018

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
 FOR THE YEAR ENDED JUNE 30, 2023**

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds
REVENUES						
Federal sources	\$ -	\$ 67,316	\$ 2,187,713	\$ -	\$ -	\$ 2,255,029
Other state sources	-	737,769	1,216,814	527	14,144	1,969,254
Other local sources	221,126	3,948	32,376	805,210	1,853,853	2,916,513
Total Revenues	221,126	809,033	3,436,903	805,737	1,867,997	7,140,796
EXPENDITURES						
Current						
Instruction	-	601,859	-	-	-	601,859
Instruction-related services						
Instructional supervision and administration	-	827	-	-	-	827
School site administration	-	50,881	-	-	-	50,881
Pupil services						
Food services	-	-	2,535,134	-	-	2,535,134
All other pupil services	-	23,147	-	-	-	23,147
General administration						
All other general administration	-	21,719	39,274	117,635	-	178,628
Plant services	-	64,105	8,428	21,972	-	94,505
Facilities acquisition and construction	-	-	-	876,947	-	876,947
Ancillary services	250,298	-	-	-	-	250,298
Debt service						
Principal	-	-	-	-	955,000	955,000
Interest and other	-	-	-	1,050	775,466	776,516
Total Expenditures	250,298	762,538	2,582,836	1,017,604	1,730,466	6,343,742
Excess (Deficiency) of Revenues Over Expenditures	(29,172)	46,495	854,067	(211,867)	137,531	797,054
Other Financing Sources (Uses)						
Transfers out	-	-	-	(21,575)	-	(21,575)
Net Financing Sources (Uses)	-	-	-	(21,575)	-	(21,575)
NET CHANGE IN FUND BALANCE	(29,172)	46,495	854,067	(233,442)	137,531	775,479
Fund Balance - Beginning	145,974	86,454	864,474	1,529,184	1,514,770	4,140,856
Fund Balance - Ending	\$ 116,802	\$ 132,949	\$ 1,718,541	\$ 1,295,742	\$ 1,652,301	\$ 4,916,335

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2023**

The Galt Joint Union Elementary School District was established in 1869 and is comprised of an area of approximately 60 square miles located in Sacramento and San Joaquin counties. There were no changes in the boundaries of the District during the current year. The District operates five elementary schools and one middle school.

GOVERNING BOARD

Member	Office	Term Expires
Wesley Cagle	President	December 2026
Traci Skinner	Vice President	December 2024
Casey Raboy	Clerk	December 2024
Katherine Harper	Member	December 2026
Annette Kunze	Member	December 2026

DISTRICT ADMINISTRATORS

Lois Yount
Superintendent

Nicole Lorenz
Chief Business Official

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2023**

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified 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). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of 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.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with article 8 (commencing with section 46200) of chapter 2 of part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

Schedule of First Five Program Expenditures

This schedule summarizes the District's budget and actual expenditures for the Sacramento County First Five Program.

Combining Statements – Non-Major Funds

These statements provide information on the District's non-major funds.

Local Education Agency Organization Structure

This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

OTHER INDEPENDENT AUDITORS' REPORTS



Certified Public Accountants serving
K-12 School Districts and Charter
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**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**

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, 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, each major fund, and the aggregate remaining fund information of Galt Joint Union Elementary School District, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Galt Joint Union Elementary School District's basic financial statements, and have issued our report thereon dated January 9, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Galt Joint Union Elementary School District's internal control over financial reporting (internal control) as a basis for designing 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 Galt Joint Union Elementary School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Galt Joint Union Elementary 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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Galt Joint Union Elementary School District's financial statements are free from 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 financial statements. 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*.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control 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.

Christy White, Inc.

San Diego, California
January 9, 2024



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Schools throughout California

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Galt Joint Union Elementary School District's major federal programs for the year ended June 30, 2023. Galt Joint Union Elementary 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.

In our opinion, Galt Joint Union Elementary 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, 2023.

Basis for Opinion on Each Major Federal Program

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 (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Galt Joint Union Elementary School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Galt Joint Union Elementary School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Galt Joint Union Elementary School District's federal programs.

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Auditor's Responsibilities for the Audit for Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Galt Joint Union Elementary School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Galt Joint Union Elementary School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Galt Joint Union Elementary School District's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Galt Joint Union Elementary School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 Galt Joint Union Elementary School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Report on Internal Control Over Compliance (continued)

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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.

Christy White, Inc.

San Diego, California
January 9, 2024



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REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on State Compliance

Opinion on State Compliance

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of Galt Joint Union Elementary School District's state programs for the fiscal year ended June 30, 2023, as identified below.

In our opinion, Galt Joint Union Elementary 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 the applicable state programs for the year ended June 30, 2023.

Basis for Opinion on State Compliance

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 *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of Galt Joint Union Elementary School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on state compliance. Our audit does not provide a legal determination of Galt Joint Union Elementary School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Galt Joint Union Elementary School District's state programs.

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Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Galt Joint Union Elementary School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Galt Joint Union Elementary School District's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Galt Joint Union Elementary School District's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Galt Joint Union Elementary School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Galt Joint Union Elementary School District's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine Galt Joint Union Elementary School District's compliance with the state laws and regulations related to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Local Education Agencies Other Than Charter Schools	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No
Continuation Education	Not Applicable
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Yes
Independent Study Certification for ADA Loss Mitigation	Yes

Auditor’s Responsibilities for the Audit of State Compliance (continued)

PROGRAM NAME	PROCEDURES PERFORMED
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
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	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
Transitional Kindergarten	Yes
Charter Schools	
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	Not Applicable
Annual Instructional Minutes - Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

We did not perform procedures for independent study because program ADA is not material.

The term “Not Applicable” is used above to mean either the District did not offer the program during the current fiscal year, the District did not participate in the program during the current fiscal year, or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 state 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 state 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 state 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 Auditor’s Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Report on Internal Control Over Compliance (continued)

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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 K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 9, 2024

**SCHEDULE OF FINDINGS AND
QUESTIONED COSTS**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Non-compliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>
Identification of major programs:	

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
<u>84.027, 84.027A, 84.173</u>	<u>Special Education Cluster</u>
<u>84.425, 84.425U</u>	<u>Education Stabilization Fund Discretionary Grants</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with 2022-23 Guide for Annual Audits of California K-12 Local Education Agencies ?	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023**

FIVE DIGIT CODE

20000
30000

AB 3627 FINDING TYPE

Inventory of Equipment
Internal Control

There were no financial statement findings for the year ended June 30, 2023.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023**

FIVE DIGIT CODE
50000

AB 3627 FINDING TYPE
Federal Compliance

There were no federal award findings or questioned costs for the year ended June 30, 2023.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023**

FIVE DIGIT CODE

10000
40000
42000
43000
60000
61000
62000
70000
71000
72000

AB 3627 FINDING TYPE

Attendance
State Compliance
Charter School Facilities Programs
Apprenticeship: Related and Supplemental Instruction
Miscellaneous
Classroom Teacher Salaries
Local Control Accountability Plan
Instructional Materials
Teacher Misassignments
School Accountability Report Card

There were no state award findings or questioned costs for the year ended June 30, 2023.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023**

There were no findings or questioned costs for the year ended June 30, 2022.

**After School Education and Safety Program
Renewal Application 2024–25**

Grant ID: 34-23939-6734-EZ

Cover Page

Email questions and completed applications to:

expandedlearning@cde.ca.gov

Agency Name	Galt Joint Union Elementary
County-District Code/Federal Employer Identification Number	34673480000000
County Name	Sacramento
Agency Type	LEA
Superintendent Name	Lois Yount
Superintendent Professional Title	Superintendent
Superintendent Address	1018 C Street, Suite 210
Superintendent City, State, Zip Code	Galt, CA 95632-1771
Superintendent Telephone Number	(209) 744-4545
Superintendent Email Address	superintendent@galt.k12.ca.us
Program Contact Name	Kuljeet Nijjar
Program Contact Professional Title	Director of Education Services
Program Contact Address	1018 C Street, Suite 210
Program Contact City, State, Zip Code	Galt, CA 95632
Program Contact Telephone Number	209-744-4545
Program Contact Email Address	knijjar@galt.k12.ca.us



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.461 Board Consideration of Approval of 2023-24 School Accountability Report Card (SARC) for Fairsite Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School
Presenter: Kuljeet Nijjar	Action Item: XX Information Item:
<p>Education Code 35256 establishes that each school's SARC is updated annually. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP must be consistent with data reported in the SARC. SARC's must be posted to CDE by February 1 of each year.</p> <p>While we are in the 2023-24 school year, the information in the SARC's reflects the required accountability reporting for 2020-2021, 2021-22 and 2022-23.</p> <ol style="list-style-type: none"> 1. The 2022–23 school year data for Tables 6 and 7-Teacher Preparation and Placement, Table 8-Teachers Without Credentials and Misassignments, Table 9- Credentialed Teachers Assigned Out-of-Field and Table 10-Class Assignments are not available at this time. CDE anticipates that the 2022–23 school year data for those tables will be available after the February 1, 2024, is the posting due date and will not be editable. 2. Important Note: The CDE data populated in the "Elementary Average Class Size and Class Size Distribution" Field for the 2019-20 & 2020-21 school year is inaccurate. This inaccuracy has been corrected for the 2021-22 school year. 3. Fairsite opened as TK in the current 2022-23 school year and, therefore, does not have State data to populate any of the CDE Tables. 4. The Facility Inspection Tool (FIT) report ratings for each site are included in the SARC's. These inspections are completed annually. Maintenance, custodians, and site administrators receive copies of the reports and work through the year to repair any deficiencies noted. <p>Board Policy 0510 states, "The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request." The school accountability report cards are accessible on the district's website, and the information is updated annually. The Spanish translation is posted alongside the English.</p>	

Fairsite Elementary school

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Fairsite Elementary school
Street	902 Caroline Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209-745-1546
Principal	Laura Marquez
Email Address	lmarquez@galt.k12.ca.us
School Website	https://fs-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0141325

2023-24 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Fairsite Elementary School and Early Learning Center prepares students and families to be Kindergarten ready. Kinder ready students are confident learners, are comfortable in a classroom setting, and have developed and demonstrated the following developmentally appropriate competencies:

Academic: literacy, math, social studies and science skills

Language: expressive and receptive oral language skills, including communicating needs; asking and answering questions; vocabulary knowledge, including academic language, and listening comprehension

Social: ability to focus on and respond to instruction, communicate clearly, engage and get along with peers, demonstrate age-appropriate problem-solving skills, and be prepared to learn

Emotional: ability to identify and express feelings, act independently, and demonstrate appropriate behavior

Physical: display age appropriate gross and fine motor skills

Our dedicated staff is committed to providing our youngest learners with a comprehensive "whole child" learning environment that maximizes educational opportunities throughout the instructional day. With ongoing professional development and goal setting, our staff is committed to providing our learners with high-quality programs for our three- and four-year-old preschool students and our transitional Kindergarten students. By prioritizing communication and developing relationships with our families, we strive to provide our learning community with a variety of meaningful parent engagement activities that will help each learner reach their potential. Our School Readiness Center provides families with supports and resources based on their needs and interests, with developmental screenings, parenting classes, adult literacy classes, migrant education services, and translation assistance.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Total Enrollment	96

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.6%
Male	58.3%
Asian	3.1%
Black or African American	1%
Hispanic or Latino	55.2%
Two or More Races	5.2%
White	34.4%
English Learners	32.3%
Homeless	1%
Migrant	8.3%
Socioeconomically Disadvantaged	52.1%
Students with Disabilities	13.5%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned			3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			2.40	1.44	12115.80	4.41
Unknown			8.80	5.15	18854.30	6.86
Total Teaching Positions			172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned			2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			0.10	0.11	11953.10	4.28
Unknown			7.40	4.49	15831.90	5.67
Total Teaching Positions			166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 20 2023 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All learners, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	TK-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Fairsite School was built in 1955 and closed in 2009 as an elementary school. Until the 2021-22 school year, Fairsite continued to offer State Preschool and a First 5 School Readiness program. In August of 2022, Fairsite reopened as an elementary school and now serves both Preschool, Transitional Kindergarten and School Readiness. Fairsite Elementary is comprised of 11 permanent classrooms, 14 portable classrooms, one multipurpose room, one Maker Space/STEAM room, two staff workrooms, two playgrounds and one extended day classroom. School pride shows through the care of our facilities by staff, students and parents.

Cleaning Process

The principal works daily with one full-time and two part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

During the 2021-22 school year, renovations commenced to address much needed repair to exterior issues, indoor lighting and carpeting, landscaping and H-VAC. Renovations and repairs continue during the summer months.

Year and month of the most recent FIT report

12/4/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			VENT COVERS ARE MISSING. WALL TRIM IS MISSING. CARPET IS TORN. CEILING TILE HAS A WATER STAIN. VENT COVER IS BROKEN.
Interior: Interior Surfaces			X	WATER DAMAGE TO EAVES BEAM. SINK CABINET HANDLE IS MISSING. WALL PAPER IS TORN. CARPET IS LIFTING. DOOR CLOSER IS BROKEN.CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. WOOD TRIM IS LOOSE ON WALL. FIRE SENSOR IS LOOSE FROM THE CEILING. DRY ROT ON RAMP. SKID PAINT IS PEELING ON RAMP. FLOOR TILES ARE BROKEN. TOILET RUNS.DAMAGE TO WEST WALL AND FLOORING UNSECURED ITEMS STORED TOO HIGH. LIGHT COVER IS MISSING IN . DOOR DOES NOT CLOSE INDEPENDENTLY. TRIP HAZARD ON WALKWAY.FORMICA TRIM IS CHIPPING ON COUNTERTOP. EXTERIOR LIGHT COVERS ARE MISSING. PAINT IS PEELING ON INTERIOR WALL . WALLPAPER IS PEELING ON WALL. RUBBER MOLDING IS BROKEN.OLD HEATING VENT IS LOOSE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			DRY ROT ON SIDING AND RAMP. RIP HAZARD ON WALKWAY. EXTERIOR LIGHT COVER IS MISSING. FLOORS ARE UNKEPT. MULTIPLE TOILETS ARE LOOSE AT THE BASE.
Electrical		X		EXTERIOR LIGHT COVERS ARE MISSING. LIGHT COVER IS MISSING IN . DOOR DOES NOT CLOSE INDEPENDENTLY. OLD HEATING VENT IS LOOSE. LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT BRICK WORK IS BROKEN NEAR SCHOOL SIGN. ONE LIGHT PANEL IS OUT. SWITCH BY ACCESS TO ELECTRICAL BOXES IS BLOCKED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		FLOOR TILES ARE BROKEN. PLASTER IS CHIPPED POOR LIGHTING IS HALLWAY. FAUCET LEAKS OFFICE WALL IS DAMAGED. PAINT IS PEELING ON INTERIOR WALL. PAINT IS PEELING ON DOORS.
Safety: Fire Safety, Hazardous Materials	X			PAPER IS TORN. WOOD TRIM IS LOOSE ON WALL. DRY ROT ON RAMP. SKID PAINT IS PEELING ON RAMP. DRY ROT ON SIDING AND RAMP. WINDOW SCREEN IS MISSING. PAINT IS PEELING ON CABINET. PLASTER IS CHIPPED EXPOSING METAL IN ELECTRICAL ROOM. POOR LIGHTING

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		WATER DAMAGE TO EAVES BEAM. FLOOR TILES ARE BROKEN. DRY ROT ON SIDING AND RAMP. DRY ROT ON EXTERIOR STORAGE BUILDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	CEILING TILE IS TORN. DOOR CLOSER IS BROKEN. WOOD TRIM IS LOOSE ON WALL FIRE DRY ROT ON RAMP. SKID PAINT IS PEELING ON RAMP. RAMP IS RUSTED WINDOW SCREEN IS TORN. LIGHT COVER IS MISSING IN RR. DOOR DOES NOT CLOSE INDEPENDENTLY. RUBBER MOLDING IS BROKEN. OLD HEATING VENT IS LOOSE. LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. BRICK WORK IS BROKEN NEAR SCHOOL SIGN.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Fairsite Elementary and Early Learning Center serves families with children ages 0-5 years old. The School Readiness Center offers a wide variety of experiences so that families will begin their GJUESD experience with a stronger learning foundation and help ensure that our youngest learners advance from PreKindergarten to elementary school with stronger opportunities for social, emotional and academic success. This experience encompasses home-based, center-based, extended learning opportunities.

Bilingual Community Outreach staff coordinate efforts to increase home-school communication and engagement of dual language learner families.

Dual Capacity Building: Academic Parent Teacher Teams (APTT) is a research-based family engagement and leadership opportunity for parents/caregivers that that teachers offer 3 times per year. The goal is to strengthen family involvement as parents become partners in their children's education and support their learning at home.

Fairsite supports the parents' role in their child's learning at home through an evidence-based home visitation program and a parent early learning texting app. The ECE Home Visitor provides in-home developmental and educational experiences for dual language learner families who may live in rural areas or without transportation.

Parent & Child Playgroups: Provide structured developmental playgroups for children ages 0-3 and their caregivers, prioritizing enrollment for children of low-income families who are not otherwise enrolled in public infant/toddler programs and services. The playgroups involve families/caregivers as active participants with their children and educate them about the importance of play in child development, and the critical role they play in supporting school success.

Parents As Volunteers: Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom.

Parent Advisory Committee (PAC): The Fairsite PAC meets monthly. PAC develops parent leadership capacity and gathers stakeholder input for continuous improvement process. Parent representatives from each classroom support family engagement by assisting with the planning school activities.

English Classes for Parents: EL CIELO English Literacy Class meets twice a week in 2-hour sessions focused on building vocabulary as well as communication skills between home and school.

Family Events: the whole family is invited to attend monthly family events such as Math Night, Picnic on the Green, Fall Festival, Movie Night, etc. These events are designed to promote family (adult caregivers) literacy and bring families together to network with each other.

Kindergarten Information Nights: TK/K teachers come to Fairsite preschool to share kindergarten expectations with parents and to provide ideas for helping children prepare for Kindergarten.

Partnering in Education opportunities include Back-to-School Night, Parent-Teacher Conferences in the fall and spring ,and Open House. Teachers also communicate regularly with families via the Class Dojo parent app.

2nd Cup of Coffee is a parent/caregiver wellness class that provides information on local resources, topics of parent interest, and a fun family craft.

University of Davis Cooperative Extension will provide two Nutrition Series that focus on selecting and preparing healthy snack and meals, nutrition and healthy lifestyles.

Parent Listening Circles: Gives parents a meaningful opportunity to contribute to school decision-making

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate							9.4	7.8	8.2
Graduation Rate							83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	98	20	20.4
Female	40	40	6	15.0
Male	59	57	13	22.8
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	56	54	15	27.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	35	35	2	5.7
English Learners	34	34	9	26.5
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	53	52	17	32.7
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	22	22	6	27.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions			0.00	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions			0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook" kept in the office outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan, shelter in place plan. Emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento county.

Student safety is a priority at Fairsite Elementary and Early Learning Center. All gates remain locked throughout the school day; opened 10 minutes prior to class dismissal. Since the school office is located in the center of the school, visitors are required to enter the campus through Gate 4 which is located in the hallway between the School Readiness Center and the Health Office. All visitors are required to check in at the office and wear a visitor badge while on campus. Since parents are required to walk their children to class, they are on campus before school to monitor student safety traveling to and from campus and while they wait for the teachers to open the classroom doors. School employees are required to wear picture identification badges

Fairsite Elementary and Early Learning Center's last Comprehensive School Safety Plan was adopted by the school board on February 15, 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$80,657
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Fiscal Year 2022-23 Types of Services Funded

Supplemental programs and services at Fairste Elementary School that support and assist our learners and their families include:

School Readiness (SR) Center: This center located at Fairsite provides a variety of parenting resources and services to families that include developmental screenings, parenting classes, English classes, and migrant education services. Staffed in the SR Center are the Bilingual Community Outreach Assistants and Coordinator who recruit families, coordinate community outreach and support the leadership development of dual language families.

The Expanded Learning Opportunities Program: Galt Expanded Learning provides afterschool childcare and enrichment Monday through Friday from 11:30 am - 6:00 pm. The program includes nutritious meals, physical exercise, literacy and math enrichment and STEAM opportunities in the Maker Space room.

JumpStart Summer Program: Provides a 4-week summer program designed to support a smooth transition from Preschool and TK into kindergarten.

All classrooms are staffed with 1-2 instructional assistants (IAs) to provide a lower adult to student ratio and support early literacy and math instruction, as well as provide additional social emotional learning support.

Fairsite offers a Pre-K/TK Dual Language Immersion (DLI) program. The Spanish/English DLI program matriculates to Valley Oaks for Kinder-6th grade.

Health services are under the supervision of a qualified school nurse. Dental and vision screening, hearing tests, first aid and health counseling are among the services provided. Our district nurse, along with our school health assistant, are available to address health problems that interfere with the learning process.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional learning is an important part of the school program at Fairsite Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies. The district provided three professional learning days for certificated staff in 2022-23 school year and three in the current year. Additionally, the district sets aside a portion of the professional learning days which allows teachers to plan and reflect on their new learning.

Professional development has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs.

Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

California Teacher Induction Program:

New teachers and teachers seeking additional assistance are supported by Induction teacher mentors. They meet regularly with their experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

California Early Math Initiative:

Four of the staff are participating in the California Early Math Initiative in partnership with the Fresno County Superintendent of Schools, WestEd and California State Board of Education. The intent is to improve math and science outcomes for children ages 0-8 across the state.

Teaching Pyramid:

Three of our teaching staff and the Expanded Learning Coordinator are participating in The Teaching Pyramid training, which provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior.

Social Emotional Learning (SEL):

Staff and administration have participated in the Second Step SEL Curriculum Training

BeGLAD Training:

Professional Development

All preK teachers are participating in BeGLAD professional development that focuses on the areas of academic language acquisition and literacy. The strategies specifically target and promote language skills, academic achievement, and cross-cultural skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Lake Canyon Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith P Hayes
Email Address	jhayes@galt.k12.ca.us
School Website	https://lc-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34673480107946

2023-24 District Contact Information

District Name	Galt Joint Union Elementary School District
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience.

As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized.

Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We provide varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent.

Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	58
Grade 2	66
Grade 3	90
Grade 4	70
Grade 5	74
Grade 6	87
Total Enrollment	511

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
Asian	4.5%
Black or African American	1.4%
Filipino	1%
Hispanic or Latino	53.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.9%
White	32.3%
English Learners	15.3%
Foster Youth	0.2%
Homeless	3.7%
Migrant	6.3%
Socioeconomically Disadvantaged	49.7%
Students with Disabilities	16.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	90.12	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.95	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.98	2.40	1.44	12115.80	4.41
Unknown	1.00	3.95	8.80	5.15	18854.30	6.86
Total Teaching Positions	25.30	100.00	172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	92.70	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.11	11953.10	4.28
Unknown	2.00	7.30	7.40	4.49	15831.90	5.67
Total Teaching Positions	27.30	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing September 20, 2023, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 20, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-6: Benchmark Advance/Adelante, adopted in 2017	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Year and month of the most recent FIT report

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			EXHAUST FAN IS NOT WORKING. LIGHT DIFFUSER IS BROKEN. DIRTY VENT IN RR.
Interior: Interior Surfaces		X		FORMICA IS CHIPPING ON COUNTERTOP. UNSECURED ITEMS ARE STORED TOO HIGH. PENCIL SHARPENER COVER IS MISSING. DRINKING FOUNTAIN FLOWS ONTO COUNTERTOP. EVACUATION MAP IS NOT POSTED. TWO FAUCETS HAVE A DRIP. FAUCETS LEAK AT FITTINGS. FIRE EXTINGUISHER CASE IS BROKEN. ONE LIGHT PANEL IS OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING. ROOM IS CLUTTERED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		FIRE EXTINGUISHER IS NOT MOUNTED. ONE LIGHT PANEL IS OUT. FAUCET HAS A LOW FLOW. CEILING TILE IS BROKEN. ROOM IS CLUTTERED.
Electrical		X		ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. ONE LIGHT PANEL IS OUT. FAUCET HAS A LOW FLOW. EXHAUST FAN IS NOT WORKING. LIGHT DIFFUSER IS BROKEN. TWO HAND DRYERS HAVE NO POWER. FAUCETS HAVE HIGH PRESSURE. MAKERSPACE: THREE CAN LIGHTS ARE OUT TWO LIGHT PANELS ARE OUT.

School Facility Conditions and Planned Improvements

			LIGHT PANEL IS OUT.OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	DRINKING FOUNTAIN FLOWS ONTO COUNTERTOP. DRINKING FOUNTAIN HAS A LOW FLOW. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. ONE LIGHT PANEL IS OUT. FAUCET HAS A LOW FLOW. TOILET LEAKS AT WALL. FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS NO FLOW WITH BROKEN KNOB. TWO HAND DRYERS HAVE NO POWER. FAUCETS HAVE HIGH PRESSURE. FAUCET HAS A LOW FLOW. FAUCET HAS HIGH PRESSURE. LINOLEUM IS TORN. TWO FAUCETS HAVE A DRIP. FAUCETS LEAK AT FITTINGS. TOILET IS LOOSE AT BASE. FAUCET HAS A LOW FLOW
Safety: Fire Safety, Hazardous Materials	X		EXTINGUISHER IS BLOCKED. . CEILING TILE HAS A WATER STAIN. NE LIGHT PANEL IS OUT.OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING. TECHNOLOGY: PAINT IS PEELING ON INTERIOR WALL.
Structural: Structural Damage, Roofs	X		EXTERIOR WALL TILE IS BROKEN AT ENTRY.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		THRESHOLD IS LOOSE DOOR CLOSER COVER IS MISSING. ONE LIGHT PANEL IS OUT.OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	48	47	47	47	46
Mathematics (grades 3-8 and 11)	39	47	35	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	322	317	98.45	1.55	47.63
Female	169	167	98.82	1.18	49.70
Male	153	150	98.04	1.96	45.33
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	165	98.80	1.20	34.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	68.18
White	107	105	98.13	1.87	60.00
English Learners	39	38	97.44	2.56	7.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	99	98.02	1.98	32.32
Students Receiving Migrant Education Services	20	20	100.00	0.00	45.00
Students with Disabilities	50	50	100.00	0.00	12.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	322	318	98.76	1.24	47.17
Female	169	168	99.41	0.59	41.07
Male	153	150	98.04	1.96	54.00
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	166	99.40	0.60	34.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	107	105	98.13	1.87	60.00
English Learners	39	39	100.00	0.00	10.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	99	98.02	1.98	33.33
Students Receiving Migrant Education Services	20	20	100.00	0.00	45.00
Students with Disabilities	50	50	100.00	0.00	14.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.12	28.38	28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100.00	0.00	28.00
Female	42	42	100.00	0.00	19.05
Male	33	33	100.00	0.00	39.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	10.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	52.38
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners and teacher communication through newsletters, email and phone calls. Intermediate-grade parents are encouraged to check assignments for the day on the Synergy Parent Portal. The parent portal allows parents to monitor their students' attendance, growth towards personalized goals, and grades online.

The school also seeks parental participation by encouraging parents to volunteer, and participate in our ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, Kiwanis and many other national, regional, and local partners.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	528	187	35.4
Female	262	260	95	36.5
Male	274	268	92	34.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	23	23	4	17.4
Black or African American	8	8	2	25.0
Filipino	7	6	1	16.7
Hispanic or Latino	289	286	124	43.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	30	30	6	20.0
White	171	168	50	29.8
English Learners	83	83	39	47.0
Foster Youth	3	3	1	33.3
Homeless	25	23	11	47.8
Socioeconomically Disadvantaged	275	271	116	42.8
Students Receiving Migrant Education Services	33	33	14	42.4
Students with Disabilities	108	108	47	43.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.50	0.93	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0
Female	0.76	0
Male	1.09	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.2	0
Foster Youth	0	0
Homeless	4	0
Socioeconomically Disadvantaged	1.45	0
Students Receiving Migrant Education Services	9.09	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus. School-wide digital and web-based surveillance cameras are in use school-wide to monitor outdoor areas and campus boundaries.

The current Lake Canyon School-wide Safety Plan was reviewed and approved by the Lake Canyon School Site Council and the GJUESD School Board in February, 15 2023. This extensive plan was highlighted at a spring 2023 Lake Canyon staff meeting to ensure all staff are fully aware and trained in all stated safety procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	7		
1	43	1	3	2
2	43		2	2
3	45	1	2	2
4	43	2	2	2
5	40	1	2	1
6	60			3
Other	12	6	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	1	
1	19	3		
2	19	4		
3	19	3		
4	31		2	
5	24	1	2	
6	20	2	2	
Other	17	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	0.1
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,972	4,497	7,475	80,041
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	-1.6	0.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	12.5	-5.6

Fiscal Year 2022-23 Types of Services Funded

Personalized learning pathways developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap.

Programs and services at Lake Canyon which support and assist our learners include:

- Through our many local, regional, and national partnerships, our students have access to opportunities in visual and performing arts, technology and engineering, and civic and service learning facilitated by experts in those fields.
- Through the implementation of Lake Canyon's House System there is constant encouragement for students to do their best. This system supports positive attitudes of students toward one another and toward the school. The House System connects every student with a team of caring staff and peers which supports a sense of belonging and opportunities for student leadership.
- The Lake Canyon behavior support system is built upon restorative justice ideals and positive behavior intervention supports.
- Our school currently has a team of instructional assistants who provide additional reading and math skills practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Instructional assistants are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches and site administration.
- Extended day academic services are offered two days a week after school. Teachers and instructional assistants support students with reading, science, and math.
- Wellness is prioritized through the implementation of a nationally recognized school-wide wellness plan which includes school-wide access to at least 100 minutes per week of physical education, fitness and sports-based interest clubs both during the school day and after school, and robust health and nutrition education.
- Free after school meals are offered to all students who attend small group cohorts in-person on campus.
- More than one hundred fifty families have been chosen to check out a Chromebook with Wi-Fi services for home use.
- The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. The BFLC normally facilitates our large after school club offerings based on access to student interests. Many of these opportunities utilize technology and innovations in education such as computer programming, coding, engineering and robotics. The BFLC is normally open Monday - Friday from 8:00 a.m. - 4:00 p.m. In addition, Lake Canyon offers an extended learning program serving around 100 students after school in an environment where students have access to a healthy snack, homework help, and enrichment activities.
- Our school social worker program helps to keep children supported through their school years. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides on-going workshops for parents and staff.
- Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, is available to address health problems that interfere with the learning process.
- 100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS aligned bridge math program-Eureka Math. 100% of students are exposed to units developed through the NGSS lens.

Fiscal Year 2022-23 Types of Services Funded

- 100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.
- 100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.
- English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Educators set annual professional growth goals in collaboration with school administrators. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by Teacher Induction providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Marengo Ranch Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
Email Address	jporter@galt.k12.ca.us
School Website	https://mg-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6114185

2023-24 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

At Marengo Ranch, we embrace a personal approach to learning.

We believe that every student has unique needs, strengths, talents, and interests.

It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

At Marengo Ranch, we are making it personal.

Principal's Message

Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits the needs, interests, strengths, and talents of all learners. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Online services and programs also provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Web-based assessments provide immediate feedback on student growth so that staff members may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	60
Grade 2	52
Grade 3	70
Grade 4	73
Grade 5	85
Grade 6	65
Total Enrollment	449

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	0.4%
Asian	1.8%
Black or African American	0.2%
Filipino	1.1%
Hispanic or Latino	56.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.5%
White	35.2%
English Learners	10.7%
Homeless	0.2%
Migrant	3.3%
Socioeconomically Disadvantaged	44.8%
Students with Disabilities	20.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	96.33	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.40	1.44	12115.80	4.41
Unknown	1.00	3.67	8.80	5.15	18854.30	6.86
Total Teaching Positions	27.20	100.00	172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	95.69	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.11	11953.10	4.28
Unknown	1.00	4.31	7.40	4.49	15831.90	5.67
Total Teaching Positions	23.10	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	3.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing on Sept. 20, 2023, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, adopted in 2017	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one BFLC, one staff workroom, and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. The facility is used by several community organizations on a year-round basis.

Cleaning Process

The principal works daily with two full-time and two part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Bond and Renovation

During the 2019 school year, construction commenced to address much needed renovation to the school's brick exterior issues. The construction project was completed in the winter of 2020.

Year and month of the most recent FIT report

12/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN/LOOSE AT ENTRY CARPET IS TORN AND LIFTING. TRIM IS MISSING ON CUBBY HOLES. FAUCET HAS A LOW FLOW. EXTENSION CORD IS BEING PERMANENTLY USED. OUTLET COVER IS BROKEN. DOOR HANDLE IS LOOSE. DOOR IS VERY HARD TO UNLOCK. DRINKING FOUNTAIN HANDLE IS BROKEN. PAINT IS PEELING ON EXTERIOR TRIM. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. FORMICA

School Facility Conditions and Planned Improvements

				MISSING ON CABINET. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. WALL PLASTER IS MARRED. EVACUATION MAP IS NOT POSTED (SITE MAP). DRAWER IS BROKEN. ELECTRICAL COVER IS MISSING. WALL HAS HOLES.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			UNSECURED ITEMS ARE STORED TOO HIGH. SWITCH PLATE IS BROKEN. FAUCET HAS A LOW FLOW.
Electrical		X		LIGHT SWITCH COVER IS BROKEN. CAN LIGHT IS OUT. MULTIPLE LIGHT BULBS ARE OUT. HOLES. DRAWER IS BROKEN. ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS MISSING. (ELECTRICAL).
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		URINAL IS SPRAYING OUT OF BASIN CREATING A SLIP HAZARD. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS HIGH PRESSURE. EXTERIOR DRINKING FOUNTAIN HAS A DRIP/LEAK. DRINKING FOUNTAIN FLOWS INTO MOUTH GUARD FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HANDLE IS BROKEN. MULTIPLE LIGHT BULBS ARE OUT. MOUTH GUARD IS STAINED. DRAWER IS BROKEN. ELECTRICAL COVER IS MISSING. FAUCET AND SINK HAVE NO FLOW.
Safety: Fire Safety, Hazardous Materials	X			URINAL IS SPRAYING OUT OF BASIN CREATING A SLIP HAZARD. PAINT IS BUBBLING ON CEILING. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. DOOR DOES NOT CLOSE PROPERLY. DRAWER HANDLE IS MISSING. CABINET DOORS ARE MISSING. DOOR THRESHOLD SCREWS ARE MISSING.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			EXTENSION CORD IS BEING PERMANENTLY USED. OUTLET COVER IS BROKEN. DOOR HANDLE IS LOOSE. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. DOOR THRESHOLD SCREWS ARE MISSING. WINDOW SCREEN MISSING. DRY ROT ON RAMP.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	53	47	47	47	46
Mathematics (grades 3-8 and 11)	43	49	35	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	292	99.66	0.34	53.08
Female	143	142	99.30	0.70	54.93
Male	150	150	100.00	0.00	51.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	168	99.41	0.59	48.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	101	101	100.00	0.00	57.43
English Learners	31	30	96.77	3.23	30.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	94	98.95	1.05	31.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	59	100.00	0.00	28.81

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	293	100.00	0.00	49.15
Female	143	143	100.00	0.00	42.66
Male	150	150	100.00	0.00	55.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	169	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	101	101	100.00	0.00	51.49
English Learners	31	31	100.00	0.00	22.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	95	100.00	0.00	33.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	59	100.00	0.00	42.37

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.69	39.02	28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100.00	0.00	39.02
Female	37	37	100.00	0.00	35.14
Male	45	45	100.00	0.00	42.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	44.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	17.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	26.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's education by monitoring schoolwork and homework each day. Communication through our Parent Vue System, Facebook, Blackboard Connect, and classroom connection systems such as Class Dojo and Bloomz provide many ways to keep families involved. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Learner Advisory Committee), and School Site Council. Events such as Family Bingo Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a positive school community and often volunteer in our classrooms.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	458	107	23.4
Female	226	226	57	25.2
Male	233	232	50	21.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	2	22.2
Black or African American	1	1	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	261	261	69	26.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	20	20	3	15.0
White	160	159	32	20.1
English Learners	56	56	20	35.7
Foster Youth	1	1	0	0.0
Homeless	10	10	4	40.0
Socioeconomically Disadvantaged	209	209	61	29.2
Students Receiving Migrant Education Services	16	16	5	31.3
Students with Disabilities	111	110	27	24.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.69	0.87	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0
Female	0	0
Male	1.72	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.25	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments. This plan describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked throughout the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Yard supervisors monitor the campus and playground area before, during and after school.

The Marengo Ranch Comprehensive School Safety Plan was approved by the board, February 15, 2023

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	8		2
1	35	3		2
2	36	2	2	2
3	38	2	2	2
4	45		2	2
5	42		3	1
6	42		2	1
Other	13	7	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	
1	17	3		
2	22		3	
3	23		3	
4	26		3	
5	31		2	
6	27		3	
Other	8	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.7
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,880	5,360	7,520	80,925
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	-1.0	1.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	13.1	-4.5

Fiscal Year 2022-23 Types of Services Funded

Instructional assistants are employed to assist with foundational reading skill instruction and English Learner support in designated ELD blocks.

After school, extended day opportunities are regularly provided by classified and certificated staff to meet the needs of students.

Our Galt Expanded Learning Program provides after school enrichment and childcare for families.

A full-time school social worker supports student mental and social emotional health and provides individual and small groups counseling for at-risk students

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

Professional development is a critical component of support provided by the Galt Joint Union Elementary School District. The district traditionally offers three staff development days throughout the school year, plus three pre-service days at the beginning of the school year.

The school's teachers and support staff are committed to keeping up to date on the latest educational trends and information. Many teachers also participate in voluntary professional development sessions after school, on the weekends, and during vacation breaks.

New teachers and teachers seeking additional assistance are supported by the Induction Program providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

River Oaks Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	River Oaks Elementary School
Street	905 Vintage Oak Avenue
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-4614
Principal	Tina Homdus
Email Address	thomdus@galt.k12.ca.us
School Website	https://ro-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6110654

2023-24 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Vision: We envision...

- *A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
- *A school where everyone is physically and emotionally safe.
- *A school where everyone takes responsibility for their own actions.
- *A school where parents, community, and staff encourage and support students to do their best.
- *A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
- *A school where students have learning opportunities to develop 21st Century Skills.
- *A school where students are technologically literate and globally minded.
- *A school where students and staff communicate effectively and work cooperatively.
- *A school where students will develop critical thinking and problem solving skills.
- *A school where students and staff model the Eight Great Character Traits.
- *A school where students give to others and the greater community.

Mission:

Core Values (belief statements that guide us)

- *Children come first.
- *All children can learn.
- *We focus on results. (meeting/exceeding growth targets)
- *Our expectations and standards are high.
- *Evaluation drives improvement.
- *Collaboration and teamwork improves student achievement.
- *We honor diversity.
- *We act ethically and with integrity, and treat everyone with courtesy and respect.

A Message from the Principal:

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academic personal growth. Students are recognized

2023-24 School Description and Mission Statement

and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We believe it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Band, Choir, After School Expanded Learning Opportunities, and Running Clubs. Parents are encouraged to support their learners at home by listening to them read, providing quiet study areas, and assisting with homework when appropriate. Our families support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths and talents at school. The teachers and support staff at River Oaks are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School in 1995, 2002, 2008, 2018, and 2020.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	79
Grade 2	71
Grade 3	81
Grade 4	73
Grade 5	94
Grade 6	70
Total Enrollment	534

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
American Indian or Alaska Native	0.6%
Asian	7.5%
Black or African American	1.1%
Filipino	1.3%
Hispanic or Latino	53%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3%
White	33.1%
English Learners	17.4%
Foster Youth	0.4%
Homeless	3.6%
Migrant	2.4%
Socioeconomically Disadvantaged	54.1%
Students with Disabilities	17.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	88.89	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.70	2.40	1.44	12115.80	4.41
Unknown	2.00	7.41	8.80	5.15	18854.30	6.86
Total Teaching Positions	27.00	100.00	172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.10	96.31	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.11	11953.10	4.28
Unknown	1.00	3.69	7.40	4.49	15831.90	5.67
Total Teaching Positions	27.10	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing on September 20, 2023, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-18	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, and two playgrounds. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of four to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

Year and month of the most recent FIT report 12/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		PLASTER IS CHIPPING ON WALL NEAR RR. WALL PAPER IS TORN. SKID PAINT IS MISSING ON RAMP. CARPET IS TORN. DRINKING FOUNTAIN HAS HIGH FLOW. CEILING TILE HAS WATER STAINS. WALLPAPER IS TORN. FORMICA COUNTER IS BROKEN. FAUCET HAS A DRIP. WEATHER STRIPING IS LOOSE. DRINKING FOUNTAIN HAS HIGH FLOW. DOOR CLOSER DOES NOT FUNCTION. FLOOR TILES ARE BROKEN.

School Facility Conditions and Planned Improvements

			<p>CEILING HATCH IS LOOSE (TAPED). LIGHT DIFFUSER IS LOOSE.</p> <p>WALLPAPER IS TORN.RAMP HAS DRY ROT.TRIP HAZARD AT CEMENT/ASPHALT SEAM. WALL HAS A HOLE. FAUCET HAS HIGH PRESSURE.</p> <p>PLASTER IS CHIPPING ON WALL EXPOSING METAL.</p> <p>WALL TILES ARE BROKEN. FLOOR IS DINGY.</p> <p>FLUID LEAKING FROM DOOR CLOSER.LINOLEUM FLOORING IS CRACKING/HAS HOLES.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>UNSECURED ITEMS ARE STORED TOO HIGH.WALL TILES ARE BROKEN. FLUID LEAKING FROM DOOR CLOSER. . FLOORS ARE DINGY FROM PREVIOUS TOILET LEAK. FAUCET LEAKS AT HANDLE.</p>
<p>Electrical</p>	X		<p>ELECTRICAL APPLIANCE IS WITHIN CLOSE PROXIMITY TO A WATER</p> <p>ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>EXTERIOR LIGHT COVER IS MISSING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>FAUCET HAS A LEAK AT HANDLE. DRINKING FOUNTAIN HAS HIGH FLOW. FORMICA COUNTER IS BROKEN. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. CABINET DOOR RUBBER STRIP IS LOOSE.. WEATHER STRIPING IS LOOSE.</p> <p>DRINKING FOUNTAIN HAS LOW FLOW.</p> <p>FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>DRINKING DOOR CLOSER DOES NOT FUNCTION. DOOR DOES NOT CLOSE. FAUCET LEAKS AT FITTING, BASE, AND HANDLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>PAINT IS CHIPPING ON WALL.</p> <p>PAINT IS CHIPPING ON DOOR EXTERIOR DOOR TRIM. CABINET DOOR DOESN'T SHUT PROPERLY. WALL HAS A HOLE. NON SKID PAINT IS CHIPPING ON RAMP.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>RAMP HAS DRY ROT. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>FAUCET HAS A LEAK AT HANDLE. WEATHER STRIPPING IS LOOSE.</p> <p>ELECTRICAL APPLIANCE IS WITHIN CLOSE PROXIMITY TO A WATER SOURCE. DOOR HANDLE IS LOOSE.</p> <p>WALLPAPER IS TORN. RAMP HAS DRY ROT.</p> <p>WALL TILES ARE BROKEN.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	46	47	47	47	46
Mathematics (grades 3-8 and 11)	41	41	35	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	315	99.06	0.94	46.35
Female	157	157	100.00	0.00	52.87
Male	160	157	98.13	1.87	40.13
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	162	98.18	1.82	34.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	114	114	100.00	0.00	58.77
English Learners	43	42	97.67	2.33	11.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	129	100.00	0.00	31.01
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	21.05

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	315	99.06	0.94	41.27
Female	157	157	100.00	0.00	40.76
Male	160	157	98.13	1.87	42.04
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	80.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	162	98.18	1.82	29.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	114	114	100.00	0.00	50.88
English Learners	43	42	97.67	2.33	11.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	129	100.00	0.00	29.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	15.79

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.24	33.70	28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	92	100.00	0.00	33.70
Female	46	46	100.00	0.00	36.96
Male	46	46	100.00	0.00	30.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	36	36	100.00	0.00	47.22
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	28.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	26.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Learner Advisory Committee (ELAC) group that meet regularly to make decisions on how to best support the students and school. Annually, PTA organizes fundraising efforts, Harvest Festival, Family Movie Nights, Jog-a-Thon, Family Dances, and Holiday Store. Our ELAC organize and participate in the running of the holiday store each December. Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage our parents to support the school and classrooms.

Key stakeholders work collaboratively to provide the following resources for families:

- ~Breakfast, lunch, after school and summer meals provided free to all students
- ~Scholarships and fundraising for field trips
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~Free Family Events
- ~Support with technology and internet services
- ~Spanish communication

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	547	133	24.3
Female	263	261	61	23.4
Male	288	285	71	24.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	3	3	2	66.7
Asian	41	40	3	7.5
Black or African American	6	6	1	16.7
Filipino	9	9	1	11.1
Hispanic or Latino	290	289	81	28.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	16	16	5	31.3
White	185	182	39	21.4
English Learners	107	105	21	20.0
Foster Youth	3	3	1	33.3
Homeless	19	18	5	27.8
Socioeconomically Disadvantaged	303	300	84	28.0
Students Receiving Migrant Education Services	16	16	1	6.3
Students with Disabilities	128	128	48	37.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.69	1.09	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.17	0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0
Female	0	0
Male	2.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.62	0
English Learners	2.8	0
Foster Youth	0	0
Homeless	10.53	0
Socioeconomically Disadvantaged	1.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.34	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring.

Our school Emergency Handbook outlines the plan of action for emergencies such as earthquakes, fires, floods, lockdowns, and chemical spills. Our school site has an evacuation plan and emergency drills are conducted monthly. We have a site crisis team that meets in August and September to review emergency procedures and protocols. We have an emergency phone tree system to call classrooms and staff. Staff are trained on emergency procedures in August and September each year. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office and wear a visitor badge while on campus. The River Oaks Elementary School's Comprehensive School Safety Plan was last board approved-February 15, 2023

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	
1	36	4		2
2	37	2	1	2
3	42	1	3	2
4	48		2	2
5	38		3	1
6	42		2	1
Other	10	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	21	1	2	
2	18	4		
3	21	1	2	
4	30		3	
5	32		1	
6	27		3	
Other	10	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,808	5,428	7,380	78,435
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	-2.9	-2.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	11.2	-7.6

Fiscal Year 2022-23 Types of Services Funded

Supplemental programs and services at River Oaks that support and assist our learners include:

- Our school currently has a team of eight instructional assistants that provide additional reading and math skills practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in grades 4th-6th, as well. Instructional assistants are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches and site administration.
- Extended day services are offered two days a week after school. Teachers and instructional assistants support students with reading, science, and math.
- Free breakfasts lunches, and after school meals are offered to all students.
- Students are able to check out a Chromebook with Wi-Fi services for home use.
- The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom.
- Our school social worker program helps to keep children supported through their school years. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides on-going workshops for parents and staff.
- Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, is available to address health problems that interfere with the learning process.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district personnel offer trainings related to the Common Core Standards, Benchmark ELA/ELD, Eureka Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three PD days on the calendar for the 2022-2023 school year, three professional development days during the 21-22 school year; one PD day during the 20-21 school year, three PD days during the 19-20 school year, and three PD days during the 18-19 school year. Monthly staff meetings, Take-Away Tuesdays and 5th Wednesdays are also dedicated to Professional Development opportunities.

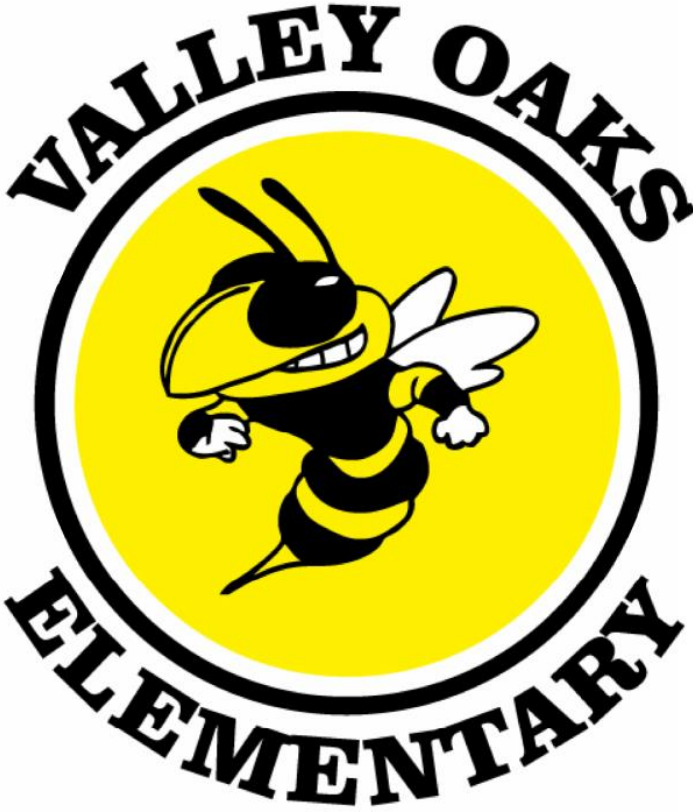
Professional Development

New teachers and teachers seeking additional assistance are supported by BTSA mentor teachers and administration. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Valley Oaks Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	209-745-1564
Principal	David Nelson
Email Address	dnelson@galt.k12.ca.us
School Website	https://valleyoaks.galt.k12.ca.us
County-District-School (CDS) Code	34 67348 6033310

2023-24 District Contact Information

District Name	Galt Joint Union Elementary School District
Phone Number	209-744-4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	https://www.galt.k12.ca.us

2023-24 School Description and Mission Statement

Valley Oaks Vision Statement:

At Valley Oaks, we envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students being encouraged by parents, staff, and community to do their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking, and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating their identified strengths
- Students and staff are modeling the Four School Rules/Norms and Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community
- Students and staff taking pride in their work EVERYDAY

Valley Oaks Mission Statement:

Education is the shared responsibility of everyone: Students, Teachers, Parents and the Community.
Valley Oaks Elementary is committed to: Growing And Learning Together

Principal's Message

Welcome to 21st century learning at Valley Oaks - where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with constantly updated technology through the individual use of Chromebooks for every student in grades K-6, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended personalized learning environments that integrate technology throughout academic content areas. Students participate daily in high quality early literacy instruction and deliberate practice of literacy skills, developing critical thinking skills, collaborating with peers while building their communication skills, often with creative and innovative service learning projects. We strive to provide an environment that addresses the social and emotional needs of students by creating positive relationships with staff and students, and instruction in social/emotional lessons. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for future college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident teenagers and young adults. Our students have a high sense of engagement while at school, as well as a high hope for themselves and their future.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	68
Grade 2	68
Grade 3	67
Grade 4	72
Grade 5	80
Grade 6	87
Total Enrollment	504

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.2%
American Indian or Alaska Native	0.8%
Asian	1.4%
Black or African American	0.4%
Hispanic or Latino	84.9%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.4%
White	10.5%
English Learners	47.8%
Homeless	5.8%
Migrant	15.1%
Socioeconomically Disadvantaged	81.2%
Students with Disabilities	17.7%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	88.59	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	3.77	2.40	1.44	12115.80	4.41
Unknown	2.00	7.61	8.80	5.15	18854.30	6.86
Total Teaching Positions	26.20	100.00	172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	88.24	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.92	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.11	11953.10	4.28
Unknown	2.00	7.84	7.40	4.49	15831.90	5.67
Total Teaching Positions	25.50	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The public hearing for the sufficiency of materials was held at the Sept 20, 2023 Galt Joint Union Elementary School District school board meeting and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The 2017-2018 school year marked the first year of K-6 ELA/ELD Adoption, Benchmark Advance, used by all students in all grades. Additionally, all students in grades TK-6 have access to personalized blended learning opportunities through his/her own Chromebook and personalized programs and applications.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017	Yes	0
Mathematics	Eureka Math, adopted in 2016-17	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 38 classrooms, a multipurpose room (cafeteria, gym, stage), a library, an administration building, and three playgrounds. Recent modernization to the campus included an entire resurfacing of blacktop to all playgrounds. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Funds from a recently passed general obligation bond are being used to help modernize, update, and provide safety improvements for Valley Oaks. In the summer of 2018 and during the 2018-2019 school year, significant modernization efforts were made to the Kindergarten/1st grade, 2nd grade, and 4th grade buildings - improvements which include new HVAC units, new roofs, new gutters/drains, new exterior structure repair and new paint. Additionally, the entire Multi-Use room, from Kitchen to gymnasium to stage area have all undergone significant modernization efforts, both in the exterior and interior, including new HVAC, fire sprinkler install, new LED lighting, new flooring throughout, new walls, doors, ceiling, complete bathroom remodel, complete kitchen remodel, and all underground/above ground infrastructure efforts to make all of it happen. Additionally, the roof, wood exteriors (soffits), gutters and drains, as well as exterior lighting have all been completely replaced. Those buildings that were not renovated have been repainted (Library and office) and spot painting has been done to all areas of the school. Ramps and doors were also repainted. Indoor areas that were in need also have been repainted. During the 2022-2023 and 2023-2024 school years, four aging portable classrooms were removed and a new 6-classroom permanent building is being built at Valley Oaks on the northeast side of the school - due to open in January 2024. This will modernize classrooms for at least two grade levels, and provide additional rooms for the after school ASES/GEL programs.

Cleaning Process

The principal works daily with the two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

Year and month of the most recent FIT report

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			THREE RECESSED LIGHTS ARE OUT. PAINT IS CHIPPING ON DOOR. FLOOR IS STAINED FROM PREVIOUS LEAK.
Interior: Interior Surfaces		X		DRY ROT ON SIDING AND FACIA. FORMICA TRIM IS CHIPPING AND MISSING ON COUNTERTOP. TRIP HAZARD ON WALKWAY. CEILING TILES ARE DAMAGED. RUBBER MOLDING IS MISSING. FORMICA TRIM IS PEELING/MISSING ON COUNTERTOP. FLOOR TILES ARE BROKEN. TWO TOILETS ARE LOOSE AT BASE. CEILING TILES ARE LOOSE. .WALL PANEL IS LOOSE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. FLOORS ARE UNKEPT. PAINT IS PEELING ON DOOR FRAME.

School Facility Conditions and Planned Improvements

Electrical	X		ELECTRICAL COVER IS BROKEN. MULTIPLE LIGHT BULBS ARE OUT. CEILING TILE IS LOOSE IN RR. ONE RECESSED LIGHT IS OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		DRINKING FOUNTAIN HAS LOW FLOW AND A DRIP. DOOR CLOSER COVER IS MISSING. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. PAINT IS PEELING ON FACIA.FAUCET IS LOOSE.FAUCET LEAKS AT HANDLE. ROOM NOT IDENTIFIED.FAUCET HAS A DRIP AND LEAKS AT HANDLE.DRINKING FOUNTAIN SPRAYS ON CARPET, HIGH FLOW. DRY ROT AT BASE OF SIDING. GUTTER DOWNSPOUT IS BROKEN. TRIP HAZARD ON WALKWAY AND AT ASPHALT/CEMENT SEAM. SKID PAINT IS PEELING ON RAMP.TWO TOILETS ARE LOOSE AT BASE.
Safety: Fire Safety, Hazardous Materials	X		PAINT IS CHIPPING ON DOOR FRAME. PAINT IS CHIPPING ON WALL. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. PAINT IS PEELING ON FACIA.PAINT IS PEELING ON FACIA. FAUCET LEAKS AT HANDLE. THREE RECESSED LIGHTS ARE OUT.FLOORS ARE UNKEPT. PAINT IS PEELING ON DOOR FRAME.
Structural: Structural Damage, Roofs	X		DRY ROT ON SIDING AND FACIA. DRY ROT ON RAMP. TRIP HAZARD AT ASPHALT/CEMENT SEAM. DRINKING FOUNTAIN SPRAYS ON CARPET, HIGH FLOW. DRY ROT AT BASE OF SIDING. GUTTER DOWNSPOUT IS BROKEN. TRIP HAZARD ON WALKWAY AND AT ASPHALT/CEMENT SEAM. SKID PAINT IS PEELING ON RAMP. DRY ROT ON SIDING AND FACIA. DRY ROT ON RAMP CREATING A TRIP HAZARD.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		TRIP HAZARD AT ASPHALT/CEMENT SEAM. DOOR CLOSER COVER IS MISSING.DRINKING FOUNTAIN SPRAYS ON CARPET, HIGH FLOW. DRY ROT AT BASE OF SIDING. GUTTER DOWNSPOUT IS BROKEN. . SKID PAINT IS PEELING ON RAMP. TRIP HAZARDS THROUGHOUT COURTS.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	34	47	47	47	46
Mathematics (grades 3-8 and 11)	25	26	35	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	313	98.74	1.26	33.55
Female	156	154	98.72	1.28	40.91
Male	161	159	98.76	1.24	26.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	267	264	98.88	1.12	32.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	40.00
English Learners	127	125	98.43	1.57	22.40
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	219	98.65	1.35	29.22
Students Receiving Migrant Education Services	46	45	97.83	2.17	33.33
Students with Disabilities	56	55	98.21	1.79	5.45

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	313	99.05	0.95	26.05
Female	156	155	99.36	0.64	27.45
Male	160	158	98.75	1.25	24.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	265	99.62	0.38	25.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	34	94.44	5.56	29.41
English Learners	127	127	100.00	0.00	16.00
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	12.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	221	218	98.64	1.36	23.61
Students Receiving Migrant Education Services	46	46	100.00	0.00	24.44
Students with Disabilities	56	54	96.43	3.57	7.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.39	12.35	28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	81	100.00	0.00	12.35
Female	38	38	100.00	0.00	13.16
Male	43	43	100.00	0.00	11.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	37	37	100.00	0.00	2.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	9.09
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Valley Oaks Elementary School parents play an important role in their child's education through participation in Back to School Night, Parent/Teacher/Student Conferences, Valley Oaks Parent Teacher Organization (PTO), Family Movie Nights, Open House, Family Science Night, Family Math Night, VO Annual Art Show, Children's Day (Dia del Nino), Environmental Living Programs (Sly Park), Outreach Parenting Programs (Nurturing Parenting), and Student Success Teams (SSTs). Decision-making committees, such as the School Site Council, and English Learner Advisory Committee (ELAC) meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, Kiwanis Club, and the Galt Police Department. Local churches and service clubs donate service hours, backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	531	126	23.7
Female	281	275	59	21.5
Male	262	256	67	26.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	7	7	3	42.9
Black or African American	2	2	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	458	448	103	23.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	7	7	1	14.3
White	58	56	17	30.4
English Learners	259	256	51	19.9
Foster Youth	0	0	0	0.0
Homeless	42	41	10	24.4
Socioeconomically Disadvantaged	443	436	109	25.0
Students Receiving Migrant Education Services	81	81	10	12.3
Students with Disabilities	107	105	36	34.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.48	1.66	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.66	0
Female	1.07	0
Male	2.29	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.62	0
English Learners	0.39	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	2.03	0
Students Receiving Migrant Education Services	1.23	0
Students with Disabilities	0.93	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated annually, or as needed. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly (fire drills = 1x/month and multiple lockdown drills throughout the year), in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive/return a visitor badge before coming on campus. Parents are encouraged to volunteer on campus, and must pass a Megan's Law background check in order to be in the classroom or go on field trips. Surveillance cameras are placed strategically around the entire campus to ensure student and staff safety. Security fencing and gates are installed around the entire school, with entrance to the school being limited to the front doors of the main office.

The School Safety Plan was last reviewed and approved at the local School Board of Education meeting on February 15, 2023. It was shared with VO staff shortly thereafter. It will be updated/reviewed by the School Site Council and the School Board of Education in February 2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	3	3	2
1	36	2	1	2
2	36	1	3	2
3	39	4		2
4	45		3	2
5	51			2
6	26		3	
Other	43	3		2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	1	
1	16	4		
2	19	2	1	
3	22		3	
4	26		3	
5	27		3	
6	22		3	
Other	12	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	504

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,282	4,966	8,315	87,145
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	9.0	8.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	23.1	2.9

Fiscal Year 2022-23 Types of Services Funded

During the fiscal year 2023-2024, programs and services that are available at Valley Oaks that support and assist students include the DLI (Dual Language Immersion) Program, the TBP (Transitional Bilingual Program) for students who receive instruction in their primary language and the ASES/GEL After-School Program. Regular programs/activities such as multiple BFLC/Library clubs (including Homework Club, Lego Club, Arts/Crafts Club, Games Club, Minute to Win It club, Pokemon Club, Crochet Club, Yoga Club, Sewing Club, Stop-Motion Club, BeyBlade Club, etc.), and Acceleration Block programs (after school) are being held during the school year.

Significant funding is set aside for Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA), who work mainly with students in K-3 grades, with some work in grades 4-6 - with a focus on early literacy instruction, reading practice, and mathematics. Bilingual Instructional Assistants also work with our Newcomer (new to the U.S.) and English Learner students.

A full time School Counselor supports students behavioral, social emotional and mental health. Our School Counselor is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning as well as student welfare & attendance.

In the 2023-2024 school year, after school "Acceleration Blocks" are being offered to students/teachers as a way for teachers to work academically with small groups of students (no more than 8) in specific academic areas in which some students need some "acceleration".

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. In the 2022-2023 and 2023-2024 school years, three (3) Staff Development Days have been provided throughout the school year. In addition, professional development has been provided in the areas of crisis prevention training, suicide prevention, sexual harassment prevention, CPR/First Aid, and Mandated Reporting. In 2021-2022, professional development was provided in the areas of Synergy (student information system/grades/report cards), reading instruction (science of reading, SIPPS), Eureka Math review, NWEA MAP scores/report training, MAP Accelerator introduction, and staff Social/Emotional health. In 2022-2023, professional development has been and will be provided in the areas of Math training: Eureka Math, Math Talks, and Math Frameworks. There has been and will be ongoing training in early literacy instruction: SIPPS training/refreshers and whole-group SIPPS instruction, and a Writing workshop (Step Up to Writing). The district also offers Take-Away Tuesdays, where district teachers/staff present workshops on a wide variety of topics, and teachers are able to select or choose which

Professional Development

training they want to attend. During the summer of 2023, the district offered week-long training to teachers in Building Thinking Classrooms and there has been ongoing book studies at the site level to discuss/review the main ideas/strategies of Building Thinking Classrooms.

New teachers and teachers seeking additional assistance are supported by induction providers and mentors. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Teachers who teach in bilingual settings are encouraged to attend a portion or all of a yearly conference for bilingual educators, called CABE, and meet regularly throughout the year to discuss the transitional bilingual program and the new Dual Language Immersion program.

Furthermore, Valley Oaks has had direct access to teachers on special assignments (TOSA), who work specifically with students and teachers in the areas of reading, writing, and math interventions, Building Thinking Classrooms, and ELD instruction/strategies. They have met with and learned from the TOSA in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

After discussion and collaboration with staff and coaches, and through formal and informal data analysis, it was determined that to better increase our early literacy results, we needed Professional Development in the areas of SIPPS. In 2022-2023 and 2023-2024, refresher SIPPS courses were made available to all and new teachers attended SIPPS training courses, provided by the district coach. In 2022-2023 and 2023-2024, Professional Development was provided for new(er) teachers of early literacy in the area of SIPPS and Instructional Assistants who also teach students SIPPS in small groups received instruction, observation, and feedback regarding their SIPPS instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Vernon E. Greer Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Vernon E. Greer Elementary School
Street	248 W. A Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-2641
Principal	Stephanie Simonich
Email Address	ssimonich@galt.k12.ca.us
School Website	https://gr-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0119420

2023-24 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Vernon E. Greer Elementary School is committed to achieving academic excellence by implementing goal setting practices and capitalizing on learner talents and strengths to personalize learning. We strive to create a safe and welcoming environment which fosters the development of caring, responsible, and engaged learners that are prepared to meet the challenges of being citizens in a culturally diverse, technologically advanced, and scientifically progressive society. Our dedicated staff, supportive families, and generous community work collaboratively to build a bright future for all learners.

At Vernon E. Greer Elementary, we strive to...

Ensure that every child has equal opportunity for success by understanding and providing support for unique challenges and barriers.

Provide balanced, integrated, and rigorous academic experiences which capitalize on talents, strengths, and interests.

Use goal setting practices to achieve personal growth towards meeting or exceeding grade level standards in preparation for college and career.

Balance informational and literary texts, and deepen mathematical knowledge in order to develop powerful users of mathematics that positively impact the world, while fostering reading, writing, listening, and speaking skills in all subject areas.

Develop crucial life skills through social and emotional learning opportunities.

Participate in professional development as models of lifelong learning.

Acknowledge talents, strengths, and interests when collaborating as a professional learning community.

Communicate and collaborate with families so learners reach their greatest potential.

We are very proud of the many hours parents and community members provide to us each month. Parents are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. We

2023-24 School Description and Mission Statement

are thankful for a very active and supportive Greer "Partners" in Education, English Language Advisory Committee, and School Site Council.

Individual strengths and talents are recognized. Teachers are committed to becoming strengths-based educators. Through strengths spotting activities, our primary learners identify talents that can be productively applied. Our intermediate learners complete the GALLUP Strength Survey to identify their top three talents. At Vernon E. Greer Elementary, educators are discovering their own talents and developing and applying strengths as they help learners do the same in learning and completing academic tasks to optimal levels of personal excellence.

The teachers and support staff at Vernon E. Greer Elementary are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of local and state assessments drive instruction.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	84
Grade 2	77
Grade 3	70
Grade 4	86
Grade 5	61
Grade 6	57
Total Enrollment	501

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	52.5%
American Indian or Alaska Native	0.4%
Asian	4%
Black or African American	2%
Filipino	2.2%
Hispanic or Latino	57.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.2%
White	30.5%
English Learners	19.8%
Foster Youth	0.4%
Homeless	2.8%
Migrant	3.6%
Socioeconomically Disadvantaged	60.9%
Students with Disabilities	14.2%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	92.19	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.91	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.40	1.44	12115.80	4.41
Unknown	1.00	3.91	8.80	5.15	18854.30	6.86
Total Teaching Positions	25.60	100.00	172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	91.60	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.20	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.11	11953.10	4.28
Unknown	1.00	4.20	7.40	4.49	15831.90	5.67
Total Teaching Positions	23.80	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 20, 2023 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All learners, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	6th Glencoe/McGraw Hill- Science Focus, adopted in 2007 K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0
History-Social Science	6th Glencoe/McGraw Hill-Discovering our Past, adopted in 2006 K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Vernon E. Greer School facilities were originally constructed in 1992. Vernon E. Greer Middle school closed after the 2007-2008 school year. After renovations, Vernon E. Greer Elementary opened in 2008. The school is composed of 5 permanent classrooms, 26 portable classrooms, a multi-purpose room, a library, three playgrounds, a staff room, and three extended day classrooms.

Measure K provided funding to remodel five classrooms and the primary restrooms. This project was completed in 2019. Funding was provided to repair and paint the exterior of all school buildings, replace air conditioning units, and install a new alarm system . These projects were completed in 2021-2022.

Cleaning Process

Administration works daily with the three full-time custodial staff to ensure that the school is maintained in order to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service. Highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Year and month of the most recent FIT report

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			UNSECURED ITEMS STORED TOO HIGH. LOCK STRIKE PLATE IS MISSING. LIGHT DIFFUSER IS LOOSE.
Interior: Interior Surfaces		X		FORMICA TRIM IS MISSING ON COUNTERTOP; CEILING TILES HAVE WATER STAINS. DRY ROT ON SIDING AND FACIA BOARDS. GUTTER DOWN SPOUT IS LOOSE; SECTION OF WALL TRIM IS MISSING. WALLPAPER IS TORN. CEILING TRIM IS TORN. CEILING TILE IS STAINED. CEILING TRIM IS MISSING. WINDOW SCREEN IS TORN. DOOR GETS STUCK ON RAMP.FLOOR TILES ARE BROKEN IN HALLWAY. . TWO LIGHT PANELS ARE OUT. FLOOR TILES ARE BROKEN. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING.DAMAGED SINK CAP IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EXHAUST FAN IS NOT WORKING IN RR. TOILETS ARE LEAKING AT FITTING CREATING A SLIP HAZARDS.
Electrical		X		EXTENSION CORD IS BEING PERMANENTLY USED. CLOCK IS MISSING. FORMICA IS BROKEN ON COUNTER TOP. TWO LIGHT PANELS ARE OUT. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN. SEVEN CAN

School Facility Conditions and Planned Improvements

			LIGHTS ARE OUT. ONE LIGHT PANEL IS OUT. ETHERNET CABLE IS BUNDLED AND STUCK BEHIND PIPE. PAINT IS PEELING ON CEILING. MULTIPLE CAN LIGHTS ARE OUT. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. EXHAUST FAN IS NOT WORKING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	TRIP HAZARDS ON WALKWAYS. DRINKING FOUNTAIN HAS A HIGH FLOW. ONE FAUCET HAS LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. FLOORS ARE UNKEPT.. TOILETS ARE LEAKING AT FITTING CREATING A SLIP HAZARDS. FAUCET LEAKS AT HANDLE. DOOR HANDLE IS LOOSE.
Safety: Fire Safety, Hazardous Materials	X		EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN. SEVEN CAN LIGHTS ARE OUT. LIGHT DIFFUSER IS LOOSE. ONE LIGHT PANEL IS OUT. ETHERNET CABLE IS BUNDLED AND STUCK BEHIND PIPE. PAINT IS PEELING ON CEILING.
Structural: Structural Damage, Roofs	X		DRY ROT ON SIDING AND FACIA BOARDS. GUTTER DOWN SPOUT IS LOOSE. DRY ROT ON SIDING. DOOR CLOSER IS MISSING (DOOR SLAMS SHUT).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		DRINKING FOUNTAIN IS COVERED. DRY ROT ON SIDING. DOOR CLOSER IS MISSING (DOOR SLAMS SHUT). DOOR DEADBOLT IS LOOSE AND WILL NOT SECURE. DOOR GETS STUCK ON RAMP. LOCK STRIKE PLATE IS MISSING. SINK CAP IS MISSING. FAUCET LEAKS AT HANDLE. DOOR HANDLE IS LOOSE.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	45	47	47	47	46
Mathematics (grades 3-8 and 11)	36	40	35	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	268	99.26	0.74	45.32
Female	131	130	99.24	0.76	53.85
Male	139	138	99.28	0.72	37.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	144	99.31	0.69	40.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	87	86	98.85	1.15	48.84
English Learners	45	45	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	117	99.15	0.85	38.46
Students Receiving Migrant Education Services	12	12	100.00	0.00	58.33
Students with Disabilities	35	33	94.29	5.71	24.24

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	268	99.26	0.74	39.55
Female	131	130	99.24	0.76	39.23
Male	139	138	99.28	0.72	39.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	144	99.31	0.69	34.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	87	86	98.85	1.15	47.67
English Learners	45	45	100.00	0.00	15.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	117	99.15	0.85	30.77
Students Receiving Migrant Education Services	12	12	100.00	0.00	33.33
Students with Disabilities	35	33	94.29	5.71	24.24

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.58	20.34	28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	59	98.33	1.67	20.34
Female	23	22	95.65	4.35	13.64
Male	37	37	100.00	0.00	24.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	16.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92%	95%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Vernon E. Greer Elementary School parents and guardians play an important role in their child's education through participation in the following programs:

The School Site Council helps develop the Single Plan for Student Achievement. The members monitor and evaluate the plan as well as other projects/plans that benefit the school. The SSC also facilitates communication between the school and community.

The English Learner Advisory Committee advises parents on the services available for learners who have limited English proficiency.

Greer "Partners" in Education is a wonderful parent organization that helps provide family activities with a focus on the educational success and academic achievement for all learners.

Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom.

Community volunteers support the classroom. District policy requires volunteers over the age of 18 to submit birth dates and Social Security numbers for a security check through the police department.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	526	175	33.3
Female	262	253	89	35.2
Male	277	273	86	31.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	20	20	8	40.0
Black or African American	10	10	2	20.0
Filipino	11	11	4	36.4
Hispanic or Latino	306	299	106	35.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	19	17	5	29.4
White	168	164	48	29.3
English Learners	111	107	34	31.8
Foster Youth	2	2	0	0.0
Homeless	15	15	9	60.0
Socioeconomically Disadvantaged	345	333	112	33.6
Students Receiving Migrant Education Services	19	19	1	5.3
Students with Disabilities	101	99	35	35.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.58	3.34	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.19	0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.34	0
Female	0.76	0
Male	5.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.59	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.26	0
White	2.38	0
English Learners	2.7	0
Foster Youth	0	0
Homeless	13.33	0
Socioeconomically Disadvantaged	4.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.96	0

2023-24 School Safety Plan

The Vernon E. Greer Elementary School Safety Plan was adopted by the school board, February 15, 2023

Student safety is a priority at Vernon E. Greer Elementary School. All gates remain locked throughout most of the school day with admittance to the campus only through the main office. Any visitor is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors to our school to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the school day to monitor student safety in crosswalks, on campus, on the playground, and in the cafeteria. Staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members.

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school-wide "Emergency Handbook" outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and a shelter-in-place plan. These emergency drills are conducted regularly.

The district takes great effort to ensure that Vernon E. Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis. In addition, school safety inspections are periodically conducted by the Schools Insurance Authority of Sacramento County.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6		
1	35	4		2
2	38	3		2
3	38	1	2	2
4	50		1	3
5	44	1	2	2
6	39	1	2	1
Other	10	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	
1	16	4		
2	17	4		
3	23		3	
4	30		2	
5	27		2	
6	30		2	
Other	11	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.2
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,582	5,053	7,529	79,108
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	-0.9	-1.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	13.2	-6.7

Fiscal Year 2022-23 Types of Services Funded

Supplemental programs and services at Vernon E. Greer Elementary School that support and assist our learners include:

Vernon E. Greer is honored to be the recipient of State funds which provide for an after-school program. The Galt Expanded Learning program is held Monday through Friday from 2:30 pm - 6:00 pm and provides homework help, strategic academic acceleration, and enrichment.

We have a cadre of eight instructional assistants that provide additional instruction in foundational reading skills. The instructional assistants focus supports and interventions in our TK-3rd grade classrooms. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Our paraprofessionals are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches.

Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides ongoing workshops.

Full-time Mental Health services began in February 2022. We are very thankful to have a mental health clinician at our site.

Full-time counseling services began December 2022. We appreciate the support this provides.

Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

Professional learning is an important part of the planned school program at Vernon E. Greer Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies. The district provided three professional learning days for certificated staff during the 2023-2024 school year. Additionally, the district provided collaboration time following the professional learning days which allowed teachers were able

Professional Development

to strategically make plans and reflect on their new learning.

Professional development has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs. Our site leadership team plays an important part in the implementation of the personalization model and for increasing professional capacity. Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

New teachers and teachers seeking additional assistance are supported by Teacher Induction providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Fred Jones

18/20 grade-level teacher have completed the training to date.

SIPPS

All new teachers that are responsible for implementing SIPPS will receive mentor observation and feedback sessions.

Positive Behavior Interventions and Supports

Greer is implementing a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all learners.

Attendance and Engagement

Staff and administration are participating in SCOE attendance and engagement training.

Mental Health and Wellness

Staff and administration are participating in SCOE mental health and wellness training.

CalHope Social Emotional Learning

Staff and administration are participating in the SCOE SEL trainings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

McCaffrey Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	McCaffrey Middle School
Street	997 Park Terrace Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-5462
Principal	Carlos Castillo
Email Address	ccastillo@galt.k12.ca.us
School Website	https://mc-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0100040

2023-24 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.
5. to prepare students to produce authentic writing that demonstrates deepened content understanding.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	396
Grade 8	350
Total Enrollment	746

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.1%
Asian	2.8%
Black or African American	1.3%
Filipino	0.7%
Hispanic or Latino	63.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.4%
White	28.8%
English Learners	16.4%
Homeless	1.9%
Migrant	6.3%
Socioeconomically Disadvantaged	58%
Students with Disabilities	13.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.10	90.62	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.44	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.44	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.40	1.44	12115.80	4.41
Unknown	1.80	4.47	8.80	5.15	18854.30	6.86
Total Teaching Positions	40.90	100.00	172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	93.75	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	1.80	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.74	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.46	0.10	0.11	11953.10	4.28
Unknown	0.40	1.19	7.40	4.49	15831.90	5.67
Total Teaching Positions	39.30	100.00	166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 20, 2023, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September, 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, adopted in 2017	Yes	0
Mathematics	College Preparatory Math, adopted in 2015	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; BFLC (Bright Future Learning Center) with a MakerSpace classroom; two technology labs; two music rooms; an ASB room; an athletic field that includes a new all weather track that was completed in November of 2020; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three and one half custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Custodians have been given a cleaning schedule indicating what specific days and areas need to be cleaned. The schedule is also given to substitute custodians. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

Year and month of the most recent FIT report

12/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	CEILING TILE IS MISSING. CEILING TILE HAS A WATER STAIN. UNSECURED ITEMS ARE STORED TOO HIGH. LINOLEUM FLOORING HAS HOLES AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. ONE LIGHT PANEL IS OUT. ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN. DOOR CLOSER COVER IS MISSING. CEILING TILE IS BROKEN. ONE LIGHT DIFFUSER HAS A WATER STAIN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. FORMICA TRIM IS CHIPPING ON COUNTERTOP. DRINKING FOUNTAIN HAS LOW FLOW. FAUCET HAS A DRIP AND LOW FLOW. HOLES IN FLOORING PROTECTION CAGE COVER FOR CLOCK IS LOOSE.ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.. CARPET IS TORN. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE

School Facility Conditions and Planned Improvements

			OUT. HOLE IN WALL IN REST ROOM. WALL HAS DAMAGE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		PAPER CUTTER IS UNABLE TO BE SECURED. . CORDS ARE CREATING A TRIP HAZARD ONE FAUCET HANDLE IS BROKEN.
Electrical		X	ONE HAND DRYER HAS NO POWER. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. FAUCET HAS A LOW FLOW AND A DRIP. ACCESS TO ELECTRICAL PANEL IS BLOCKED. GIRLS REST ROOM: BOTH HAND DRYERS HAVE NO POWER. DOOR STOP IS LOOSE. MULTIPLE LIGHT BULBS ARE OUT. HOLE IN WALL IN REST ROOM. WALL HAS DAMAGE. WALL PAINT IS CHIPPING. ONE TOILET LEAKS AT FITTING. TWO FAUCETS LEAK AT HANDLE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. FAUCET AND DRINKING FOUNTAIN HAVE A DRIP. DOOR CLOSER COVER IS MISSING. HAND DRYER HAS NO POWER. ONE TOILET IS LOOSE AT BASE. ONE FAUCET HAS A DRIP AND LEAKS AT HANDLE. G.CEILING TILES ARE LOOSE. EVACUATION MAP IS NOT POSTED. WINDOW SCREEN IS MISSING. CARPET IS TORN. DRINKING FOUNTAIN HAS A HIGH FLOW.
Safety: Fire Safety, Hazardous Materials	X		ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		CEILING IS STAINED. LINOLEUM HAS HOLES. DOOR CLOSER COVER IS MISSING. FORMICA TRIM IS CHIPPING ON COUNTERTOP. . DRINKING FOUNTAIN HAS A LOW FLOW. STOP IS LOOSE. CEILING TILES WINDOW SCREEN IS MISSING. UNISEX STAFF REST ROOM: DOOR HANDLE RING/COVER IS MISSING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	52	47	47	47	46
Mathematics (grades 3-8 and 11)	32	33	35	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	747	731	97.86	2.14	51.85
Female	370	360	97.30	2.70	58.33
Male	377	371	98.41	1.59	45.55
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	476	466	97.90	2.10	44.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	72.22
White	211	205	97.16	2.84	62.93
English Learners	100	94	94.00	6.00	5.32
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	46.15
Military	--	--	--	--	--
Socioeconomically Disadvantaged	342	334	97.66	2.34	39.52
Students Receiving Migrant Education Services	54	53	98.15	1.85	45.28
Students with Disabilities	103	100	97.09	2.91	14.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	747	730	97.72	2.28	33.29
Female	370	359	97.03	2.97	32.31
Male	377	371	98.41	1.59	34.23
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	47.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	476	466	97.90	2.10	26.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	38.89
White	211	205	97.16	2.84	44.88
English Learners	100	99	99.00	1.00	7.07
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	342	335	97.95	2.05	25.07
Students Receiving Migrant Education Services	54	53	98.15	1.85	35.85
Students with Disabilities	103	99	96.12	3.88	12.12

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.73	31.52	28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	351	99.43	0.57	31.91
Female	165	164	99.39	0.61	32.93
Male	188	187	99.47	0.53	31.02
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	231	230	99.57	0.43	27.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	91	98.91	1.09	40.66
English Learners	29	29	100.00	0.00	3.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	168	100.00	0.00	17.26
Students Receiving Migrant Education Services	25	25	100.00	0.00	20.00
Students with Disabilities	48	47	97.92	2.08	10.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94%	95%	95%	95%	96%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

McCaffrey Middle School prioritizes parent engagement through a multifaceted approach. Parents are actively encouraged to participate in various events, including parent conferences and specialized training sessions addressing contemporary issues such as the harmful effects of social media and fentanyl. The inclusion of parents in the English Learner Advisory Council (ELAC) underscores the school's commitment to meeting the diverse needs of its student body.

Regular communication is facilitated through a bi-weekly newsletter, ensuring parents stay informed about campus events. Additionally, the invitation for parents to attend School Site Council meetings at least three times a year allows for direct involvement in decision-making processes. The current participation of two parents in these meetings highlights the tangible impact of parental input.

Parental engagement extends beyond meetings, with opportunities for parents to attend Parent Lunch days throughout the school year, fostering a positive connection between parents and students. The ongoing invitation for parents to provide input through School Site Council participation reinforces the collaborative culture.

Recognizing the significance of smooth transitions, McCaffrey Middle School organizes Zoom webinars for incoming 7th grade parents, delivering crucial information in both English and Spanish. Furthermore, collaboration with high school counseling and administration ensures that 8th-grade parents receive valuable insights to prepare their students for the transition to high school.

In essence, McCaffrey Middle School's commitment to fostering parent involvement and input reflects a holistic strategy aimed at creating a positive school culture that enhances student engagement and achievement at every stage of their educational journey.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	770	237	30.8
Female	381	379	111	29.3
Male	396	391	126	32.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	22	21	2	9.5
Black or African American	10	10	3	30.0
Filipino	7	6	2	33.3
Hispanic or Latino	492	488	159	32.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	19	19	4	21.1
White	222	221	67	30.3
English Learners	139	138	45	32.6
Foster Youth	1	1	1	100.0
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	464	459	162	35.3
Students Receiving Migrant Education Services	56	56	11	19.6
Students with Disabilities	115	112	47	42.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.06	10.55	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.39	0.39	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.55	0.39
Female	10.5	0
Male	10.61	0.76
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.2	0.61
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.46	0
English Learners	15.83	1.44
Foster Youth	0	0
Homeless	21.43	0
Socioeconomically Disadvantaged	13.36	0.65
Students Receiving Migrant Education Services	12.5	0
Students with Disabilities	17.39	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments which describes specific procedures for all types of emergencies. The plan is updated every fall. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked throughout the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Safety drills are practiced with Galt PD on a trimester basis to ensure students and adults know the course of action to take in an emergency situation.

The McCaffrey Middle School Safety Plan was last approved by the Board of Education in February 2024 after being reviewed by stakeholder groups which included administrators, staff, and parents. This plan contains information gleaned from the California Healthy Kids Survey along with details on behavior standards, school rules and policies, and campus security.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	20	1
Mathematics	25	9	16	4
Science	24	13	19	
Social Science	23	14	18	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	22	
Mathematics	20	21	13	
Science	22	15	17	
Social Science	23	15	17	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	21	3
Mathematics	20	22	13	0
Science	23	8	23	1
Social Science	23	13	19	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	746

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,861	5,463	7,397	83,655
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	-2.7	3.6
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-2.8	-5.4

McCaffrey Middle School has developed a comprehensive range of programs to cater to the diverse needs of students, addressing both academic achievement and mental health support. These programs, offered throughout the school day and in extended hours, reflect a commitment to providing targeted services. Here's an overview of the initiatives:

MAC (McCaffrey Advisory Committee): A collaborative platform for addressing the unique needs of students through strategic planning and coordination.

School Counselors: Two full-time school counselors play a pivotal role in supporting academic, mental, and social-emotional health, offering individual and small group counseling for at-risk students.

Mental Health Therapist: A full-time therapist, funded by the Sacramento County Office of Education, provides individualized support for students facing mental health issues.

Expanded Learning Program: After-school services until 6:00 pm daily, offering a nutritious meal, enrichment activities, physical exercise, and homework support.

Before and After School Tutoring: Comprehensive tutoring, including an Acceleration Program in various content areas, providing additional academic support.

AVID (Advancement Via Individual Determination) Program: Focused on preparing students for college and career success, emphasizing academic and organizational skills.

Instructional Assistants: Support for English learners and students with special needs provided by instructional assistants offering focused assistance.

Clubs and Sports Programs: A variety of extracurricular activities contributing to students' overall development and engagement.

MakerSpace Lab: A creative and hands-on learning environment housed within the school's Bright Future Learning Center.

Partnership with the Salmon Project: Collaborative initiatives enhancing student learning and engagement, potentially involving environmental education.

EAOP (Early Academic Outreach Program) through U.C. Davis: Early academic support and guidance fostering a college-bound mindset.

ATOD Peer Prevention Program: A peer-led initiative aimed at reducing student use of Alcohol, Tobacco, and Other Drugs, promoting a healthy school environment.

Strategies for Change (Well Space Health): Counseling services for mental health, providing individual and group counseling for youth.

Too Good for Violence: Delivered by teacher volunteers, this program builds positive peer relations and prevents youth violence.

Alternative Center: Catering to specific student needs or preferences, offering an alternative learning environment.

Wellness Center: Providing a space for students to take a 10-minute mental break, promoting mental well-being.

Bilingual Outreach Person: Focused on students struggling with attendance, conducting home visits, and making parent phone calls.

THRIVE Program: Identifying students struggling with academics, attendance, and behavior issues, offering small group instruction in specific areas of difficulty.

Peer-Mediator Program: Training students to assist with minor conflict resolution, supported by the counseling department.

Club Live: Engaging students in positive extracurricular activities, potentially promoting leadership and teamwork skills.

McCaffrey Middle School's extensive range of programs reflects a holistic approach to student development, emphasizing both academic excellence and mental well-being. These initiatives showcase a dedication to creating a supportive and inclusive learning environment.

Fiscal Year 2022-23 Types of Services Funded

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

The goal for Galt Joint Union Elementary School District is provide meaningful staff development that focuses on student academic achievement and supporting student mental health. This school year the staff at McCaffrey Middle School will attend three staff developments that focus on creating action plans that target positive school climate and culture and student academic achievement. These actions plan will be reviewed and updated through out the school year. The goal is to address the needs of each individual student.

McCaffrey Middle School places emphasis on student literacy and writing. To this end, staff have developed a Literacy Handbook with various strategies to support students with their reading and writing. These strategies are reviewed regularly in staff meetings with emphasis on collaborative discussions among teachers and recommitment to these best practices.

Another point of emphasis at McCaffrey Middle School relates to student writing analyses (SWAP). Staff members have the opportunity to participate in the analysis of student work with other department and team colleagues. The focus of the analyses is determine areas of strength and needs in students' writing and use this information to improve instructional strategies and implement changes to their practice.

AVID (Advancement Via Individual Determination) strategies are also practiced at McCaffrey Middle School. Teachers are provided professional development from colleagues on these strategies during staff meetings, grade level meetings, and in their classrooms.

Along with a literacy focus in all content areas, science teachers continue to be heavily involved as early implementers with NGSS. Language Arts teachers will continue to receive PD in the Amplify program as needed.

Implementation of Reading Routine.

MAP assessment revealed a decline in student performance specifically in the reading section, indicating a need for targeted intervention.

Recognizing the cross-disciplinary impact of reading skills, a decision was made to implement a reading routine across all content areas.

To ensure widespread adoption, staff received training on effectively integrating the reading routine into their respective classrooms.

Professional Development

The initiative aims to address reading challenges comprehensively, fostering improvement in student performance across various subjects.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.462 Board Consideration of Approval of 19six Architects' Proposal for Professional Architectural and Engineering Services for Vernon E. Greer Elementary New Relocatable Classroom Buildings
Presenter: Lois Yount	Action Item: XX Information Item:

Two portable classrooms at Greer Elementary School are dilapidated and need to be replaced. These portables are currently used for the Expanded Learning Program.

The District will contract with 19-6 Architects for professional architectural and engineering services to remove the old portables and replace them with two new portable classroom buildings.

The District will need to contract with a portable manufacturing company to build and deliver the portables. The proposed timeline for delivery of the portables is late fall 2024 to winter 2025. The District will also need to contract with a general contractor for the site work required once the portables are delivered. This project should be completed by summer 2025.

Funding for architectural services: \$86,800, Expanded Learning Funds

Attachment: 19-6 Architects' Proposal for Services

Board approval is recommended.

December 20, 2023

Lois Yount, Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210
Galt, CA 95932

Project: Galt Joint Union Elementary School District
Vernon E. Greer Elementary School
New Relocatable Classroom Buildings
19six #: 23544.00

Dear Mrs. Yount:

Thank you for the opportunity to provide you with professional architectural and engineering services for Galt Joint Union Elementary School District. We are pleased to submit this proposal for the New Relocatable Classroom Buildings at Vernon E. Greer Elementary School, located at 248 West A street, Galt, CA 95932.

PROJECT DESCRIPTION

The project consists of the demolition and off hauling of two (2) existing portable classroom buildings and their associated ramps and wood foundations; the installation of two (2) new PC portable classroom buildings and ramps at the same location with the associated utilities and site work.

Portable Classroom Buildings 30' x 32' (960 SF x 2 Buildings =approx. 1,920 SF):

- Two (2) new PC relocatable buildings.
- Buildings will be installed on new wood foundations over regrade and new AC paving.
- Reconnect power, data, low voltage, and fire alarm to existing systems.
- Connect plumbing fixtures to new water line and new sanitary sewer line.

Site Work approx. 4,000 SF):

- Demo and off haul two (2) existing portable classroom buildings and associated ramps and wood foundations.
- Installation and connection of sanitary sewer and water lines to the new building location.
- Patch and repair damaged existing AC paving under and around buildings.
- Maintain compliance of existing accessible path of travel.
- Accessibility upgrades, restripe accessible stall, add new post and signage at accessible stall.

SCHEDULE

We are ready to proceed with this work upon your approval. The following schedule assumes an authorization to proceed of January 3, 2024:

Authorization to Proceed.....	01/03/24
Construction Documents	02/21/24
DSA Approval	03/08/24
Bidding and NTP	05/15/24
Construction Start.....	06/10/24
Construction Completion	08/09/24

Note that all construction activity shall be coordinated with the school and district schedule. Submittal dates above are also dependent on when we receive 2022 PC approved portable drawings and specs as we cannot complete our drawings or submit to DSA without them.

TEAM

1. Architects:
 - Principal in Charge/AOR: Mariana Alvarez-Parga
 - Sr. Principal: Alan Kroeker
 - Sr. Project Manager: Kim Johnson
2. Civil Engineer: Warren Consulting Engineering, Inc. (WCE)
3. Electrical Engineer: The Engineering Enterprise (TEE)
4. Mechanical Engineer: Weston & Associates

SCOPE OF SERVICES AND FEES

Services shall include professional architectural and engineering services. Our project team will consist of Warren Consulting Engineers (WCE), The Engineering Enterprise (TEE), and Weston & Associates. A breakdown of the services is as follows:

- A. Construction Documents
 1. Preparation of necessary plans and details
 2. Specifications
 3. (1) meetings to review plans and specifications

Fee \$ 55,200

- B. DSA Coordination and Approval
 1. Digital submittal to DSA (OTC)
 2. Revise drawings and specifications per DSA review comments
 3. Coordination with design consultants

Fee \$ 6,250

C. Bidding	
1. Attend bid job walk	
2. Respond to bid questions	
3. Prepare addenda as necessary	
4. Review contractor pricing	
Fee	\$ 4,100
D. Construction Administration	
1. Owner-Architect-Contractor (OAC) meeting eight (8), in-person and virtual meetings based on 3-month construction schedule)	
2. Review submittals	
3. Respond to contractor questions (RFI's)	
4. (2) final punch list walks	
Fee	<u>\$ 21,250</u>
Basic Services Fixed Fee	\$ 86,800

REIMBURSABLE EXPENSES

There are no reimbursable expenses anticipated for this project. All submittals will be in electronic format.

Bid set printing for plans and specs shall be paid directly by the Owner to the print vendor. Bid set printing includes plans and specifications for: Contractor(s), Owner (includes owner's representative and/or Construction manager, as applicable), Testing Lab, Soils Engineer, Inspector (if applicable), Design Team, and Plan Rooms (if applicable).

EXCLUSIONS

The following are not included in our services described above:

- As-built drawings for the existing buildings, including PC documents from the manufacturer and in-plant verified reports for inclusion in the DSA Application.
- Plan review application fees
- Blueprinting and photocopying costs for additional copies beyond those required for the meetings and as listed above
- The following systems are not included in this proposal:
Electrical system, Voice and Data systems, CATV system, Intercom and Clock Systems, Intrusion (security alarm) system, Access control system, CCTV system, and Audio-Visual system.
- Redesign for changes in project scope or Owner requirements following the approval of scope and compensation outlined in this document.
- Structural analysis or structural and seismic design of equipment anchorage and support systems. We don't anticipate this being a need since the equipment is standard.
- Topographic Survey and/or soils reports (to be provided by District, if necessary).
- Connection of site utilities beyond power/data/fire alarm, sewer, and water.
- Upgrade of existing power, data, or fire alarm infrastructure.
- Structural design of foundations or building reinforcement. Foundations will be per the PC documents.
- Cost estimates

MISCELLANEOUS PROVISIONS

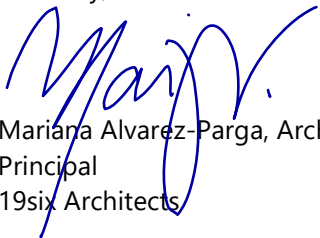
We will bill you monthly based on a percentage complete basis. Payment is expected within 30 days of the billing date.

Services will be managed by Kim Johnson, Senior Project Manager, and overseen by Mariana Alvarez-Parga – license number C36107

If this proposal meets with your approval, please sign below, and return a copy for our records or have your legal counsel prepare a formal contract. We will start work upon your written authorization below while the formal contract is being prepared.

Thank you for this opportunity to be of service. We look forward to assisting you with these much-needed improvements.

Sincerely,


Mariana Alvarez-Parga, Architect
Principal
19six Architects

Accepted by:

Signature

Name (printed)

Title

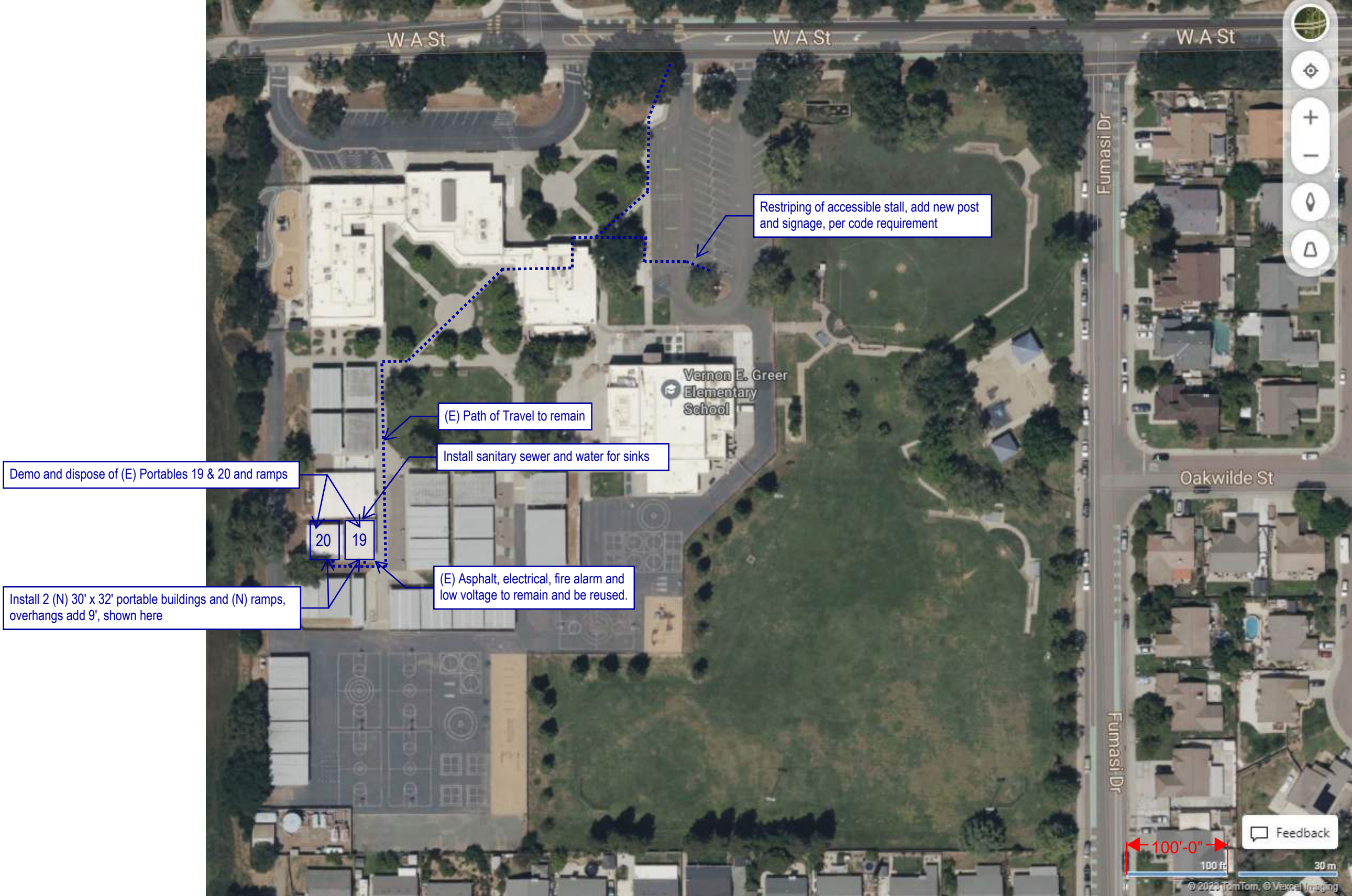
Date

Attachments: Exhibit A

Vernon E. Greer Elementary School

Exhibit A

12/11/2023



Restriping of accessible stall, add new post and signage, per code requirement

(E) Path of Travel to remain

Install sanitary sewer and water for sinks

Demo and dispose of (E) Portables 19 & 20 and ramps

20 19

Install 2 (N) 30' x 32' portable buildings and (N) ramps, overhangs add 9', shown here

(E) Asphalt, electrical, fire alarm and low voltage to remain and be reused.

100'-0"
100 ft

Feedback



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Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.463 Board Consideration of Approval of 2024-25 E-rate Service Providers
Presenter: Alejandra Garibay	Action Item: XX Information Item:

On November 20, 2023, the Galt Joint Union Elementary School district issued a Request For Proposal (RFP) for an E-rate service provider for Category 1 to lease Lit or Dark Fiber Service and Category 2 to purchase network electronics only, with no installation. Both RFPs are contingent upon the approval of funding for the 2024-25 fiscal year from the Universal Service Program for Schools and Libraries, otherwise known as E-rate. The District received three responsive bid proposals for Category 1 and five responsive bid proposals for Category 2. The proposals were ranked. The Category 1 proposal from AT&T was selected to provide the leased Dark Fiber service. The Category 2 proposal from Gigakom was selected to provide network electronics.

Board approval is recommended to approve the Category 1 proposal from AT&T to provide the leased Dark Fiber service and the Category 2 proposal from Gigakom to provide network electronics.

E-RATE 2024-2025 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District	
Prepared by: <i>Please Print</i>	Minh Do	
Signature: <i>(blue wet ink signature required)</i>		


Description of Service:	Category 1: Data Transmission and/or Internet Access - 470# 240002631						
-------------------------	--	--	--	--	--	--	--

Bidding Vendor Name (list below)	Cost of eligible goods and services (Highest Weights)	Design	Extent of Positive Experience with District and/or other Public Agencies in California (including references)	Company size and stability	Quote Preparation, thoroughness and responsiveness to RFP requirements	Terms of Service and Implementation Timeline	Total Percentage
Points Possible for Each Bid	30%	20%	20%	10%	10%	10%	100%
1 AT&T	30%	20%	20%	10%	10%	10%	100%
2 Comcast	15%	20%	10%	10%	10%	10%	75%
3 Verizon	disqualified	disqualified	disqualified	disqualified	disqualified	disqualified	0
4							0
5							0
6							0
7							0
8							0
9							0
10							0

EVALUATION RATIONALE (Attach additional pages as necessary)

AT&T was chosen as the winning bid due to the lowest cost and experience.
 Verizon did not qualify due to not meeting the RFP.

E-RATE 2024-2025 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District	
Prepared by: <i>Please Print</i>	Alejandra Garibay	
Signature: <i>(blue wet ink signature required)</i>		1/15/24

Description of Service:	Category 1: Data Transmission and/or Internet Access - 470# 240002631						
-------------------------	--	--	--	--	--	--	--

	Bidding Vendor Name (list below)	Cost of eligible goods and services (Highest Weights)	Design	Extent of Positive Experience with District and/or other Public Agencies in California (including references)	Company size and stability	Quote Preparation, thoroughness and responsiveness to RFP requirements	Terms of Service and Implementation Timeline	Total Percentage
	<i>Points Possible for Each Bid</i>	30%	20%	20%	10%	10%	10%	100%
1	AT&T	30%	20%	20%	10%	10%	10%	100.00%
2	COMCAST	20%	20%	15%	10%	10%	10%	85%
3	VERIZON	Disqualified	Disqualified	Disqualified	Disqualified	Disqualified	Disqualified	0
4								0
5								0
6								0
7								0
8								0
9								0
10								0

EVALUATION RATIONALE (Attach additional pages as necessary)
 In the assessment of bids for Category 1 Data Transmission and /or internet access, I selected AT&T as the successful candidate because of their competitive pricing and extensive experience. Verizon was deemed ineligible as they did not meet the requirements outlined in the RFP.

E-RATE 2024-2025 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District	
Prepared by: <i>Please Print</i>	Brenda Bachmann	
Signature: <i>(blue wet ink signature required)</i>		

Description of Service: **Category 1: Data Transmission and/or Internet Access - 470# 24002631**

Bidding Vendor Name (list below)	Cost of eligible goods and services (Highest Weights)	Design	Extent of Positive Experience with District and/or other Public Agencies in California (including references)	Company size and stability	Quote Preparation, thoroughness and responsiveness to RFP requirements	Terms of Service and Implimentation Timeline	Total Percentage
<i>Points Possible for Each Bid</i>	30%	20%	20%	10%	10%	10%	100%
1 AT&T	30%	20%	20%	10%	10%	10%	100.00%
2 COMCAST	20%	18%	11%	8%	8%	8%	73.00%
3 VERIZON	Disqualified	Disqualified	Disqualified	Disqualified	Disqualified	Disqualified	0
4							0
5							0
6							0
7							0
8							0
9							0
10							0

EVALUATION RATIONALE (Attach additional pages as necessary)
 Verizon was disqualified because the bid did not include the items listed in the RFP
 Comcast costs were above AT&T for the same service, and past experience lowered their score
 AT&T should be awarded the bid due to our experience with them and the lowest cost provided.

E-rate Proposal for Galt Joint Union Elementary School District



To:
Mihn Do
Technology Coordinator
Galt Joint Union elementary School District
1018 C Street
Galt CA 95632

From:
LEE BERINGSMITH, AT&T SALES/MARKETING PROGRAM
SUPPORT
421 F ST, NA
MARYSVILLE, CA 95901
Email: lb5439@att.com

Introduction

In response to Galt Joint Union Elementary School District 470 #240002631, I'm providing information on an AT&T solution that may meet your requirements and qualify for E-rate funding. The solution includes the following components:

- AT&T Dedicated Ethernet is a fiber-based, point-to-point solution that connects your data service within the same local access and transport area (intraLATA) and transmits data at speeds of 1, 10 or up to 100 Gbps as either native Ethernet or Optical Transport Network (OTN) formats. AT&T Dedicated Ethernet supports an unprotected and non-diverse configuration and also offers you optional diversity and data protection features.

Features and Benefits

The solution gives you the following:

- High-Speed Data Transfer—delivers speeds of up to 100 Gbps in both directions. This capacity allows your network to handle high-volume, data-intensive traffic. So, instead of losing time because of slow network response, you can help ensure that vital information is available when and where you need it.
- Single Ethernet transport network—enables you to use your Local Area Network (LAN) equipment to consolidate your voice, video, and data applications. This network can help you save money and gain efficiency.
- Dedicated, Private Line Fiber-optic Facility—provides high performance and reliable data transmission that reduces switching or routing that could introduce latency or jitter. And, your traffic remains separate from all other customers' traffic.

Advantages of AT&T

Working with AT&T gives you the following advantages:

- **E-rate Experience**—AT&T has participated in the E-rate program for schools and libraries since the program's inception in 1998, and we're one of the program's largest service providers. We're proud to bring our technology, expertise, E-rate knowledge, and education experience to your school or library, helping expand affordable access to advanced telecommunication services. For more information about AT&T and its participation in the E-rate program, go to www.corp.att.com/erate and download the E-rate brochure.
- **Service and Support**—We offer you easy access to assistance, whether through online tools or by phone. You also get support and guidance from highly trained staff with years of networking experience. Our account teams, who work closely with you, are focused on the education industry and are well versed in the issues and challenges that today's educators face.
- **Performance**—You expect communication services that work, and we can deliver. We've made substantial investments each year to improve our technology infrastructure so that we can provide superior performance.
- **Complete Solutions**—AT&T offers a wide range of solutions. We can work with a variety of products and technologies and can assess your needs to recommend potential solutions.
- **Community Focus**—At AT&T, we're proud of our strong record of corporate citizenship. Annually, we contribute millions of dollars through corporate, foundation, and employee giving to support education and community programs.



Solution Pricing

There are no special construction charges applicable for the service at any of these locations.

AT&T Dedicated Point to Point Ethernet 1G (ADE) connection between:

Sacramento County Office of Education 10474 Mather Blvd. Mather CA 95655

And

GJUESD Data Center 1018 C Street Ste 210 Galt CA 95632

1G ADE 36 Month contract with 2 – 1-year extensions	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 1G Port Connection \$328.00 each	2	\$0.00	\$656.00

1G ADE 60 Month contract	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 1G Port Connection \$295.00 each	2	\$0.00	\$590.00

.....

SCOE / Twin Rivers Unified School District 5039 Dudley Blvd McClellan CA 95660

And

GJUESD Data Center 1018 C Street Ste 210 Galt CA 95632

1G ADE 36 Month contract with 2 – 1-year extensions	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 1G Port Connection \$328.00 each	2	\$0.00	\$656.00

1G ADE 60 Month contract	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 1G Port Connection \$295.00 each	2	\$0.00	\$590.00

.....

SCOE / Sacramento City Unified District Office 5601 47th Ave Sacramento CA 95824

And

GJUESD Data Center 1018 C Street Ste 210 Galt CA 95632

1G ADE 36 Month contract with 2 – 1-year extensions	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 1G Port Connection \$328.00 each	2	\$0.00	\$656.00

1G ADE 60 Month contract	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 1G Port Connection \$295.00 each	2	\$0.00	\$590.00

.....

E-rate Proposal for Galt Joint Union Elementary School District



AT&T Dedicated Point to Point Ethernet 10G (ADE) connection between:

Sacramento County Office of Education 10474 Mather Blvd. Mather CA 95655
 And
 GJUESD Data Center 1018 C Street Ste 210 Galt CA 95632

10G ADE 36 Month contract with 2 – 1-year extensions	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 10G Port Connection \$435.00 each	2	\$0.00	\$870.00

10G ADE 60 Month contract	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 10G Port Connection \$321.50 each	2	\$0.00	\$643.00

.....

SCOE / Twin Rivers Unified School District 5039 Dudley Blvd McClellan CA 95660
 And
 GJUESD Data Center 1018 C Street Ste 210 Galt CA 95632

10G ADE 36 Month contract with 2 – 1-year extensions	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 10G Port Connection \$435.00 each	2	\$0.00	\$870.00

10G ADE 60 Month contract	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 10G Port Connection \$321.50 each	2	\$0.00	\$643.00

.....

SCOE / Sacramento City Unified District Office 5601 47th Ave Sacramento CA 95824
 And
 GJUESD Data Center 1018 C Street Ste 210 Galt CA 95632

10G ADE 36 Month contract with 2 – 1-year extensions	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 10G Port Connection \$435.00 each	2	\$0.00	\$870.00

10G ADE 60 Month contract	Quantity	NRC	Total MRC
AT&T Dedicated Ethernet (ADE) 10G Port Connection \$321.50 each	2	\$0.00	\$643.00

Product	Service Provider Identification Number (SPIN)
AT&T Dedicated Ethernet	143002665

E-rate Proposal for Galt Joint Union Elementary School District



This response to your request is not a contract offer and does not take the place of a signed contract. If you select AT&T for this service, please let us know so we can provide you the appropriate contract documents. Neither party is obligated for the selected services unless and until mutually agreed contract documents are signed by both parties. The Pricing proposed herein is based upon the specific product/service mix and locations outlined in this proposal, and assumes use of AT&T contract documents and an E-Rate Rider as part of any final, negotiated contract between the parties, unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

Important Information

AT&T Dedicated Ethernet is provided by AT&T's Incumbent Local Exchange Carrier (ILEC) affiliates within their 21-state operating territories, and by AT&T's Competitive Local Exchange Carrier (CLEC) affiliates (Teleport Communications America, LLC (TCAL) or its subsidiaries) in selected areas throughout the United States.

Proposal Validity Period—The information and pricing contained in this proposal is valid for a period of 90 days from the date written on the proposal cover page, or until the E-rate filing window closes for the upcoming E-rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T.

Proposal Pricing—Pricing proposed herein is based upon the specific product/service/equipment mix and locations outlined in this proposal and is subject to AT&T's proposed terms and conditions for those products and services and the AT&T E-rate Rider unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

Copyright Notice and Statement of Confidentiality—©2019 AT&T Intellectual Property. All rights reserved. AT&T, the Globe logo, and other marks are trademarks and service marks of AT&T Intellectual Property. All other marks are the property of their respective owners. The information contained herein is not an offer, commitment, representation, or warranty by AT&T and is subject to change. The contents of this document are proprietary and confidential and may not be copied, disclosed, or used, in whole or in part, without the express written permission of AT&T, except to the extent required by law and insofar as is reasonably necessary in order to review and evaluate the information contained herein.

Disclaimer—For purposes of this Proposal, the identification of certain services as "eligible" or "non-eligible" for E-rate funding is not dispositive, nor does it guarantee that this or any other services in this Proposal will be deemed eligible for such funding. Any conclusions regarding the eligibility of services for E-rate funding must be based on several factors, many of which have yet to be determined relative to the proposed services and equipment described herein. Such factors will include, without limitation, the ultimate design configuration of the network, the specific products and services provisioned to operate the network, the type of customer, and whether the services are used for eligible educational purposes at eligible locations. In its proposal, AT&T will take guidance from the "Eligible Services List" and the specific sections on product and service eligibility on the Schools and Libraries Division ("SLD") of the Universal Service Administrative Company ("USAC") website www.usac.org/e-rate. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the SLD after a review of the customer's E-rate application for this proposal. If AT&T is awarded the bid for this project, AT&T will provide assistance on the E-rate application solely on matters relative to the functionality of the services and products which comprise the network. Nevertheless, the responsibility for the E-rate application is with the customer. AT&T is not responsible for the outcome of the SLD's decision on these matters.

Broadband Internet Access—For information about AT&T's broadband Internet access services, please visit about.att.com/sites/broadband.


End User Equipment—E-rate recipients must cost allocate any non-ancillary ineligible components that are bundled with eligible products or services. Cost allocations are the responsibility of E-rate Applicants. For additional information, reference

E-rate Proposal for Galt Joint Union Elementary School District



USAC/SLD website @ www.usac.org/e-rate and Cost Allocation Guidelines for Services @ <https://www.usac.org/e-rate/applicant-process/before-you-begin/eligible-services-overview/cost-allocations-for-services/>.


E-RATE 2024 - 2025 BID EVALUATION SHEET

Organization Name:	Galt Joint Union School District		
Prepared by: <i>Please Print</i>	Minh	Title:	Technology Coordinator
Signature: <i>(blue wet ink signature required)</i>		Date:	1/5/2024

Description of Service:		Internal Connections and Managed Internal Broadband Services 470# 240003029. This evaluation is for UPS / Battery Backup only.				
Bidding Vendor Name (list below)	Cost of Eligible Goods and Services	Cost of Ineligible Goods and Services	Vendor quote accurate to the RFP	Experience with district References	Financial Stability	Total Points
<i>Points Possible for Each Bid</i>	35	20	20	20	5	100
1 AMS.Net	25	20	20	20	5	90
2 GigaKom	35	20	20	15	5	95
3 CDWG	5	5	10	20	5	45
4 ComputerLand of Silicon Valley	30	20	20	10	5	85
5 AT&T	disqualify	disqualify	disqualify	disqualify	disqualify	0
6						0
7						0
8						0
9						0
10						0

EVALUATION RATIONALE (Attach additional pages as necessary)
 GigaKom received the highest score due to the lowest bids for category 2 equipment.
 CDWG received the lowest score due to the highest cost and ineligible goods.
 AT&T is disqualify because there was no bid proposal.

E-RATE 2024-2025 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District		
Prepared by: <i>Please Print</i>	Alejandra Garibay	Title:	CBO
Signature: <i>(blue wet ink signature required)</i>		Date:	1/5/2024

Description of Service:		C2 Internal Connections and Managed Internal Broadband Services - 470# 240003029				
Bidding Vendor Name (list below)	Cost of Eligible Goods and Services	Cost of Ineligible Goods and Services	Vendor quote accurate to the RFP	Experience with district References	Financial Stability	Total Points
<i>Points Possible for Each Bid</i>	35	20	20	20	5	100
1 AMS	30	20	20	10	5	85
2 AT&T	DISQUALIFIED	DISQUALIFIED	DISQUALIFIED	DISQUALIFIED	DISQUALIFIED	0
3 ComputerLand of Silicon Valley	30	20	20	10	5	85
4 CDW	10	10	10	20	5	55
5 GIGAKOM	35	20	20	20	5	100
6						0
7						0
8						0
9						0
10						0

EVALUATION RATIONALE (Attach additional pages as necessary)

We opted for GigaKom as they scored high, primarily because of their competitive pricing for category 2 equipment. ineligible goods in their quote. CDWG, on the other hand, received a lower score due to their elevated costs and including ineligible goods in their quote. AT&T was disqualified as they did not submit a bid proposal.

E-RATE 2024-2025 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District		
Prepared by: <i>Please Print</i>	Brenda Bachmann	Title:	FSS
Signature: <i>(blue wet ink signature required)</i>	<i>Brenda Bachmann</i>	Date:	<i>1/5/23</i>

Description of Service:		C2 Internal Connections and Managed Internal Broadband Services - 470# 240003029				
Bidding Vendor Name (list below)	Cost of Eligible Goods and Services	Cost of Ineligible Goods and Services	Vendor quote accurate to the RFP	Experience with district References	Financial Stability	Total Points
<i>Points Possible for Each Bid</i>	<i>35</i>	<i>20</i>	<i>20</i>	<i>20</i>	<i>5</i>	<i>100</i>
1 AMS	29	20	19	15	5	88
2 AT&T	DISQUALIFIED	DISQUALIFIED	DISQUALIFIED	DISQUALIFIED	DISQUALIFIED	0
3 CCT	28	20	20	0	5	73
4 CDW	10	15	10	10	5	50
5 GIGAKOM	35	20	20	20	5	100
6						0
7						0
8						0
9						0
10						0

EVALUATION RATIONALE (Attach additional pages as necessary)

After reviewing all 5 bids I disqualified AT&T for no discernable bid proposal. CCT, AMS and CDW bids were not cost effective for the same material and services. The bid should be awarded to Gigakom for proposed costs for Eligible and Ineligible costs quoted.



GIGAKOM PROPOSAL for

Galt Joint Union Elementary School District 470 # 240003029

E-Rate 2024 – 7/1/2024 to 6/30/2024

SPIN # 143027209
FCC # 0011991395
Certified Small Business Micro # 40936
DIR Registration # 1000003984
Contractor License # 910431
CPUC # U-1202-C
FEIN: 50-0026417

Date: 12/21/2023

GigaKOM respectfully requests that the information in this proposal not be used or disclosed, in full or part, for any purpose other than that for which it was originally furnished without prior written permission of GigaKOM.



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1. Cover Letter

December 21, 2023
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
1018 C Street #210
GALT, CA 95632-1825

Dear Johnna Hensen,

We at GigaKOM are immensely grateful for the chance to share our E-rate Category 2 proposal with you. We have meticulously designed a comprehensive technical solution, envisioned as a pillar of support for your District in the many years to come.

GigaKOM prides itself on being a full-spectrum Information Technology Solutions Provider with a forte in delivering end-to-end IT solutions. Our alliances with premier network and system manufacturers empower us to furnish cost-efficient yet superior products and services. With a team of highly competent professionals, we stand ready to assist you in addressing all your technical demands. As your prospective strategic partner and trusted advisor, we are committed to working hand in hand with you to delineate and realize your strategic objectives.

Our team of engineers stands at the pinnacle of industry expertise, boasting the highest tier of certifications and training from many manufacturers, encompassing names like Cisco, HPE, Aruba, Extreme, Microsoft, and VMWare, to name a few.

Since our inception in 2003, GigaKOM has been a bastion of IT services and support. We are recognized as a certified Small Business by the State of California Department of General Services, showcasing a rich portfolio of projects that range from single-server upgrades to orchestrating the setup of comprehensive data centers.

We look forward to collaborating with you on this pivotal E-rate Category 2 project. Thank you for considering GigaKOM as a potential partner in this endeavor.

Joseph Hajjar

P 858-769-5408 Ext: 5524
F 858-565-2453
josephhajjar@gigakom.com

GigaKOM
9245 Activity Road
Suite 105
San Diego, CA 92126
www.gigakom.com



2 **GigaKOM Contacts**

The GigaKOM contacts for this proposal are:

Contacts:

Joseph Hajjar
Inside Account Manager
Phone: 858-769-5408 Ext: 5524
Fax: 858-565-2453
josephhajjar@gigakom.com

Greg Argendeli
VP Engineering Services
Phone: (858) 769-5403
Fax: (858) 565-2443
arg@gigakom.com

Personal Assigned to this project as leads:

- Dragan Ilic: Sr. Network Engineer, CCIE, HPE Aruba Certified, Extreme certified
- Sasha Krstic, Field Services Manager, Aruba, Extreme certified

Office Locations

- HQ/San Diego
9245 Activity Road, Suite 105
San Diego, CA 92126
- Los Angeles
9107 Wilshire Blvd. Suite 450
Beverly Hills, CA 90210
- Northern California
3511 Thomas Road, Suite 9
Santa Clara, CA 95054
- Bay Area
1600 Harbor Bay Parkway, Ste 100
Alameda, CA 94502
- Central California
4450 California Ave, Suite 192
Bakersfield, CA 93309
- Fresno
1713 Tulare St
Fresno, CA 93721

3 Introduction – Description of Firm

GigaKOM is a full-spectrum Information Technology Solutions Provider with a specific focus on fostering advancements in educational technology.

Our mission, deeply embedded in our ethos, is to enhance the stability and resilience of each network we have the privilege to service. Our partnerships with premier industry networks and system producers enable us to offer you superior yet cost-effective solutions that align with the highest standards of quality and innovation.

Our expert team, distinguished by their high qualifications and readiness to assist, is your go-to resource for any technical assistance. Over the years, GigaKOM has delivered many solutions encompassing desktops, mobile devices, and state-of-the-art classroom technology, extending to fully-fledged network infrastructures and data centers, including virtualization. These solutions are crafted to unlock a plethora of technological resources to amplify your School's operational efficiency and enrich students' learning experiences.

Our team of engineers embodies excellence, holding top-tier certifications and undergoing intensive training across various platforms, including but not limited to Cisco, HPE/Aruba, Extreme, Microsoft, VMWare, and Cambium.

Our reputation as an established vendor is built on a history of providing both E-RATE and non-E-RATE services throughout California, with a team that has been actively engaged in the program since its inception, comprising of even a former California Certified E-RATE Trainer. Our portfolio reflects a vast array of completed projects, ranging from single-server upgrades to conceptualizing and installing comprehensive school networks.





4 *Experience and Qualifications*

GigaKOM is your trusted partner in delivering cutting-edge Information Technology solutions. We are steadfast in our mission to enhance the stability and efficiency of the networks we manage. Our collaborations with top-tier network and system manufacturers enable us to offer high-quality, cost-effective products and services that bring tangible benefits to your business.

Our expert team is ready to support all your technical needs, offering solutions that span from individual desktop setups to comprehensive network systems, facilitating seamless access to a rich pool of technology resources to streamline your business operations. Our engineers boast the highest certifications in the industry, a testament to our commitment to excellence.

We have successfully undertaken numerous enterprise-scale projects encompassing various technologies, some of which may not be listed here. We invite you to explore the References section for details on our completed projects.

Services Overview:

- **Systems Integration:**
 - **Tailored Infrastructure Design & Installation:** Customize your tech infrastructure to meet your specific needs and objectives.
 - **Comprehensive Integration Services:** Seamlessly combine various systems for a unified, efficient operation.
 - **Strategic Implementation Management:** Ensure smooth, timely, and successful project completions with expert oversight.

Enhance your technological prowess with GigaKOM, your singular destination catering expertly to the educational sector's nuanced requirements.

- **Network Design & Implementation (LAN/WAN):**
 - **Unified Communication Systems:** Develop integrated voice, video, and data communication frameworks.
 - **Infrastructure Analysis and Documentation:** Receive detailed reports and insights for ongoing optimization.

Entrust your communication needs to our certified professionals, utilizing state-of-the-art technology to foster resilient and adaptable solutions.

- **Security Services:**
 - **Multi-Layered Security Strategies:** Fortify your networks with robust, comprehensive protection.
 - **Customized Security System Installations:** Benefit from systems designed with your unique needs in mind.
 - **Policy and Procedure Consultation:** Develop sound strategies for enduring security.



Safeguard your enterprise at every juncture with GigaKOM's holistic security solutions, offering protection that extends from physical premises to cyberspace.

- **Hardware and Software Services:**

- **Guided Product Selection and Procurement:** Navigate the market with expert advice for optimal choices.
- **Efficient Installation and Maintenance:** Enjoy smooth deployments and ongoing support.
- **Comprehensive Asset Management & License Compliance:** Manage your resources efficiently with our expert assistance.

Leverage our deep industry ties and experience for insightful guidance and adept management of your hardware and software assets.

- **Cloud Computing, Virtualization, and Thin Client Solutions:**

- **Cloud Computing:** Transition smoothly to cloud infrastructure, enjoying risk mitigation and expansive accessibility.
- **Thin Client Technology:** Adopt a centralized, cost-effective computing system that promotes easy updates and standardization.
- **Virtualization:** Realize significant savings and enhanced efficiency with modern virtualization solutions.

Navigate the intricacies of contemporary computing environments with GigaKOM's adept guidance, assisting your business in making enlightened decisions and seamless transitions to cloud, virtualization, and thin client frameworks.

- **Network Management and Maintenance:**

- **Customized Maintenance Programs:** Choose from a range of programs tailored to your network's specific needs.
- **Comprehensive Warranty Programs:** Protect your investments with our reliable warranty services.
- **Expert Labor Support:** Rely on our skilled team for continual network support and optimization.

Choose GigaKOM for personalized maintenance solutions, ensuring peak performance and longevity of your networks at all moments.

Embark on a journey towards a technologically progressive future with GigaKOM, your trusted partner in educational technology. Backed by accreditation from all major IT manufacturers, we are poised to steer your organization toward a horizon of innovation and excellence.

5 **Certifications, Training, and Specializations:**

Current team certification, partial list: **Cisco:** 4 CCIE, 4 CCNP, 5 CCNA, 1 CCDA: **HPE/ARUBA:** 3 ACMP, 3 ACSP, 1ACCP: **Extreme:** 7 ESS, EDS Wireless, Management, Fabric: **Microsoft:** 2MCP, 1 MCSA and more

For a complete list of GigaKOM-certified personnel, please reach out to hr@gigakom.com

Listed are some of our Partner and Certifications

Cisco

Company Certification

- Premier Certified Partner

Specializations

- Advanced Unified Communications
- Advanced Security
- Express Foundation
- Cisco Capital Financing
- Cisco Smart Care Services



Professional Certification and Training

- CCIE, CCNP, CCDA, and more

Microsoft

Company Certification

- Authorized Partner

Specializations

- Educational Licensing Authorized



HPE - Aruba

Company Certification

- HPE Aruba Gold Partner
- Networking Elite



Specializations

- Public Sector

VMWare

Company Certification

- Professional
- Educational Licensing



Cambium / Xirrus Wireless

Company Certification

- Gold Certification



MileStone

Company Certification

- Gold Certification



Extreme Networks

Company Certification

- Gold Certified Partner
- Master Partner



6 Master Contracts and Purchasing Authorizations:

To best serve our Government and Educational clients, GigaKOM has multiple purchasing vehicles available. Our contracts include:

Details at: <http://bit.ly/gkomCMAS>

CMAS Contract ID 3-21-08-1109

- Cisco Networking Equipment / Services
- HPE Networking Equipment / Services
- Aruba Networking Equipment / Services
- HP Computer Systems / Services
- Data Communications – Equipment
- Labor, Technical support and implementation



Hewlett Packard
Enterprise



CMAS Contract ID 3-12-70-2346F

- Axis



CMAS Contract ID 3-19-70-2346N

- APC products / services
- Tripp Lite products / services
- LG Electronics
- Lenovo
- Ergotron
- Enet
- Eaton
- Network Systems



LG Electronics

Lenovo

ERGOTRON®

EAT•N

CMAS Contract ID 3-18-70-2346M

- Extreme Networks products / services
- Network Systems
- Security products / services



CMAS Contract ID 3-19-70-3644A

- Sonic Wall Networks products / services
- Network Systems
- Security products / services

SONICWALL®

GSA Schedule 47QTCA-19-D-00MM

- APC
- Ergotron
- HP, HPE, HPi
- Lenovo
- NEC
- Sony



Hewlett Packard
Enterprise



- Tripplite
- Xerox

GSA Schedule GS-35F-0349S

- Cisco Networking Communications
- Hewlett Packard Enterprise
- Hewlett Packard, Inc



NASPO Contract AR-233

- Cisco Networking
- Services / Software / Warranty



NASPO Contract AR3328

- Aruba Networking
- HPE Networking
- Services / Software / Warranty



NASPO Contract AR3230

- Extreme Networking
- Services / Software / Warranty



Educational Licensing Agreements

- Microsoft
- VMWare



For further information on these contracts, don't hesitate to contact your GigaKOM sales representative for terms, conditions, and product pricing.

The contracts listed are for reference and referral. Contracts listed may be utilized at part or all of product and service fulfillment. No bid is considered to be under one or any of the above contracts unless outlined explicitly within the purchase agreement and confirmed by both parties. The Government Agency may charge additional fees in association with the contract. Please refer to the terms of the schedule.

7 Methodology for Providing Services

GigaKOM proposes the following phased approach for new component integration into your network. With this approach, GigaKOM will define the activities needed to successfully deploy and operate the new system(s) and optimize performance during the solution's lifecycle.

Phase approach includes:

1. Preparation and Response Phase
2. Assessment Phase
3. Implementation Phase
4. Operation and Optimization Phase



Delivery Timetable:

- Hardware- within 14 business days from the Client's PO
- Installation – based on the Client's schedule

In the Preparation and Response Phase, GigaKOM will respond to the client's solution request based on the requirements specified and propose a High-Level Design and product to address the client's needs.

The Assessment Phase will determine if the existing system infrastructure, sites, and operational environment can support its proposed system.

During the Implementation Phase, GigaKOM will install the new technology into the client's network, ensuring it is integrated without disrupting or creating vulnerable points.

During the Operation and Optimization Phase, GigaKOM will ensure that the newly implemented solution is operating efficiently and is highly available. GigaKOM, at the client's request, will propose a maintenance support structure to help ensure that the client's networks are operating at peak performance, resolve problems quickly as they arise, and adapt the architecture, operation, and performance of the network to change.

Preparation and Response Phase:

In this phase, GigaKOM will analyze client needs and identify and confirm the product in High-Level Design Development. Next, we will list all necessary parts numbers and any additional hardware that will be needed to deliver the solution. Finally, we will allocate key team members trained and certified in the technology (per client requirements).

Assessment Phase:

GigaKOM will prepare for your deployment with a comprehensive site assessment that evaluates your current facilities' infrastructure readiness to support the new technology. In addition, GigaKOM will identify physical, environmental, electrical, and procedural modifications that should be made prior to implementation. As part of the assessment, GigaKOM will provide Assessment Analysis documents for each of the below-specified actions with findings and the mitigation plan with any potential costs.

Methodology for Assessment:

Site Readiness Assessment: GigaKOM will prepare for your deployment with a comprehensive site assessment that evaluates your current facilities' infrastructure readiness to support the new technology. In addition, the client will identify physical, environmental, and electrical modifications that should be made prior to implementation.

There are three activities associated with the site readiness assessment service component.

- Prepare for a site readiness assessment
- Conduct a facility site(s) survey



- Perform a site assessment gap analysis.

The site readiness assessment service component assesses the ability of the client's site facilities to accommodate the new technology system. After completing the site survey, you will identify gaps in site requirements specifications.

Network Readiness Assessment: GigaKOM will prepare for your solution deployment by assessing the readiness of your existing network infrastructure and determining any modifications that should be made prior to implementation. The modifications could include physical and logical configurations, solution capacity, quality of service (QoS), solution resiliency, security, and integration with existing legacy platforms. The network readiness assessment service component assesses the client's existing network infrastructure and applications to verify its ability to support the proposed technology system. This service also analyzes the physical and logical configuration of the network. In addition, it analyzes network design issues, such as scalability, Quality of Service, network resiliency and security, and the potential effects of integrating the proposed system with existing infrastructure.

Operations Readiness Assessment: GigaKOM will prepare for your technology solution deployment with a comprehensive assessment that evaluates the readiness of the people, processes, and tools in your current operations and network management infrastructure for both voice and data to support the new solution. The operations readiness assessment service component assesses the current state of clients' operations and network management infrastructure, including people, processes, and tools, to identify issues and opportunities for improvement.

In addition, the operations readiness assessment identifies issues pertinent to defining, monitoring, and maintaining the proposed system service-level requirements, which are measured through availability, capacity, and security metrics. It also identifies the client's support model and associated skills and knowledge requirements.

- GigaKOM will collect and verify information about current operations support infrastructure
- GigaKOM will identify a client support model
- GigaKOM will identify the skills and knowledge required to support the new solution

Implementation Phase:

During the implementation phase, GigaKOM will install the new technology into the client's network, ensuring it is integrated without disrupting or creating vulnerable points.

Steps for Implementation Phase

- Project Planning
- Kickoff
- Staging
- Deployment
 - Core Components Rollout
 - System Integration
 - System Migration (as requested per client)
- Training
- Closeout Documentation

Project Planning:

GigaKOM will develop the project management, escalation, and communication plans during project planning and conduct an internal kick-off meeting.

**Kickoff:**

During the implementation project kickoff, GigaKOM will conduct the kickoff meeting with all parties involved in the system deployment. At the meeting, parties will review and confirm implementation milestones, roles, and responsibilities using a project plan, as well as review the escalation and communication plans to ensure everyone is aligned. The plan will then be shared to complete the project successfully. The client will be provided access to an online portal with the ability to view and track the project as phases are planned and implemented.

Staging:

GigaKOM will stage the communications hardware and software to be installed in the client's network during staging. GigaKOM will test the solution components in a non-production lab environment. After completing staging, the hardware will be delivered to the client site and made ready for the implementation phase.

Deployment:

- Core Component Rollout: During core product implementation, GigaKOM will install, configure, integrate, and test the solution components. This provides for an implemented, production-ready solution, making it available to integrate existing users and services from existing infrastructure into the new solution.

-Legacy System Integration: The legacy systems, as applicable, will undergo integration of the client's network solution components and require the validation of integration options that are compatible with the new solution. GigaKOM will perform the test and integration between the systems.

Training:

GigaKOM will prepare and conduct end-user training and staff training. GigaKOM will give customized training to each user group according to the staff training plan and train end users only on those features they are allowed to use according to business policy.

Closeout Documentation:

During as-built documentation, as the implementation phase's final stage, GigaKOM will compile documentation of the current system in an as-built solution binder. In the binder, you will include logical and physical topology maps, IP schemes, serial numbers, application configurations, and legacy migration or integration configurations. Additionally, you will finalize network documentation that reflects as-built information for the client, including specific design requirements and configurations.

- Compile documentation into an as-built solution binder
 - o Logical and physical topology maps
 - o Serial numbers
 - o Application Configuration
 - o Site photos
 - o Test results

Operation and Optimization phase:

During the operation phase, we will justify client network investment protection by ensuring that the newly implemented solution is highly available and operating efficiently. In addition, during operations set up, we will set up the client to provide operational support to the network, including the development of an active support plan and an Ongoing Support Handoff Kit. Another aspect of the operations setup is assisting the client in developing processes to manage the system in



ongoing operations mode, including system administration and backup, assessment management, and scheduled maintenance.

- Develop an Operation Support Plan
- Assist in the development of the Operation Management Plan

Incident Management: During incident management, we will classify, prioritize, isolate, and resolve incidents and track and monitor incidents. Any required changes to the system are submitted to the formal change management process, and incidents are tracked and managed in a case management system. It is also essential to manage real-time incidents with the system components via the incident-management process, which includes multiple levels of support that create and maintain the status of an incident through resolution and closure.

- Classify, prioritize, isolate, and resolve incidents
- Incidents are tracked and managed in a case management system - Autotask

Incident Management Steps:

1. Identify Incident
2. Classify and prioritize the incident
3. Isolate the incident
4. Recover from an incident outage
5. Validate resolution
6. Track and monitor progress
7. Close the incident

Support Services

GigaKOM's delivery of Support Services depends on the services required and specified by the client. Based on the services requested, GigaKOM follows the standard Methodologies for delivering the types of services as defined below.

Support Services can include the following components:

- **Manufacture maintenance agreements**
 - Software Downloads, bug fixes, security patching, and technical maintenance
 - Hardware replacement warranties
- **Hardware replacement time and materials funding pools.**
- **Labor-based technical support**
 - Onsite technical support
 - Remote technical support
 - Remediation of technical issues
 - Labor-based maintenance of network components to ensure equipment operates at manufacture and industry-specified performance levels.
- **Cable plant repair, upkeep, and maintenance**

Based on the requested services from the client, GigaKOM would be prepared to meet the expected maintenance windows as specified by the school.

For Basic Maintenance involving GigaKOM technical support, we provide a 24x7 contact number and a web portal for reporting troubles on a client network.



Manufacture maintenance agreements

GigaKOM has partnered with most network manufacturers to provide warranty solutions were available to provide eligible maintenance agreements.

For Maintenance agreements, GigaKOM will work with the District to verify eligible equipment identification, validate warranty levels, and any End-of-support issues. In addition, GigaKOM will procure the maintenance contract with the manufacturer and ensure the warranty is provided under the District's name. Copies of the contract will be provided to the District.

For ineligible components or services, including Hardware warranties, GigaKOM will identify such components to the District and provide the District options to procure these services outside E-rate funding.

Hardware replacement time and materials funding pools.

Within E-Rate guidelines, specific funding is available for time and materials to repair and replace for the maintenance and upkeep of eligible equipment. Where appropriate, GigaKOM will work with District to identify the eligible equipment.

Labor-Based Technical Support:

Labor-based technical support solutions are available to provide onsite technical support, remote technical support, and remediation of technical issues designed to maintain network components to ensure equipment operates at manufacture and industry-specified performance levels.

Our Solutions provide the following:

- Access to qualified technical assistance
- Ongoing operating system software updates and upgrades
- Systems diagnostics and remediation on select devices
- On-demand and scheduled onsite technical support

To be scheduled with GigaKOM and the client, based on recommendations from GigaKOM, we provide solutions that include:

- Network Device Configuration Backup
- Scheduled Network Software Upgrades
- Network Device IOS and Enhancement Review
- Weekly Windows Server Security and Health Check
- Server Operating System and Security Patching

GigaKOM Standards for Performance

- Initial Engagement and Yearly Network Discovery and Mapping
- For all activity performed on a network, status reports of actions taken and tasks completed are provided.

Network Restoration Process

The client desires the support and restoration of Network down problems caused by equipment or cable plant.



Description: GigaKOM will do the following activities over the term of the project as services are required.

- 1) Receive incident or request notifications from Client personnel. This notification will come from the Client personnel who receive and respond to the initial problem call from the end user and will only be forwarded to the GigaKOM technicians.
- 2) Record all problems and request tickets in the GigaKOM ticket management system.
- 3) Perform "second level" incident and request handling using GigaKOM remote engineers. If necessary, we will dispatch a local GigaKOM field engineer. Additional engineers will be dispatched as needed to meet the service response requirement and will be dispatched immediately for more critical network-down situations.
- 4) Provide "ownership to resolution" of GigaKOM handled incidents, report on the progress of problem resolution, confirm resolution of the incident with Client personnel, and log final resolution.
- 5) Prioritize activities in accordance with the documentation and procedural standards developed by GigaKOM and agreed to by the Client.
- 6) Coordination and scheduling of GigaKOM resources.

Clients under a labor-based maintenance contract will be covered under the below Billing and Service Delivery Schedule unless specifically altered under the contract.



BILLING AND SERVICE DELIVERY SCHEDULE

I Response Times:

GigaKOM provides a 24-hour Client Service Center access number and an on-line trouble ticketing portal. For tickets opened via one of these methods, GigaKOM will provide the following during standard working hours:

Response Times and Escalation Schedule

Priority	Description	Response Times	Escalation Policy	Billing Rate for Services
Critical (Priority 1)	Network down or critical impact to business operations. GigaKOM and end user will provide full-time resources to the situation resolution	1 Hour: Diagnostics begin 2 Hour: technician assigned Next Business Day or better: onsite dispatch if necessary	1 Hour: Service Supervisor 8 Hours Director of Operations 24Hours: President / CEO	Critical tickets are billed double rate with a minimum 2 hour billing. Standard labor terms apply
High (Priority 2)	Operations of a Network are severely degraded; client business operations are negatively impacted. GigaKOM and end user will commit full-time resources during normal business hours to address situation.	2 Hour: Diagnostics Begin 4 Hours: Technician assigned Next Business Day onsite dispatch if necessary	4 Hour: Service Supervisor 24 Hours: Director of Operations 48 hours: President	High priority tickets are billed at a one and a half (1 ½) rate with minimum 2 hour billing. Standard labor terms apply.
Medium / Normal (Priority 3)	Operational performance of the network is impaired. Business functions remain functional. GigaKOM and end user are willing to commit resources during standard business hours to restore service to satisfactory levels.	4 to 8 Hours: diagnostics and technician assigned Onsite dispatch (if required) as scheduled with End User.	24 Hour: Service Supervisor 48 hours: Director of Operations 72 Hour: Department Manager	Billing rate as quoted. Standard labor terms apply.
Low (Priority 4)	Assistance or information requested. Typically, product capabilities, Installation or configuration issues.	8 Hour: Initial response.	72 Hours: Service Supervisor	Billing rate as quoted. Standard labor terms apply

(all times listed are based on standard working hours)

The clock starts on all issues once the support request has been added to our Autotask ticketing system



II Definitions:

The service priority Critical, High, Medium, or Low is set at the initiation of the ticket and remains at that level through the completion

- Critical Priority is defined as an entire network down event or an event that has a critical impact on business operations. GigaKOM may assign multiple concurrent resources to critical events. The client may request the ticket to be assigned to this priority based on the client's business objectives.
- High Priority is defined as an event where network operations are severely degraded, and business operations are negatively impacted. GigaKOM may assign multiple concurrent resources to high-priority events. The client may request the ticket to be assigned to this priority based on the client's business objectives.
- Medium Priority is defined as an event that impairs the network's operational performance; business operations remain functional but may be degraded. GigaKOM and the client are willing to commit resourced during normal business hours to restore service. Unless otherwise requested by the client, this is the default level for all service tickets.
- Low Priority is defined as a general assistance or informational request. Network Performance degradation is negligible. This level of service is most commonly associated with initial installation or configuration tickets. The client may request the ticket to be assigned to this priority based on the client's business objectives.

III Standard Labor Terms

Travel:	Not billed unless specified in the contract.
Standard:	All billing in 1/2 hour increments unless otherwise specified
Critical Priority:	2.0 x rate, 2 hour minimum billing
High Priority:	1.5x rate, 2 hour minimum billing
Overtime:	1.5 x rate, 1 hour minimum billing
Weekend:	1.5 x rate, 2 hour minimum billing
Holiday	2.0 x rate, 4 hour minimum billing

Coverage

Standard: 8:00 am to 5:00 pm Monday through Friday PST

Overtime: Monday through Friday, 5:00 pm to 8:00 am the following day

Weekend: Friday 5:00 pm to 8:00 am Monday

Holiday: 5:00 pm prior day of the Holiday to 8:00 am the day after the holiday



Holidays

New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve, and Christmas Day.

A fee of \$250 will be assessed for client cancellation of dispatched engineer or client not being ready.

IV Billing Information

GigaKOM will invoice labor against the contract based on the contract term or weekly. Failure to pay invoices may lead to delays or suspension of GigaKOM services.

Hours used against a contact will be tracked by GigaKOM and will be available to the client upon request. In certain instances, GigaKOM may exceed the contracted hours in service delivery. GigaKOM will invoice any additional hours at the standard rate and will notify the client when overages occur. Once identified, GigaKOM will work with the client to establish a change order or new contract for continuing services.

Standard Rates:

Labor Rate:

LEVEL	RATE
Network Architect onsite work	\$225.00
Network Architect remote work	\$225.00
Sr. Network Engineer onsite work	\$210.00
Sr. Network Engineer remote work	\$185.00
Network Engineer onsite work	\$200.00
Network Engineer remote work	\$150.00
Network Technician onsite work	\$100.00
Network Technician remote work	\$85.00

V Responsibilities and Assumptions

- Client to provide access to systems and facilities to facilitate work.
- Client to provide GigaKOM with access to all equipment covered under this agreement. If such access is not provided, GigaKOM will have reduced or limited ability to address problems and provide resolution.
- Client to provide necessary user names and passwords where applicable.



- Client will identify at least one person to work with GigaKOM throughout the service request. This person will communicate with GigaKOM and provide information on a timely basis.
- For critical and high-priority issues, client will provide an escalation / alternate contact to issue timely communications and resources.
- For critical priority issues, client is committed to working with GigaKOM on a 24-hour basis, if required, through problem resolution.
- Client is responsible for providing a contact who is knowledgeable to the technical aspects of the problem.
- Client to provide GigaKOM with a list of key personnel and contact information including after hours and escalations / approvals.
- Client is responsible for having vendor / manufacture service support agreements necessary to maintain, trouble shoot and repair hardware and software issues.
- Client will provide service provider account numbers, circuit ids, contacts and contract information where necessary to facilitate service delivery or resolution.
- Client to provide a list of all contract service agreements, contact names, contact numbers and contract numbers for all service agreements to be managed by GigaKOM.
- Client to provide any additional information required by GigaKOM.
- Client to provide all necessary supplies and accessories, attachments or other devices incidental to the service.
- Client is responsible for data, backups and / or migrations of data. GigaKOM is NOT responsible for the loss of client data during remediation or migration processes.
- Client is responsible for all necessary permits, licenses or authorities necessary for the provisioning of services.
- Client will be responsible for additional materials, equipment, or loaner materials costs necessary to facilitate problem resolution.
- GigaKOM engineers obey all traffic, travel, and safety regulations.

GigaKOM shall not be responsible for service or Service Level Agreement degradation delays due to the lack of client compliance with the above items.

8 Universal Service Program Restrictions and Invoicing

The Universal Service program has a number of restrictions on the use of the funds in order to collect discounts. The following restrictions are required for the District to receive the discounts on these services.

- Services and / or products will be limited to only those dealing with technical support of telecommunications and internal connections as specified in the latest version of FCC Document CC Docket No. 96—45 Schools and Libraries Eligibility List. Or the latest rules posted on the SLD web site (<http://www.sl.universalservice.org>). Any services and / or



products not covered on the eligibility list must be covered under a separate contract and invoice.

- The services and / or products for which support is sought must be the delivery of services to the classrooms or other places of instruction at schools and libraries that meet the statutory definition of an eligible institution. Discounts are not available for internal connections in non-instructional buildings of a school or school district, or in administrative buildings of a library, to the extent that a library system has separate administrative buildings, unless those internal connections are essential for the effective transport of information to an instructional building of a school or to a non-administrative building of a library. 47 C.F.R. § 54.506
- All services / products must be performed / supplied during the respective E-Rate funding year.
- GigaKOM is experienced, competent and complies with all USAC and SLD policies, programs and requirements for invoicing and billing.

9 Special Notes and Conditions

Unless otherwise specified within the client bid or RFP, all implementations are based on a single deployment and Installation. Additionally, it is assumed that all work and facilities will be done and available during normal working hours. Should multiple deployments be required or sites and facilities not be available, additional fees may be applied.

GENERAL EXCLUSIONS

- Unless identified previously within the scope of work, this proposal is not inclusive of fire penetration sleeves, conduit, concrete cores and/or roof penetrations. If required for Installation, additional charges will apply.
- Unless identified previously within the scope of work, GigaKOM will install racks in specified locations and in the appropriate manner. Additional charges will apply if the location is not structurally compliant with the Installation requested and facilities work is needed.
- Unless identified previously within the scope of work, all existing conduit is expected to be free and clear of debris with an appropriate pull string provided. Additional charges will apply for debris removal or the fishing of conduit.
- Unless identified previously within the scope of work, this proposal is not inclusive of the removal and replacement of furniture during the Installation, additional charges will apply, if necessary.
- Unless identified previously within the scope of work, this proposal is based upon normal working hours and does not include weekend or overtime. If weekend or overtime hours are required for this project, additional charges will apply.
- Unless identified previously within the scope of work, this proposal is not inclusive of a Lift rental. If a Lift is required, additional charges will apply.
- Unless identified previously within the scope of work, this proposal is not inclusive of additional labor time required for clean room environments. If clean room environments require special clothing, cleaning of tools, etc, additional charges will apply.
- Unless identified previously within the scope of work, this proposal is not inclusive of installing horizontal cable in a "sequential-by-building" fashion. If a "sequential-by-building" installation is required, this must be identified prior to cable installation and will require additional charges.
- Unless identified previously within the scope of work, this proposal is not inclusive of any voice or data cross-connects and/or patch cord installation. If cross-connects and/or patch cords are to be installed by GigaKOM, additional charges will apply.
- Unless identified previously within the scope of work, this proposal is not inclusive of any and all plywood backboards within each closet. If plywood backboards are required, additional charges will apply.
- Unless identified previously within the scope of work, cost associated with parking is not included within this proposal. If parking fees are required during the Installation, additional charges will apply.
- Unless identified previously within the scope of work, cost associated with securing material on site is not included within this proposal. If adequate secured storage is not able to be provided by the Client, additional charges will apply.
- Unless identified previously within the scope of work, this proposal is based upon utilizing onsite trash receptacles for removal of trash debris. If trash receptacles are not made available, additional charges will apply.
- This proposal requires a minimum 2 weeks notice of Installation for any and all modular furniture installed during this project. Additional charges may apply if notice of less than 2 weeks is provided.



- Unless identified previously within the scope of work, this proposal is based upon the Client providing all necessary Ring and String or Conduit necessary for each work station location. Additional charges will apply to each location requiring GigaKOM to provide ring and string or conduit.
- Unless identified previously within the scope of work, this proposal is not inclusive of GigaKOM providing temporary power or sanitary facilities. Additional charges will apply if required.
- Unless identified previously within the scope of work, this proposal is not inclusive of removing any and all existing cable or cable supports. Additional charges will apply if required.
- Telephone Vendor will be responsible for labeling any and all patch panels related to voice circuit extensions. GigaKOM will provide said Telephone Vendor with a Cut-Sheet for each cable location.
- A 25% restock fee may be charged for all returned items. Special order items are non-returnable.
- GigaKOM has several blanket endorsements included in its insurance policies. If separate endorsements are required, additional charges may apply.
- Parking on site shall be provided by client at no cost to GigaKOM
- A \$250 fee may be billed to client for missed appointment, or site not ready for Installation

GIGAKOM STANDARD TERMS AND CONDITIONS

GigaKOM, Inc., a California corporation ("Company"), is a reseller of certain third party enterprise infrastructure hardware and software equipment ("Equipment") and provides Installation, integration, maintenance support and other services ("Services"). The terms and conditions set forth in this document ("Terms and Conditions") shall govern the purchase of any Equipment for, and the provision of Services to, customers of Company ("Customer") pursuant to an estimate or other price quote ("Estimate") generated by Company and approved by Customer.

Application and Interpretation of Terms and Conditions. These Terms and Conditions shall supplement the Estimate. If there is a conflict between the Estimate and these Terms and Conditions, the Estimate shall control. The provisions of the Estimate and these Terms and Conditions supersede any and all prior negotiations proposed agreements and agreements, whether written or unwritten, between Customer and Company. No subsequent change in, addition to, or waiver of, these Terms and Conditions or the Estimate shall be binding on Company unless approved in writing by an authorized representative of Company.

Risk of Loss or Damage to Equipment. Company shall assume the risk of loss of, or damage to equipment purchased under an Estimate until a carrier has received the shipment pursuant to a bill of lading (f.o.b. shipping point), at which time Customer assumes all risk of loss or damage to the equipment. Equipment may not be returned except in accordance with the Equipment warranty. If Company, in its discretion, agrees to return equipment not subject to a warranty claim, Customer shall be responsible for all costs of return.

Inspection and Acceptance of Equipment. Inspection and acceptance of equipment shall be performed by Customer upon delivery to Customer. If Customer fails to object in writing to any item of equipment at delivery, Customer shall be deemed to have accepted delivery of all such items.

Payment Terms. Payment shall be due as described in the Estimate and Invoice. Prices shown in the Estimate may not include all sales or other taxes imposed on the sale of goods and services. Taxes now or here after imposed upon sales or services shall be added to the price set forth in the Estimate. Customer agrees to reimburse Company for any such tax or provide Company with acceptable evidence of tax exemption.

Late Payment Charges. If Customer fails to make any payment when due, Company may upon written notice to Customer: (a) delay delivery of any Equipment or suspend the performance of Services until such terms are met; and/or (b) cancel any order for equipment then outstanding and receive reimbursement for cancellation; and/or (c) pursue any other remedies available at law or equity. Company may charge and Customer agrees to pay a finance charge of 1-1/2% per month on the unpaid balance of overdue amounts or the maximum allowable by law, whichever is less. Company shall have no liability whatsoever to the Customer for any costs or damages as a result of such termination or suspension caused by any failure by Customer to make payment when due.

Changes to Scope of Services. Unless otherwise stated in the Estimate, the price set forth in the Estimate is a good faith estimate based on the information received through the date of the Estimate and may change based on updated information. Any price changes shall be communicated to Customer through a revised Estimate. If Company provides Customer a revised Estimate which Customer disapproves, then Company may terminate Services with respect to the original Estimate. If the Services are terminated, Client shall remain obligated to pay Provider for Services actually rendered and equipment purchased. Changes requested by Customer to the scope of work set forth in an Estimate must be communicated in writing to Company and Company will then have the right to charge for additional services at Company's then current rates. For each change order, a new Estimate will be generated by Company and approved by Customer.

Equipment Warranty. Company warrants that the equipment shall be free from defects in materials and workmanship for 90 days from the date the equipment is delivered. The foregoing warranty shall not apply to any Equipment which is not stored, handled, installed or used by persons other than Company personnel in strict accordance with manufacturer or Company specifications and instruction manuals, or which is altered without Company's express consent, or which has been subject to misuse, negligence or accident. Company's sole obligation shall be to replace or repair defective equipment covered by this warranty provided that Customer notifies Company of such defect in writing within the 90 day



warranty period set forth above. Customer hereby agrees that the replacement or repair of defective equipment shall be Customer's sole remedy in the event of a breach of warranty and shall be in lieu of any other remedy. Except as expressly set forth in this Paragraph, Company makes no warranties relating to the equipment, whether express, implied or arising by operation of law (including, without limitation, the warranty of merchantability or fitness for a particular purpose).

Services Warranty. Company warrants that all Services shall be performed in a workmanlike manner and in conformance with generally accepted industry standards prevailing at the time the Services are performed. Any liability of Company with respect to the performance of Services under any Estimate or under any warranty, negligence, strict liability or other theory will be limited exclusively to product replacement so long as the replacement product provides substantially the same or better functionality as required by the Estimate; provided, however, if, in Company's opinion, replacement is inadequate as a remedy or impractical, to a refund of the fees paid to Company for the particular Services which do not conform to the warranty set forth in this Paragraph. Except as expressly set forth in this Paragraph, Company makes no warranties relating to the Services, whether express, implied or arising by operation of law (including, without limitation, the warranty of merchantability or fitness for a particular purpose).

Limitation of Liability. Customer waives any right of recovery against Company and shall not hold Company liable or responsible to Customer for any claims, demands, actions, liabilities, losses, costs or expenses (including, without limitation, attorneys' fees or costs) by or due to third parties ("Claims") suffered by Customer, directly or indirectly relating to or arising from the purchase or use of the Equipment or any Services provided by Company, except to the extent Company is adjudicated to be actively negligent in connection therewith. IN NO EVENT SHALL COMPANY BE LIABLE FOR COLLATERAL, CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES (INCLUDING, WITHOUT LIMITATION, DAMAGES FOR PROPERTY LOSS, PHYSICAL INJURY OR DEATH, LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, OR LOSS OF BUSINESS INFORMATION), HOWEVER CAUSED AND ON ANY THEORY OF LIABILITY, ARISING OUT OF OR CONNECTED IN ANY WAY WITH THE EQUIPMENT PURCHASED AND/OR INSTALLED OR ANY OTHER SERVICE PROVIDED PURSUANT TO ANY ESTIMATE, EVEN IF COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN ADDITION, IN NO EVENT SHALL COMPANY BE LIABLE WITH RESPECT TO (A) ANY EQUIPMENT PURCHASED AND INSTALLED, FOR ANY AMOUNTS IN EXCESS OF THE AMOUNTS ACTUALLY PAID BY CUSTOMER TO COMPANY FOR SUCH EQUIPMENT AND (B) WITH RESPECT TO ANY SERVICES, FOR ANY AMOUNTS IN EXCESS ACTUALLY PAID BY CUSTOMER TO COMPANY FOR SUCH SERVICES (AND WITH RESPECT TO ANY LIABILITY FOR ANNUAL MAINTENANCE SERVICES, COMPANY'S LIABILITY SHALL NOT EXCEED THE ANNUAL MAINTENANCE FEE ACTUALLY PAID TO COMPANY FOR THE YEAR IN WHICH SUCH LIABILITY AROSE).

Insurance and Bonding. Company shall maintain, at all relevant times, liability insurance coverage for bodily injury, death, and property damage in an amount no less than One Million Dollars (\$1,000,000.00). If required by Customer, Company shall furnish Customer, in a form satisfactory to Customer, full and duly executed Performance and Payment Bonds, underwritten by a surety or sureties satisfactory to the Customer, in the amount requested by Customer, provided that all costs of such bond(s) to be paid directly by Customer.

Ownership of Equipment/Liens. Company shall retain title to all equipment delivered to Customer until final payment for same is received. Company may retrieve from the Customer's premises any Equipment delivered if payment has not been timely tendered. Company may file a lien within 90 days after furnishing Equipment or Services to Customer as long as preliminary lien notice is sent to Customer under the provisions of the Construction Lien Law of the state where services are rendered.

Force Majeure. Company shall not be liable for delays in delivery or failure of items to be available due to causes beyond its reasonable control, such as acts of God, acts or omissions of suppliers and manufacturers, acts or omissions of Civil and Military Authority, fires, strikes, floods, wars (whether declared or undeclared), or any other cause beyond its reasonable control.

Arbitration. All claims, disputes, and other matters in question arising out of, or relating to, the purchase of Equipment, the Installation and/or maintenance of equipment, any other services described in the Estimate or these Terms and Conditions (including whether such matter is arbitrable) (collectively, "Claims") shall be decided by arbitration in San Diego County before a single arbitrator in accordance with the Commercial Arbitration Rules of the American Arbitration Association, who shall also act as the arbitrator for such Claim. The award rendered by the arbitrator shall be final, and judgment may be entered upon it in accordance with applicable California law. The costs of arbitration, including administrative fees, fees for a record and transcript, and the arbitrator's fees, shall be borne by the non-prevailing party (as determined by the arbitrator). Notice of the demand for arbitration shall be filed in writing with the other party and with the American Arbitration Association. The demand for arbitration shall be made no later than six (6) months after the circumstances which are the basis of the Claim have arisen.

Miscellaneous Provisions. These Terms and Conditions shall be governed by and construed according to the laws of California. If any provision of these Terms and Conditions is held invalid or unenforceable, it shall be so held to the minimum extent required by law and all other provisions shall remain valid and enforceable. The exercise of any remedy herein shall be without prejudice to any other right or remedy available to either party. No agency, employment agreement, joint venture, or partnership is created between the parties and neither party shall be deemed to be an agent of the other nor shall either party have the right, power or authority to act for the other in any manner or to create any obligations, contracts, or debts binding upon the other party. The failure of Company to insist on strict performances of any of the provisions contained herein shall in no way constitute a waiver by Company or any of the other provisions or



subsequent default by Customer in the performance of or compliance with any of these Terms and Conditions set forth herein.

10 References

National School District, National City, CA

Justin Finch, IT Supervisor, (619) 336-7712, jfinch@nsd.us

- Designed and Installation of a central data center at the district office.
- Equipment network upgrade LAN / WLAN District Wide for multiple refresh cycles
- Cabling infrastructure design, Installation, modifications and support.
- Network maintenance including hardware warranties, equipment support over multiple years
- Contract value over last 2 years over \$2,500,000.00

Calexico Unified School District, Calexico, CA

Eduardo Perez, Director of IT, (760) 768-3888, eduardop@calexico.k12.ca.us

- Designed and Installation of a central Data Center at the district office
- Server virtualization and domain services district wide
- Entire Network upgrade LAN / WLAN including over multiple refresh cycles
- Cabling infrastructure design, Installation, modifications and support.
- Network maintenance including hardware warranties, equipment support over multiple years
- IP Video Surveillance design and Installation
- Contract value over last 2 years over \$2,400,000.00

Chula Vista Elementary School District, Chula Vista, CA

Ann-Marie Pering, Director Purchasing, (619) 425-9600 x1483, annmarie.pering@cvesd.org

- Entire Network LAN /WLAN upgrade including over multiple refresh cycles
- Cabling infrastructure design, Installation, modifications and support.
- Network equipment and maintenance including hardware warranties, equipment support over multiple years
- Contract value over last 2 years over \$3,000,000.00

Holtville Unified School District, Holtville , CA

Anthony Martinez, IT Supervisor, (760) 756-8651, tmartinez@husd.net

- Designed and Installation of a central data center at the district office.
- Equipment network upgrade LAN / WLAN District Wide for multiple refresh cycles
- Cabling infrastructure design, Installation, modifications and support.
- Video Surveillance design and implementation
- Network maintenance including hardware warranties, equipment support over multiple years
- Contract value over last 2 years over \$3,500,000.00



San Diego County Office of Education, San Diego, CA

Danny Pasawongse, Executive Director Technology, (858) 290-5661,
danny.pasawongse@sdcoe.net

- Multi projects with county School Districts Entire Network
 - LAN /WLAN upgrade, including over multiple refresh cycles
 - Cabling infrastructure design, Installation, modifications and support.
 - Network equipment and maintenance including hardware warranties, equipment support over multiple years
- Contract value over last 2 years over \$10,000,000.00

Arts in Action Charter, Los Angeles, CA

Stephanie Conde, Director, (323) 266-4371, stephaniec@artsinactioncharter.org

- Entire Network upgrade LAN / WLAN
- Cabling infrastructure design, Installation, modifications and support
- Network maintenance including hardware warranties, equipment support over multiple years
- Contract value over last 2 years over \$75,000.00

Cypress School District, Cypress, CA

Teresa Lennox, Director IT, (714) 225-4882, tlennox@cyprsd.k12.ca.us

- Network upgrade and warranty over multiple years
- Support and network maintenance contracts
- Contract value over last 2 years over \$1,375,000.00

Merced County Office of Education, Merced, CA

Dick Chai, Network Manager, (209) 381-6699, DChai@mcoe.org

- Network upgrade and warranty over multiple years County wide
- Support for multiple agencies
- Contract value over last 2 years over \$375,000.00

Aspire Schools, Oakland, CA

Hector Hernandez, IT Director, (323) 837-9920, hector.hernandez@aspirepublicschools.org

- Cabling infrastructure design, Installation, modifications and support state wide locations
- Network upgrade LAN / WLAN
- Contract value over last 2 years over \$975,000.00



Dear Andrej Komatina,

On behalf of the National School District, we would like to take this opportunity to thank you and your entire staff for the excellent job you have done in providing support for our Cisco products through your CareKOM maintenance program and MonKOM network monitoring solution.

Your project managers and engineers have worked tirelessly to provide our students and staff with a solution that meets our immediate needs and will also grow with our future requirements. Your response times have been stellar and the GigaKOM team has always exhibited consistent, excellent customer service over the years. Greg Argendeli, Sasha Krstich and the rest of your team are extremely knowledgeable and always a pleasure to work with.

Thank you again for the professionalism and the expertise you have brought to our district, staff and students. You have proved to be a valuable partner to the National School District and we look forward to many more successful years in partnership.

Sincerely,

Joe Ferris

NSD Technology Services Supervisor



The Calexico Unified School District would like to thank you for the service you provided on the Aerohive Access Points project. The district-wide project was successful and completed within a timely manner. GIGAKOM was responsive throughout the project. Employees were always extremely professional in their communications with the district.

GIGAKOM has done a very good job and I would be happy to recommend your services to other organizations.

Thank you,
Eduardo Perez




GigaKOM was an excellent company to team up with, our school district had a strict requirement for e-rate purchases. GigaKOM's sales team understood our needs and went above and beyond to acquire our core equipment. GigaKom's install team composed of Chi and Sasha was greatly balanced. Their work was energizing and they were extremely motivated, personally committed to the job. During their three-day stint at SMJUHSD they worked long hours and made strides every day. Working with their team was an optimal experience, their dedication and promptness was refreshing. They were very knowledgeable in their field and able to conform to our needs. Thank you guys!

Thanks,

Lazaro Sanchez
Computer Network Tech II

11 Compliance Documents

- Business License
- Contractor's License
- Summary of Insurance
- Small Business Certification
- CMAS Contracts -details at <http://bit.ly/gkomCMAS>
- FCC Green Light Status
- SPAC 2020
- PWC Registration

 CITY OF CHULA VISTA	FINANCE DEPARTMENT 276 Fourth Avenue Chula Vista CA 191910 (619) 585-5624 BUSINESS LICENSE	2023
<small>The person, firm, entity or corporation named below is granted this license pursuant to the provisions of the City's Business Tax and Zoning Ordinances to engage in, carry on or conduct the business, trade, calling, profession, occupation, or occupation described below, in the City of Chula Vista, California, for the period indicated. This license does not constitute a guarantee or endorsement by the City, nor shall this license be construed to authorize the conduct or continuance of any business in conflict with any regulation of the Chula Vista Municipal Code. If there is a change of LOCATION, USE or OWNERSHIP for this business, the owner MUST contact the Finance Department at (619) 585-5624.</small>		
GIGAKOM ANDRE KOMATINA 3615 KEARNY VILLA RD STE 201 SAN DIEGO, CA 92123	Business License Number: 052156 Business Classification: Contractor - Specialty Tax Paid: \$117.50	Effective Date: January 1, 2023 Expiration Date: December 31, 2023
NOT TRANSFERABLE		

Post this license in a conspicuous place.



[Home](#) | [Online Services](#) | [License Details](#)

Contractor's License Detail for License # 910431

DISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this information, you should be aware of the following limitations.

- ▶ CSLB complaint disclosure is restricted by law (B&P 7124.6) If this entity is subject to public complaint disclosure click on link that will appear below for more information. Click [here](#) for a definition of disclosable actions.
- ▶ Only construction related civil judgments reported to CSLB are disclosed (B&P 7071.17).
- ▶ Arbitrations are not listed unless the contractor fails to comply with the terms.
- ▶ Due to workload, there may be relevant information that has not yet been entered into the board's license database.

Business Information

GIGAKOM
9245 ACTIVITY ROAD STE 105
SAN DIEGO, CA 92126
Business Phone Number:(858) 769-5408

Entity Corporation
Issue Date 02/08/2008
Expire Date 02/29/2024

License Status

This license is current and active.

All information below should be reviewed.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04/14/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER ALLIANT INSURANCE SERVICES INC/PHS 72165781 The Hartford Business Service Center 3800 Wiseman Blvd San Antonio, TX 78251	CONTACT NAME:		
	PHONE (A/C, No, Ext): (866) 467-8730	FAX (A/C, No):	
E-MAIL ADDRESS:			
INSURED GIGAKOM, INC. 9245 ACTIVITY RD STE 105 SAN DIEGO CA 92126-4442	INSURER(S) AFFORDING COVERAGE		NAIC#
	INSURER A: Sentinel Insurance Company Ltd.		11000
	INSURER B: Hartford Casualty Insurance Company		29424
	INSURER C: Hartford Accident and Indemnity Company		22357
	INSURER D:		
	INSURER E:		

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> General Liability			72 SBA TU1638	04/01/2023	04/01/2024	EACH OCCURRENCE \$2,000,000	
	GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:							DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000
C	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			72 UEC PR7112	04/01/2023	04/01/2024	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000	
								BODILY INJURY (Per person)
	UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED: RETENTION \$						EACH OCCURRENCE	AGGREGATE
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS HERE	Y/N	N/A	72 WEC TR0478	04/01/2023	04/01/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	
								E.L. EACH ACCIDENT \$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Those usual to the Insured's Operations.

CERTIFICATE HOLDER For Informational Purposes 9245 ACTIVITY RD STE 105 SAN DIEGO CA 92126-4442	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED BY ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Suzanne Castaneda</i>
--	--

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ACORD 25 (2016/03)

The ACORD name and logo are registered marks of ACORD

Certification Profile

State of California Certification

Certification ID : 40936

Legal Business Name

GIGAKOM

Doing Business As (DBA) Name1

GIGAKOM

Doing Business As (DBA) Name2

Office Phone Number

858/769-5408

Business Fax Number

858/769-5408

Business Web Address

Address

3615 Kearny Villa Road

Suite 201

SAN DIEGO

CA 92123

Email:

govplace@gigakom.com

Total Number of Employees

12

Business Types

Construction , Service

Service Areas

Alameda , Alpine , Amador , Butte , Calaveras , Colusa , Contra Costa , Del Norte , El Dorado , Fresno , Glenn , Humboldt , Imperial , Inyo , Kern , Kings , Lake , Lassen , Los Angeles , Madera , Marin , Mariposa , Mendocino , Merced , Modoc , Mono , Monterey , Napa , Nevada , Orange , Placer , Plumas , Riverside , Sacramento , San Benito , San Bernardino , San Diego , San Francisco , San Joaquin , San Luis Obispo , San Mateo , Santa Barbara , Santa Clara , Santa Cruz , Shasta , Sierra , Siskiyou , Solano , Sonoma , Stanislaus , Sutter , Tehama , Trinity , Tulare , Tuolumne , Ventura , Yolo , Yuba

[View Keywords](#)

[View Classifications](#)

Active Certifications

Certification Type	Status	From	To
SB	Approved	06/16/2020	06/30/2022

Active Certifications

[More Help](#)

Certification Type	Status	From	To
SB(Micro)	Approved	06/02/2022	06/30/2024

The screenshot shows a web browser window with the URL <https://www.fcc.gov/>. The page title is "Red Light Display System". The user is logged in as "GigaKOM (FRN: 0011991395)". The main content area displays the "Current Status of FRN 0011991395" as "STATUS: Green". A message states: "You have no delinquent bills which would restrict you from doing business with the FCC." Below this, a note explains that the Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN) and that a green light means no outstanding delinquent non-tax debts are owed to the Commission. The status was last updated on 10/23/2013 at 5:39 AM.

At the bottom of the page, there is a "Customer Service" section with links for "Red Light Help", "FCC Debt Collection", "FCC Fees", and "Web Policies / Privacy Policy". It also provides the "Red Light Display System Help Line" contact information: (877) 480-3201, option 4, 4; TTY (202) 414-1255 (Mon.-Fri. 8 a.m.-6:00 p.m. ET). A note mentions that the system has a dedicated staff of customer service representatives and provides contact information for email and fax.



Detail:

Registration Number: 1000003984
Status: Active
CSLB Number: 910431
Legal Entity Type: Corporation
Mailing Address: 4364 BONITA RD, #494
BONITA
CA 91902
County: San Diego
Craft: Consultant
Email: ak@gigakom.com

Registration History

Effective Date	Expiration Date
7/19/2022	6/30/2025
7/11/2019	6/30/2022
6/28/2018	6/30/2019
6/7/2017	6/30/2018
6/11/2016	6/30/2017
7/10/2015	6/30/2016
12/16/2014	6/30/2015

DBA

Name



12 Pricing and Data Sheets

THIS SECTION IS PROPRIETARY AND CONFIDENTIAL

- Pricing is based on volume pricing, and any changes, including service, may result in a price change and additional shipping charges.
- Project performance and payment bond might not be included in the price; if requested, they will be added as a line item on the total awarded amount.
- GigaKOM recommends at least 10% contingency for the project for any unforeseen add, move, and changes.
- GigaKOM recommends at least 25% contingency for possible China tariff charges and supply chain delays.
- Sales Tax is the estimated amount at the time of this proposal; actual sales tax will be calculated upon order execution.
- Eligible Products/ Services: GigaKOM is not an erate consultant for eligibility; please verify with your consultant or with USAC
- Products provided are original products.

- Due to size, GigaKOM is providing a link to Product Specifications:



9245 Activity Road, Ste 105
San Diego, CA 92126

QUOTE

Customer Galt Joint Union Elementary School District

Date 12/18/2023
Quote # E2024 - J11055AA - APC equipment

School Site	Product SKU #	Mftr	Product Description	E Rate Eligible	E Rate Ineligible	Qty	Price	Extended	Tax Amount	Total
Fairsite Elementary 902 Caroline Avenue Galt, CA 95632	SMTL1000RM2UC	APC	Fairsite Elementary 902 Caroline Avenue Galt, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100		1	\$1,363.58	\$ 1,363.58	\$126.13	\$ 1,489.71
Fairsite Elementary 902 Caroline Avenue Galt, CA 95632	SCL500RM1U	APC	Fairsite Elementary 902 Caroline Avenue Galt, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100		8	\$364.72	\$ 2,917.76	\$269.89	\$ 3,187.65
Fairsite Elementary 902 Caroline Avenue Galt, CA 95632	SMX2200RMLV2U	APC	Fairsite Elementary 902 Caroline Avenue Galt, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100		1	\$1,505.30	\$ 1,505.30	\$139.24	\$ 1,644.54
Vernon E. Greer Middle School 248 W A ST GALT, CA 95632	SMTL1000RM2UC	APC	Vernon E. Greer Middle School 248 W A ST GALT, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100		1	\$1,363.58	\$ 1,363.58	\$126.13	\$ 1,489.71
Vernon E. Greer Middle School 248 W A ST GALT, CA 95632	SCL500RM1U	APC	Vernon E. Greer Middle School 248 W A ST GALT, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100		8	\$364.72	\$ 2,917.76	\$269.89	\$ 3,187.65
Vernon E. Greer Middle School 248 W A ST GALT, CA 95632	SMX2200RMLV2U	APC	Vernon E. Greer Middle School 248 W A ST GALT, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100		1	\$1,505.30	\$ 1,505.30	\$139.24	\$ 1,644.54
Lake Canyon Elementary School 800 Lake Canyon Ave Galt, CA 95632	SMTL1000RM2UC	APC	Lake Canyon Elementary School 800 Lake Canyon Ave Galt, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100		1	\$1,363.58	\$ 1,363.58	\$126.13	\$ 1,489.71
Lake Canyon Elementary School 800 Lake Canyon Ave Galt, CA 95632	SCL500RM1U	APC	Lake Canyon Elementary School 800 Lake Canyon Ave Galt, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100		6	\$364.72	\$ 2,188.32	\$202.42	\$ 2,390.74
Lake Canyon Elementary School 800 Lake Canyon Ave Galt, CA 95632	SMX2200RMLV2U	APC	Lake Canyon Elementary School 800 Lake Canyon Ave Galt, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100		1	\$1,505.30	\$ 1,505.30	\$139.24	\$ 1,644.54
Marengo Ranch School 1000 Elk Hills Dr Galt, CA 95632	SMTL1000RM2UC	APC	Marengo Ranch School 1000 Elk Hills Dr Galt, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100		1	\$1,363.58	\$ 1,363.58	\$126.13	\$ 1,489.71



9245 Activity Road, Ste 105
San Diego, CA 92126

QUOTE

Customer Galt Joint Union Elementary School District

Date 12/18/2023
Quote # E2024 - J11055AA - APC equipment

Marengo Ranch School 1000 Elk Hills Dr Galt, CA 95632	SCL500RM1U	APC	Marengo Ranch School 1000 Elk Hills Dr Galt, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100	10	\$364.72	\$	3,647.20	\$337.37	\$	3,984.57
Marengo Ranch School 1000 Elk Hills Dr Galt, CA 95632	SMX2200RMLV2U	APC	Marengo Ranch School 1000 Elk Hills Dr Galt, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100	1	\$1,505.30	\$	1,505.30	\$139.24	\$	1,644.54
Robert L. McCaffrey Middle School 997 Park Terrace Dr Galt, CA 95632	SMTL1000RM2UC	APC	Robert L. McCaffrey Middle School 997 Park Terrace Dr Galt, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100	2	\$1,363.58	\$	2,727.16	\$252.26	\$	2,979.42
Robert L. McCaffrey Middle School 997 Park Terrace Dr Galt, CA 95632	SCL500RM1U	APC	Robert L. McCaffrey Middle School 997 Park Terrace Dr Galt, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100	11	\$364.72	\$	4,011.92	\$371.10	\$	4,383.02
Robert L. McCaffrey Middle School 997 Park Terrace Dr Galt, CA 95632	SMX2200RMLV2U	APC	Robert L. McCaffrey Middle School 997 Park Terrace Dr Galt, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100	1	\$1,505.30	\$	1,505.30	\$139.24	\$	1,644.54
River Oaks Elementary School 905 Vintage Oak Ave Galt, CA 95632	SMTL1000RM2UC	APC	River Oaks Elementary School 905 Vintage Oak Ave Galt, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100	1	\$1,363.58	\$	1,363.58	\$126.13	\$	1,489.71
River Oaks Elementary School 905 Vintage Oak Ave Galt, CA 95632	SCL500RM1U	APC	River Oaks Elementary School 905 Vintage Oak Ave Galt, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100	8	\$364.72	\$	2,917.76	\$269.89	\$	3,187.65
River Oaks Elementary School 905 Vintage Oak Ave Galt, CA 95632	SMX2200RMLV2U	APC	River Oaks Elementary School 905 Vintage Oak Ave Galt, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100	1	\$1,505.30	\$	1,505.30	\$139.24	\$	1,644.54



9245 Activity Road, Ste 105
San Diego, CA 92126

QUOTE

Customer Galt Joint Union Elementary School District

Date 12/18/2023
Quote # E2024 - J1105SAA - APC equipment

Valley Oaks Elementary School 21 C St Galt, CA 95632	SMTL1000RM2UC	APC	Valley Oaks Elementary School 21 C St Galt, CA 95632-APC Smart-UPS, Line Interactive, 1000VA, Lithium-ion, Rack/Tower, 2U, 120V, 6x NEMA 5-15R outlets, SmartConnect Port+SmartSlot, Short Depth, AVR, LCD	100	1	\$1,363.58	\$	1,363.58	\$126.13	\$	1,489.71
Valley Oaks Elementary School 21 C St Galt, CA 95632	SCL500RM1U	APC	Valley Oaks Elementary School 21 C St Galt, CA 95632-APC Smart-UPS, Line Interactive, 500VA, Lithium-ion, Rackmount 1U, 120V, 4x NEMA 5-15R outlets, Short Depth	100	11	\$364.72	\$	4,011.92	\$371.10	\$	4,383.02
Valley Oaks Elementary School 21 C St Galt, CA 95632	SMX2200RMLV2U	APC	Valley Oaks Elementary School 21 C St Galt, CA 95632-APC Smart-UPS X, Line Interactive, 2200VA, Rack/tower convertible 2U, 100V-127V, 6x 5-15R+2x 5-20R NEMA, SmartSlot, Extended runtime	100	1	\$1,505.30	\$	1,505.30	\$139.24	\$	1,644.54
Galt Joint Union Elementary School District	Shipping	APC	Galt Joint Union Elementary School District-Shipping	100	1	\$248.46	\$	248.46	\$0.00	\$	248.46
Line Items Total								\$44,306.84	\$4,075.40	\$48,382.24	
Shipping (as applicable)										\$0.00	
Grand Total								\$48,382.24			

THANK YOU FOR YOUR BUSINESS

GigaKOM Business Information

SPIN: 143027209, FCC # 0011991395, Certified Small Business – Micro # 40936, DIR Registration: 1000003984

GigaKOM Job Site Terms & Conditions

- All areas of Hand holes/ maintenance holes and conduit pathways must be provided and accessible at time of work.
- Work shall be performed during normal business hours unless specified in the contact SOW. Additional charges for after hour/holiday work might apply
- Parking on site shall be provided by the client at no cost to GigaKOM.
- Client will provide free and clear access to all working areas.
- An onsite contact and access must be provided to GigaKOM prior to job site arrival.
- Any down time resulting from the lack of access or client-required information, equipment is not the responsibility of GigaKOM and is billable.
- A \$250 fee will be billed to client for missed appointments, or site not ready for installation. Also, \$150 will be billed for additional dispatch.

GigaKOM Terms and Conditions, Billing and SLA: <http://bit.ly/GIGAKOM-TCandSLA>

--ANY WORK NOT INCLUDED IN THIS ESTIMATE WILL BE BILLED AS TIME AND MATERIAL, INCLUDING ANY ADDITIONAL LABOR OUTSIDE OF SERVICES SPECIFIED ABOVE, CONSULTING, ETC. Please refer to GigaKOM Terms and Conditions, Billing, and SLA for rates: PLEASE WORK WITH YOU ACCOUNT MANAGER ON CHANGES.

The price set forth above is a good faith estimate based on the information received through the date of this Estimate and may change based on updated information. Any price changes shall be communicated to the customer through a revised Estimate.

This Estimate is valid for 30 days from the day of issue (except for erate deals). Any changes to quantities and equipment specified may result in an increase in pricing.

GigaKOM WILL BILL IN PROGRESS INVOICES. HARDWARE AND SOFTWARE WILL BE BILLED UPON ARRIVAL on the customer site or at GigaKOM, whichever occurs first. Services/labor will be billed in milestones, the initial milestone will be billed at

Shipping charges may apply to all orders. Shipping Charges are estimates and will be billed at the actual amount if higher.

Payment Details Past due amounts subject to finance charges* Customer shall reimburse all costs incurred in collecting past due amounts* *See GigaKOM Standard Terms and Conditions.



9245 Activity Road, Ste 105
San Diego, CA 92126

QUOTE

Customer Galt Joint Union Elementary School District

Date	12/18/2023
Quote #	E2024 - J11055AA - APC equipment

For Clients that utilize USAC SLD funding, GigaKOM will, based on the agreement, invoice SLD for discounted portion. In case SLD denies payment or SLD does not pay within 90 days, the Client will be responsible for the full amount.
Thank you for your business



Board Meeting Agenda Item Information

Meeting Date: January 17, 2024	Agenda Item: 232.464 Board Consideration of Approval of the Board Policies (BP) and Administrative Regulations (AR) Listed Below
Presenter: Lois Yount Cabinet	Action Item: First Reading: XX

Guide Sheet

1. BP 0460 Local Control Accountability Plan
2. AR 0460 Local Control Accountability Plan
3. BP 0500 – Accountability
4. BP 0520 – Intervention in Underperforming Schools
5. AR 1220 – Citizen Advisory Committees
6. BP 1431 - Waivers
7. BP 3400 – Management of District Assets/Accounts
8. AR 3400 – Management of District Assets/Accounts
9. BP 5116.2 Involuntary Student Transfers
10. BP 5131.2 – Bullying
11. AR 5131.2 – Bullying
12. AR 5141.21 – Administering Medication and Monitoring Health Conditions
13. BP 5148.3 – Preschool/Early Childhood Education
14. AR 5148.3 – Preschool/Early Childhood Education
15. BP 6170.1 – Transitional Kindergarten
16. BP 6142.8 Comprehensive Health Education
17. AR 6142.8 Comprehensive Health Education
18. BP 9321 Closed Session
19. E(1) 9321 Closed Session
20. E(2) 9321 Closed Session
21. BP 1325 Advertising And Promotion

CSBA POLICY GUIDE SHEET

December 2023

1. Board Policy 0460 - Local Control and Accountability Plan

Presenter: Lois Yount, Superintendent

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

2. Administrative Regulation 0460 - Local Control and Accountability Plan

Presenter: Lois Yount, Superintendent

Regulation updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Regulation also updated to add "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect **NEW LAW (SB 609, 2023)** which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

3. Board Policy 0500 – Accountability

Presenter: Claudia Del Toro-Anguiano, Curriculum Director

Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect **NEW LAW (SB 114, 2023)** which (1) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

4. Board Policy 0520 - Intervention in Underperforming Schools

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) expands technical assistance based on a numerically significant student subgroup not making sufficient progress towards its local control and accountability plan (LCAP) to include identifying student subgroups that are low performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements which includes identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, and reviewing the district's data management policies and collection and submission processes to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

5. Administrative Regulation 1220 - Citizen Advisory Committees

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to reflect **NEW LAW (SB 1057, 2022)** which exempts special education advisory committees from Brown Act requirements pertaining to open meetings, and instead requires these committees to comply with "mini" Brown Act requirements. Regulation also updated to more closely align with law and to clarify language.

6. Board Policy 1431 – Waivers

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to reference **NEW LAW (SB 114, 2023)** which prohibits a waiver request for transitional kindergarten and kindergarten requirements provided for in specified Education Code sections. Policy also updated to provide that advertisement of the notice for the public hearing which is required prior to the Governing Board submitting a waiver request to the State Board of Education includes publishing it on the district's website.

7. Board Policy 3400 - Management of District Assets/Accounts

Presenter: Alejandra Garibay, Chief Business Official

Policy updated to reflect **NEW LAW (SB 1439, 2022)** related to conflict of interest from campaign contributions and existing conflict of interest provisions by providing that Governing Board members and district employees involved in the making of contracts on behalf of the district comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest. Policy also updated to direct the Superintendent to submit reports of the district's financial status to the Board, in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, and develop additional internal controls to strengthen fraud prevention.

8. Administrative Regulation 3400 - Management of District Assets/Accounts

Presenter: Alejandra Garibay, Chief Business Official

Regulation updated to reference Governmental Accounting Standards Board's (GASB) Statement #87 regarding lease accounting and GASB Statement #96 regarding subscription-based information technology agreements. Regulation also updated to clarify that the district should utilize the California Department of Education's standardized account code structure software to develop financial reports, and that the district's accounting system should comply with generally accepted accounting principles prescribed by GASB and meet other state and federal reporting guidelines. Additionally, regulation updated to expand the list of actions that constitute fraud, financial improprieties or irregularities; separate out district and county office of education investigations; clarify that the district cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team, law enforcement, or other governmental entities that conduct a fraud investigation; and, consult legal when discussing or disclosing the result of any fraud investigation.

9. Board Policy 5116.2 - Involuntary Student Transfers

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to clarify that the policy only addresses involuntary transfers to other schools within the district, add that the determination of where to transfer a student who is the subject of involuntary transfer include a review of the programs to which the student may be involuntarily transferred, provide that the Superintendent or designee ensure that involuntary transfers are made in a nondiscriminatory manner, and reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** regarding legal requirements and recommended best practices governing voluntary and involuntary students transfers. Policy also updated to clarify requirements for an involuntary transfer of a student who has been convicted of a violent felony or a misdemeanor associated with possession of a firearm, an involuntary transfer to a continuation education program or class within the district, or an involuntary transfer to a community day school within the district. Additionally, policy updated to include information regarding notice and disclosure requirements.

10. Board Policy 5131.2 – Bullying

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE** addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

11. Administrative Regulation 5131.2 – Bullying

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to expand the definition of "cyberbullying" to reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Regulation also updated to add additional measures to prevent bullying as provided in **NEW U.S. SURGEON GENERAL GUIDANCE** by developing a strategic plan for school connectedness and social skills with benchmark tracking, implementing socially based educational techniques, creating a supportive school environment that fosters belonging, and building social connection into health education courses. Additionally, regulation updated to include digital and media literacy skills in student instruction, as provided in **NEW U.S. SURGEON GENERAL GUIDANCE**, expand the responsibilities of staff as role models for students, and reflect **NEW LAW (AB 2879, 2022)** which requires a social media platform to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying. Regulation additionally updated to reflect **NEW LAW (AB 1165, 2023)** which encourages the district to have a student who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

12. Administrative Regulation 5141.21 - Administering Medication and Monitoring Health Conditions

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to reference **NEW LAW (AB 1722, 2023)** which authorizes districts to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted for a suitable credentialed nurse, include definitions that pertain to new legislation, and reflect **NEW LAW (AB 1651, 2023)** which (1) includes holders of an Activity Supervisor Clearance Certificate as those for whom districts are required to provide epinephrine auto-injectors if they have volunteered to administer them in an emergency and have received training, and (2) requires schools that provide epinephrine auto-injectors to store them in an accessible location and include that location in annual notices to staff. Regulation also updated to reflect **NEW LAW (AB 1283, 2023)** which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to provide emergency medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress, **NEW LAW (SB 114, 2023)** which appropriates funding to county offices of education for the purpose of purchasing and maintaining a sufficient stock of opioid antagonists for districts, **NEW LAW (AB 1166, 2023)** which provides that employees and volunteers who render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist will not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct, and **NEW LAW (AB 1810, 2022)** which authorizes a school nurse or a volunteer designated and trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from a health care provider and is suffering from a seizure.

13. Board Policy 5148.3 - Preschool/ Early Childhood Education

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to include that that the district may enroll children who are in a transitional kindergarten (TK) or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day in order to provide families with the option of a full-day, high-quality instructional program, and reflect **NEW LAW (SB 141, 2023)** which requires a district that offers TK to early enrollment children to concurrently offer enrollment in a CSPP, if offered by the district, and space permitting.

14. Administrative Regulation 5148.3 - Preschool/ Early Childhood Education

Presenter: Kuljeet Nijjar, Educational Services Director

Regulation updated to reflect **NEW LAW (SB 141, 2023)** which requires a district that offers transitional kindergarten (TK) to early enrollment children to concurrently offer enrollment in a California State Preschool Program (CSPP), and to add the definition of "early enrollment child." Regulation also updated to reflect **NEW LAW (SB 141, 2023)** which revises the enrollment priorities for part-day CSPP programs, and **NEW LAW (AB 116, 2023)** which allows family fees accrued but not collected prior to October 1, 2023, to be forgiven, and not collected. Additionally, Regulation updated to reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** which provides definitions related to suspension.

15. Board Policy 6170.1 - Transitional Kindergarten

Presenter: Kuljeet Nijjar, Educational Services Director

Policy updated to clarify that a child's eligibility for transitional kindergarten (TK) enrollment may not impact family eligibility for a preschool or childcare program and that the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year provided that upon the recommendation of the Superintendent or designee, the Governing Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Policy also updated to reflect **NEW LAW (SB 141, 2023)** which (1) requires a district that offers TK to early enrollment children to concurrently offer enrollment in a California State Preschool Program, if offered by the district and space permitting, and (2) requires any classroom that includes an early enrollment child to maintain a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, policy updated to include that average TK class size enrollment does not include students who are continuously enrolled in and meet the minimum day requirements for independent study for more than 14 school days in a school year.

16. Board Policy 6142.8 - Comprehensive Health Education

Presenter: Claudia Del Toro-Anguiano, Curriculum Director

Policy updated to reflect **NEW U.S. SURGEON GENERAL GUIDANCE** related to (1) the importance of social connection in individual and societal health and well-being, and (2) the impact of social media on children and adolescents. Policy also updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction.

17. Administrative Regulation 6142.8 - Comprehensive Health Education

Presenter: Claudia Del Toro-Anguiano, Curriculum Director

Regulation updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction, and to clarify that the "opt-out" right to excuse a student only applies to comprehensive sexual health education, HIV prevention education, and related assessments, and does not apply to instruction, materials, presentations, and programming that discuss specified topics including gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

18. Board Bylaw 9321 - Closed Session

Presenter: Lois Yount, Superintendent

Bylaw updated to reflect appellate court ruling in *Fowler v. City of Lafayette*, which clarified that when an item is agendaized in closed session based on a threat of litigation made by a person outside of an open meeting and a district official or employee receiving knowledge of the threat made a record of the statement before the meeting, that statement is required to be made available to the public. Bylaw also updated to reference accompanying Exhibit (1) for specific agenda descriptions for closed session items and accompanying Exhibit (2) for descriptions to report out of specified closed session items. Additionally, Bylaw updated for clarity, precision, and consistency.

19. Exhibit(1) 9321 - Closed Session

Presenter: Lois Yount, Superintendent

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

20. Exhibit(2) 9321 - Closed Session

Presenter: Lois Yount, Superintendent

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

21. Added: Board Policy 1325 Advertising And Promotion

Presenter: Lois Yount, Superintendent

1. Policy 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 04/19/2023

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English

learners, the Board shall establish an English learner parent advisory committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget. (Education Code 52062)

Adoption and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. (Education Code 52071)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 04/19/2023 | **Last Reviewed Date:** 04/19/2023

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

Public Review and Input

The Board shall establish a parent advisory committee to provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the

Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

2. Regulation 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 04/19/2023

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
 2. Any goals identified for any local priorities established by the Governing Board.
 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 04/19/2023 | **Last Reviewed Date:** 04/19/2023

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
 - g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the

programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
2. Any goals identified for any local priorities established by the Board.
3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the IDEA Addendum as applicable, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52064.3, 52065)

3. **Policy 0500: Accountability**

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant student subgroups include ethnic student subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when the student subgroup consists of at least 30 students with a valid test score or 15 foster youth, long-term English learners, or students experiencing homelessness. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based priorities consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

Policy 0500: Accountability

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish systems and processes to monitor results and to evaluate the district's progress toward accomplishing the district's vision and goals.

The Board and the Superintendent shall agree upon appropriate measures of district, school, and student performance and shall establish a schedule for providing regular reports to the Board and the public regarding district progress.

Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.

Indicators of district progress in improving student achievement shall include, but not be limited to, the Academic Performance Index (API) established by the state's accountability system and measures of "adequate yearly progress" (AYP) required under the federal accountability system.

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)

This discussion shall include an examination of scores from the Standardized Testing and Reporting (STAR) program, by school, grade, and student subgroups including, White, Latino, Socioeconomically disadvantaged, English Learners, and students with disabilities.

Evaluation results may be used as a basis for identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

4. Policy 0520: Intervention In Underperforming Schools

Status: DRAFT

Original Adopted Date: Pending

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, educator qualifications data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students
3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals
5. Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education (CDE)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the district shall, for a minimum of two years, maintain regular communication with, and provide timely documentation to, the County Superintendent regarding the district's completion of the activities listed in Items #1-5 above, or substantially similar activities. (Education Code 52071)

The district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

The district shall consider any recommendations from the California Collaborative for Educational Excellence in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52072, 52074)

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072.1)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by CDE for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

5. Regulation 1220: Citizen Advisory Committees

Status: DRAFT

Original Adopted Date: 02/27/2008

Committee Charge

When committees are appointed, committee members shall receive written information which includes, but is not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Committees Subject to Brown Act Requirements

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by any committee created by formal action of the Governing Board, including, but not limited to, the following:

1. Advisory committee established pursuant to Education Code 8070 related to career technical education
2. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
3. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
4. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

Committees Not Subject to Brown Act Requirements

The following committees shall comply with procedural meeting requirements established in Education Code 35147:

1. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan
2. School site councils established pursuant to Education Code 65000-65001 to develop and approve a school plan for student achievement
3. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners
4. School advisory committees established pursuant to Education Code 54425(b) related to compensatory

education

5. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
6. School committees established pursuant to Education Code 11503 related to parent involvement
7. Advisory committees established pursuant to Education Code 56190-56194 related to special education

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its subject matter jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate location accessible to the public at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item of business not listed on the agenda until after all members present vote unanimously finding that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, after allowing for public input on the item. (Education Code 35147)

Any materials provided to a council or committee shall be made available to any member of the public upon request pursuant to the California Public Records Act, Government Code 7920.00-7930.215. (Education Code 35147)

Committees Created by Superintendent

Committees created by the Superintendent or designee that do not report to the Board and are not specified in Education Code 35147, shall not be subject to the requirements of the Brown Act or Education Code 35147.

Regulation 1220: Citizen Advisory Committees

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

Committee Charge

When committees are appointed, committee members shall receive written information including, but not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)

Committees Subject to Brown Act Requirements

The following committees shall comply with Brown Act requirements pertaining to open meetings, notices, and public participation, pursuant to Government Code 54950-54963:

1. Advisory committees established pursuant to Education Code 56190-56194 related to special education
2. Advisory committees established pursuant to Education Code 8070 related to career technical education
3. Committees established to assist in development of a student wellness policy pursuant to 42 USC 1751 Note
4. Committees established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
5. Citizens' oversight committees established to examine the expenditure of general obligation bond or schools facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3
6. Other committees created by formal Governing Board action

Committees Not Subject to Brown Act Requirements

The following committees are exempt from the Brown Act but must conform with procedural meeting requirements established in Education Code 35147:

1. School site councils established pursuant to Education Code 41507, 41572, or 52852 related to student retention, school or library improvement, or school-based program coordination
2. District or school advisory committees established pursuant to Education Code 52176 related to programs for students of limited English proficiency

3. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education
4. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
5. School site councils established pursuant to Education Code 62002.5 related to economic impact aid and bilingual education
6. School committees established pursuant to Education Code 11503 related to parent involvement

Meetings of the above councils or committees shall be open to the public. Any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Councils or committees violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a school site council shall be made available to any member of the public upon request pursuant to the California Public Records Act. (Education Code 35147; Government Code 6250-6270)

Committees created by the Superintendent or designee to advise the administration and which do not report to the Board are not subject to the requirements of the Brown Act or Education Code 35147.

6. Policy 1431: Waivers

Status: DRAFT

Original Adopted Date: 10/26/2005

The Governing Board recognizes that circumstances may arise in the operation of the district that require a waiver from state law or regulation. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state law or regulation which SBE has authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request, and the request shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33051)

In addition, the Superintendent or designee shall consult with the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050, 33051)

A request for a waiver related to a regional occupational center or program operated by a joint powers agency shall be submitted as a joint waiver request with other participating school districts upon approval of a unanimous vote of the governing board of the joint powers agency. (Education Code 33050)

To receive public testimony on each proposal for a waiver request, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, shall be printed in a newspaper of general circulation, posted at each school and three public places in the district, or published on the district's website.

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the Board has requested and received the same general waiver from SBE for two consecutive years, the Board does not subsequently need to reapply annually provided that the information contained on the request remains current, except that the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Policy 1431: Waivers

Status: ADOPTED

Original Adopted Date: 10/26/2005 | **Last Reviewed Date:** 10/26/2005

The Governing Board may request that the State Board of Education waive certain provisions of the Education Code, Title 5 regulations, or the federal law when such provisions prevent the district from offering its students the best possible educational program. The Superintendent or designee, advisory committees, or site councils shall identify the need for the Board to submit waiver requests and shall provide the Board with the necessary information to analyze the need for the waiver.

The Board shall hold a properly noticed public hearing on all waiver requests. (Education Code 33050)

The Board shall include the exclusive employee representative in the development of the waiver.

If the waiver affects a program that requires the existence of a school site council, the school site council shall first approve the request.

For general waivers, the request to the State Board of Education shall include a statement as to whether the exclusive employee representative participated in the development of the waiver and the exclusive employee representative's position on the waiver. General waiver requests shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33050)

7. Policy 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. The Superintendent or designee shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Policy 3400: Management Of District Assets/Accounts

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. He/she shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

8. Regulation 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 02/27/2008

Accounts

The district's accounting system shall fully comply with the definitions, instructions and procedures set forth in the California Department of Education (CDE) School Accounting Manual. (Education Code 41010)

The district shall utilize CDE's standardized account code structure (SACS) software to develop financial reports. The district's accounting system shall comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB) and meet other state and federal reporting guidelines.

The Superintendent or designee shall ensure that funds are encumbered in the district accounting records immediately after an expenditure is committed for subsequent payment.

Fraud and Misappropriation of Funds

Fraud, financial improprieties, or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the district
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document
3. Misappropriation of funds, securities, supplies, or other assets
4. Impropriety in the handling of money or reporting of financial transactions
5. Profiteering as a result of insider knowledge of district information or activities
6. Disclosing confidential and/or proprietary information to outside parties
7. Disclosing investment activities engaged in or contemplated by the district
8. Accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials to the district
9. Destroying, removing, or inappropriately using of records, furniture, fixtures, or equipment
10. Failing to provide financial records to authorized state or local entities
11. Overstating income, expenses, or misreporting time
12. Failing to report a conflict of interest
13. Any other dishonest or fraudulent act

District Investigation

The Superintendent or designee shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent or designee shall issue a report to appropriate personnel and to the Governing Board. The final disposition of the matter, any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation, and discussing or disclosing the result of any investigation shall be made in consultation with legal counsel.

County Office of Education Investigation

The district shall cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement, or other governmental entities that conduct a fraud investigation, in accordance with law. (Education Code 1241.5)

Regulation 3400: Management Of District Assets/Accounts

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

Accounts

The district's accounting system shall fully comply with the definitions, instructions and procedures set forth in the California Department of Education School Accounting Manual. (Education Code 41010)

The Superintendent or designee shall ensure that funds are encumbered in the district accounting records immediately after an expenditure is committed for subsequent payment.

Fraud Prevention and Investigation

Fraud, financial improprieties or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the district
2. Forgery or unauthorized alteration of a check, bank draft or any other financial document
3. Misappropriation of funds, securities, supplies or other assets
4. Impropriety in the handling of money or reporting of financial transactions
5. Profiteering as a result of insider knowledge of district information or activities
6. Disclosing confidential and/or proprietary information to outside parties
7. Disclosing investment activities engaged in or contemplated by the district
8. Accepting or seeking anything of material value from contractors, vendors or persons providing services or materials to the district
9. Destroying, removing or inappropriately using of records, furniture, fixtures or equipment
10. Failing to provide financial records to authorized state or local entities
11. Any other dishonest or fraudulent act

The Superintendent or designee shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent or designee shall issue a report to appropriate personnel and to the Governing Board. The final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with legal counsel. The result of the investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know.

9. Policy 5116.2: Involuntary Student Transfers

Status: DRAFT

Original Adopted Date: Pending

While the Governing Board desires to enroll students in the district school of their choice, it recognizes that circumstances sometimes necessitate the involuntary transfer of a student to another school or program in the district.

The Superintendent or designee shall develop procedures to facilitate the involuntary transfer of such students.

As applicable and as permitted by law, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at the schools or programs to which the student could be involuntarily transferred, and the availability of support services and other resources.

The Superintendent or designee shall ensure that involuntary transfers are made in a non-discriminatory manner as specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities.

Involuntary Transfer of a Student Convicted of Violent Felony or Misdemeanor Related to Possession of Firearms

A student may be transferred to another district school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which the student was convicted. However, before recommending such a transfer, the Superintendent, the principal, or other designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall attempt to resolve the conflict using restorative justice, counseling, or other such services. Participation of the victim in any conflict resolution program shall be voluntary, and the victim shall not be subjected to any disciplinary action for refusing to participate. (Education Code 48929)

If the attempt to resolve the conflict using restorative justice, counseling, or other such services is not successful or the victim elects not to participate, the principal or designee may submit to the Superintendent or designee a recommendation that the student should be involuntarily transferred. If the Superintendent or designee agrees with the recommendation, the Superintendent shall submit such recommendation to the Board for approval. The Superintendent's recommendation to the Board shall include the date by which the Superintendent or designee will review the involuntary transfer to determine whether to recommend to the Board that the student be permitted to transfer back to the student's original school.

The Board shall, in accordance with Board Bylaw 9321 - Closed Session, deliberate and vote on the recommendation, as well as any subsequent recommendation to permit the student to transfer back to the student's original school, in closed session to maintain the confidentiality of student information, unless a parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decisions in these instances shall be final.

Involuntary Transfers to a Continuation Education Program or Class within the District

The Superintendent or designee may involuntarily transfer a high school student to a continuation education program or class in the district if the student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance and either of the following conditions are met: (Education Code 48432.5)

1. Other means to improve the student's behavior have failed
2. It is the first time the student committed an act enumerated in Section 48900 and the principal of the student's school determines that the student's presence causes a danger to person(s) or property or threatens to disrupt the instructional process.

Prior any final decision to involuntarily transfer a student, the Superintendent or designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a hearing with the Superintendent or designee. If such a hearing is requested, the Superintendent or designee shall provide the specific facts and reasons for the proposed transfer, including all documents relied upon. At the hearing, the Superintendent or designee shall also allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented and present evidence, including witnesses, on the student's behalf. The student shall be allowed to bring one or more representatives to present at the hearing. (Education Code 48432.5)

If the Superintendent or designee decides to involuntarily transfer the student, the Superintendent or designee shall provide the decision to the student and the student's parent(s)/guardian(s) in writing. The decision shall include the facts and reasons for the decision and whether the decision is subject to periodic review and the periodic review procedure. (Education Code 48432.5)

The decision shall also include the date by which the student may transfer back to the student's original school, which shall be no longer than the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. (Education Code 48432.5)

The final decision to involuntarily transfer the student may not involve a member of the staff of the school in which the student is enrolled at the time that the decision is made. (Education Code 48432.5)

Involuntary Transfers to a Community Day School within the District

If a student is expelled from school for any reason in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, the student may be transferred to a district community day school as specified in Board Policy 6185 - Community Day School. (Education Code 48662)

Notice, Information, and Reports

The Superintendent or designee shall include notice of this policy in the annual notification to parents/guardians in accordance with Education Code 48980. (Education Code 48929)

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices and reports sent to the parent(s)/guardian(s) of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications or reports for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

When a foster youth or American Indian Student, as defined in Welfare and Institutions Code 224.1, is being considered for an involuntary transfer, all notices, documents, and information that would be provided to parents/guardians shall be provided to the foster youth's educational rights holder, attorney, and county social worker and the American Indian Student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5)

10. Policy 5131.2: Bullying

Status: DRAFT

Original Adopted Date: 06/27/2012

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 06/27/2012 | **Last Reviewed Date:** 06/27/2012

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. Superintendent or designee may also involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students/Parents may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies, regulations and/or law.

11. Regulation 5131.2: Bullying

Status: DRAFT

Original Adopted Date: Pending

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for

an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

12. Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 10/26/2005 | **Last Revised Date:** 11/28/2022

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written

statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414, 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414, 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training

that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed

with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure

2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 10/26/2005 | **Last Revised Date:** 11/28/2022 | **Last Reviewed Date:** 11/28/2022

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities

8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

13. Policy 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/15/2023

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the U.S. Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing

skills and knowledge. In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.

If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP program, subject to available space. (Education Code 48000.15)

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child

care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/15/2023 | **Last Reviewed Date:** 02/15/2023

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing

skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

14. Regulation 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 05/25/2011 | **Last Revised Date:** 02/15/2023

Children with exceptional needs means either of the following: (Education Code 8205)

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations, including an infant or toddler with a developmental delay or established risk condition, or a child who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. Children with exceptional needs under the age of three shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program (IEP) team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. Children with exceptional needs between ages 3 to 21 shall have an active IEP and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. (Education Code 8205)

Early enrollment child means a child whose fourth birthday will be between June 3 and September 1 preceding the school year during which they are enrolled in a transitional kindergarten (TK) classroom. (Education Code 48000.15)

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition
7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

The district's preschool program shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

However, a part-day preschool program may also offer TK or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP, subject to available space. (Education Code 48000.15)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and Administrative Regulation 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

When any district part-day preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children

- b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians
4. Staff development for teachers in participating classrooms that includes, but is not limited to:
- a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP Programs

A three- or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. A current aid recipient
2. Income eligible
3. Experiencing homelessness
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One who has children with exceptional needs, as defined in Education Code 8205
6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with exceptional needs. Such children with exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price lunch may enroll three- and four-year-old children after all otherwise eligible

children have been enrolled as provided in the paragraphs above. (Education Code 8208, 8217)

The district shall certify eligibility and enroll families into the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP program for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP Programs

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.
2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to all three- and four-year old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first.
3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded TK program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child who is identified as a dual language learner shall be enrolled first. If there are no children identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208(a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the 10 percent of funded enrollment set aside pursuant to Education Code 8208, then to four-year old children before three-year-old children without exceptional needs.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:
 - a. A CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the

qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

- b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three- or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is one of the following:
 - a. A current aid recipient, income eligible, or experiencing homelessness
 - b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited
 - c. One who has children with exceptional needs, as defined in Education Code 8205
 - d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as experiencing homelessness
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all eligible three- and four-year-old children have been enrolled as provided above, a full-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

After all families meeting the criteria specified in the paragraphs above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs"

have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.

2. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:
 - a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children
 - b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
4. The classroom shall comply with the adult-child ratio specified in Education Code 8241

5. Contractors of the district shall report the services, revenues, and expenditures for children in the CSPP in accordance with 5 CCR 18068
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

Family fees accrued but uncollected prior to October 1, 2023, may be forgiven and not collected. (Education Code 8252)

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

A family may be exempt from the fees for up to 12 months for any child enrolled in full-day preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused, exploited, or neglected. (Education Code 8253; 5 CCR 17735)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the sections "Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

Suspension means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.

Removing the child from the program means moving a child to an isolated or separate room. Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment. However, the child must return to the classroom as soon as the child has calmed down and may not be removed for longer than 30 minutes.

Expulsion means the permanent dismissal of a child from a program in response to a child's behavior.

Persistent and serious behaviors means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance, including, but not limited to, physical aggression, property destruction, and self-injury.

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child
3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

Children with exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Notice of Action

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances:

(5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 05/25/2011 | **Last Revised Date:** 02/15/2023 | **Last Reviewed Date:** 02/15/2023

Children with exceptional needs means either of the following:

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations. These children include an infant or toddler with a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. These children shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. These children shall have an active individualized education program (IEP) and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition
7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

The district's preschool program shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

However, a part-day preschool program may also offer transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

When any district part-day preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
 - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP Programs

A three- or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. A current aid recipient
2. Income eligible
3. Homeless
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One who has children with exceptional needs, as defined in Education Code 8205
6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with exceptional needs. Such children with exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price lunch may enroll three- and four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

The district shall certify eligibility and enroll families into the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP program for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP Programs

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.
2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to all three- and four-year old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.
3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child from a family in which the primary home language is a language other than English shall be enrolled first. If there are no children from such a family, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the 10 percent of funded enrollment set aside pursuant to Education Code 8208, then to four-year old children before three-year-old children without exceptional needs.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:
 - a. A CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.
 - b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three- or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is one of the following:
 - a. A current aid recipient, income eligible, or homeless
 - b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited
 - c. One who has children with exceptional needs, as defined in Education Code 8205
 - d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all eligible three- and four-year-old children have been enrolled as provided above, a full-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

After all families meeting the criteria specified in the paragraphs above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-#4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.
2. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:
 - a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children

- b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the

fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

However, for the 2022-2023 school year, family fees shall not be collected as specified in Education Code 8252.

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

A family may be exempt from the fees for up to 12 months for any child enrolled in full-day preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8253)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the sections "Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program
2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child
3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as

soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

Children with exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Notice of Action

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

15.

Policy 6170.1: Transitional Kindergarten

Status: DRAFT

Original Adopted Date: 11/20/2013 | **Last Revised Date:** 04/27/2022

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 needed 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.

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
2. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
3. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program, including, but not limited to, a Head Start program, a childcare center serving children through an alternative payment program, a general childcare and development program, a California State Preschool Program (CSPP), a migrant childcare and development program, childcare and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

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

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee, the Board determines 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)

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

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)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and 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.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, including recess but excluding noon intermission, except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning and care programs.

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.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from CTC that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2025, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC. (Education Code 48000)

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, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year. (Education Code 48000)

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 kindergarten or a combination of TK and kindergarten. (Education Code 46300)

Assessment

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

Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 11/20/2013 | **Last Revised Date:** 04/27/2022 | **Last Reviewed Date:** 04/27/2022

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 needed 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.

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2
2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2
3. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

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

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, 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)

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)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and 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.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)

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.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

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.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

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, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)

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)

Assessment

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

16. Policy 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which recognizes that mental health and social connection are critical to student's overall health, well-being, and academic success, supports the physical, mental, and social well-being of students, reflects the importance of digital and media literacy, and is linked to district and community services and resources.

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

Any health education course offered to middle or high school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 - Courses of Study.

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

Policy 6142.8: Comprehensive Health Education

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Governing Board policy. Such goals shall include, but not be limited to, goals for nutrition education and physical activity.

The Governing Board intends for health education to be part of a coordinated school health system that links district, school, and community programs and services to promote the health and well-being of students.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program.

17.

Regulation 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 02/27/2008

Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs
2. Human growth, development, and sexual health
3. Injury prevention and safety

~~Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety, and as required by law.~~

4. Mental, emotional, and social health

Health education courses offered to middle and/or high school students shall include mental health instruction that meets the requirements of Education Code 51925-51927, as specified in Administrative Regulation 6143 - Courses of Study.

5. Nutrition and physical activity
6. Personal and community health

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment, and as required by law.

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services
4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

High School Health Education

Whenever the Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:

1. ~~Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools. (Education Code 51225.36)~~

2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR. (Education Code 51225.6)

Students Excused from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

~~The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. However, pursuant to Education Code 51932, such parental request shall not excuse a student from instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (Education Code 51938)~~

~~In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)~~

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
 2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs
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18. **Bylaw 9321: Closed Session**

Status: DRAFT

Original Adopted Date: 09/22/2021

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145, Government Code 54954.2, 54954.5, 54957)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda. In the closed session, the Board may consider only those items covered in its statement. (Government Code 54957, 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such reports may be made in writing or orally at the location announced in the agenda for the closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary changes to the document are completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

Personnel Matters: Specific Complaints or Charges

The Board may hold a closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice

shall be delivered personally or by mail at least 24 hours before the time of the closed session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Matters Related to Students

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912, 49070)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96))

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Bylaw 9321: Closed Session

Status: ADOPTED

Original Adopted Date: 09/22/2021 | **Last Reviewed Date:** 09/22/2021

The Governing Board may hold closed sessions only for purposes identified in law. The Board may hold a closed session at any time during a regular or special meeting and during emergency meetings in accordance with law. (Government Code 54956.5, 54957.7, 54962)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The agenda shall contain a brief general description of all closed session items to be discussed. (Government Code 54954.2)

The Board shall disclose in open meeting the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. (Government Code 54957.7)

No agenda, notice, announcement, or report required by the Brown Act need identify any victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed. (Government Code 54961)

In accordance with law, a Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Personnel Matters

The Board may hold closed sessions to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. These sessions shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4215 - Evaluation/Supervision)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4315 - Evaluation/Supervision)

The Board may also hold closed sessions to hear complaints or charges brought against an employee by another person, unless the employee requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)

The Board may hold closed sessions to discuss a district employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to public employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal or release require no additional information. (Government Code 54954.5)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting or investigation conducted by a factfinder or arbitrator
4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session with the Board's designated representative regarding employee salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. These closed sessions may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the district's designated representative. (Government Code 54957.6)

Closed sessions shall be for the purpose of reviewing the Board's position and instructing the Board's designated representative. Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. (Government Code 54957.6)

For represented employees, the Board may also meet in closed session to hear any other matter within the statutorily provided scope of representation. (Government Code 54957.6)

For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator or a mediator who has intervened in these proceedings. (Government Code 54957.6)

Agenda items related to negotiations shall specify the name of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Matters Related to Students

The Board shall meet in closed session to consider a suspension, disciplinary action, or any other action, except expulsion, against a student when a public hearing on the matter would violate student privacy rights. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49073-49079)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing," "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

(cf. 5125 - Student Records)

Security Matters

The Board may meet in closed session with the Attorney General, district attorney, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings, to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, or to the public's right of access to public services or public facilities. (Government Code 54957)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

Conference with Real Property Negotiator

The Board may meet in closed session with the Board's real property negotiator prior to the purchase, sale, exchange or lease of real property by or for the district in order to grant its negotiator the authority regarding the price and terms of the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s) and the property under negotiation and to specify the person(s) with whom the negotiator may negotiate. (Government Code 54956.8)

For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending litigation when a discussion of the matter in open session would prejudice the Board's position in the case. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" when any of the following circumstances exist:

1. Litigation to which the Board is a party has been initiated formally. (Government Code 54956.9(a))
2. A point has been reached where, in the Board's opinion based on the advice of legal counsel and on the existing facts and circumstances, there is a significant exposure to litigation against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9(b))
3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(c))

"Existing facts and circumstances" authorizing a closed session pursuant to Government Code 54956.9(b) as described in item #2 above are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.
2. Facts and circumstances including, but not limited to, an accident, disaster, incident or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiffs, and which must be publicly disclosed before the closed session or specified on the agenda.
3. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection.

The above record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

Before holding a closed session pursuant to this section, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to "pending litigation" shall be described as a conference with legal counsel regarding "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties and case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(c) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information pursuant to items #2-5 above. (Government Code 54954.5, Government Code 54956.9(b)(3)(B-E))

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim against a joint powers authority formed for the purpose of insurance pooling or self-insurance authority of which it is a member, for the payment of tort liability losses, public liability losses or workers' compensation liability. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3320 - Claims and Actions Against the District)

(cf. 3530 - Risk Management/Insurance)

When the board of the joint powers agency has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss and take action concerning information obtained in a closed session of the joint powers agency. During the district's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)

Closed session agenda items related to "Conference Involving a Joint Powers Agency" shall specify the closed session description used by the joint powers agency and the name of the district representative on the joint powers agency board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from Bureau of State Audits

Upon receipt of a confidential final draft audit report from the Bureau of State Audits, the Board may meet in closed session to discuss its response to that report. After public release of the report from the Bureau of State Audits, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the Bureau of State Audits shall state "Audit by Bureau of State Audits." (Government Code 54954.5)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

19.

Exhibit 9321-E(1): Closed Session

Status: DRAFT

Original Adopted Date: Pending

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(Specify position to be filled)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(Specify title of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN
Government Code 54957.10
(No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-Designated Representatives: _____
(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee Organization: _____
(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): _____
(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION

Education Code 48912

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL

Education Code 49070

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: [REDACTED]

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: [REDACTED]

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation With: [REDACTED]

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation With: [REDACTED]

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property: [REDACTED]

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: [REDACTED]

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating: [REDACTED]

(Specify name of party, not agent.)

Under Negotiation: [REDACTED]
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances:
[REDACTED]

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances:
[REDACTED]

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: [REDACTED]
(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s): [REDACTED]
(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: [REDACTED]

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: [REDACTED]

Discussion Will Concern: [REDACTED]
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA board: [REDACTED]

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Government Code 54956.75

(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

Education Code 60617

(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

20.

Exhibit 9321-E(2): Closed Session

Status: DRAFT

Original Adopted Date: Pending

REPORTS OF CLOSED SESSION ACTIONS

Following a closed session during any Governing Board meeting, the Board shall reconvene in open session to present, orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Title: _____
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

Real Property Negotiations

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____

Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

21. **Policy 1325: Advertising And Promotion**

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board establishes this policy to ensure effective and consistent standards for advertisements and promotions by nonschool groups in school-sponsored publications, on district and school web sites and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

OPTION 1: Nonpublic Forum

The Board believes that in order to maintain focus on academic achievement in district schools, students' exposure to the persuasive influence of marketing should be minimized. The Superintendent or designee shall not allow any advertisement from any nonschool group to be included in any district- or school-sponsored publication, web site, or social media, or to be posted on any school property such as school buildings, athletic fields, scoreboards, or billboards. In addition, no nonschool group's announcement, flyer, or other promotional material shall be disseminated by the district or distributed at any school facility or on school grounds.

OPTION 1 ENDS HERE

OPTION 2: Limited Public Forum

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians
2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)
3. Paid advertisements on school property, including, but not limited to, advertisements on school buildings, athletic fields, scoreboards, and billboards
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act
4. Contain prayer or proselytizing language
5. Position the district on any side of a controversial issue
6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)
9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy
10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee may also consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

OPTION 2 ENDS HERE

Policy 1325: Advertising And Promotion

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

The Governing Board desires to promote positive relationships between schools and the community in order to enhance community support and involvement in district schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings or other items of interest to students or parents/guardians
2. Distribution of promotional materials of a commercial nature to students or parents/guardians
3. Paid advertisements on school property, including but not limited to billboard advertisements
4. Paid advertisements in school-sponsored publications, yearbooks, announcements and other school communications
5. Products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products. Such materials may bear the name and/or logo of the donor.

Prior to distribution or publication, the Superintendent, principal or designee shall review and approve all advertising copy and promotional materials to ensure compliance with Board policy.

The Superintendent, principal or designee may selectively approve or disapprove distribution of materials or publishing of copy based on the criteria listed below, but may not disapprove materials or copy in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that would otherwise be allowed.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

The use of promotional materials or advertisements does not imply district endorsement of any identified products or services. Schools are encouraged to include a disclaimer in school publications and yearbooks stating that the school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal or designee shall not accept for distribution any materials or advertisements that:

1. Are obscene, libelous or slanderous (Education Code 48907)
2. Incite students to commit unlawful acts, violate school rules or disrupt the orderly operation of the schools (Education Code 48907)
3. Promote any particular political interest, candidate, party or ballot measure, unless such materials are being distributed at a forum in which candidates or advocates from all sides are presenting their views to the students during school hours or during events scheduled pursuant to the Civic Center Act
4. Discriminate against, attack or denigrate any group on account of any unlawful consideration
5. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including but not limited to materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
6. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy
7. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks. Such criteria may limit advertisements to those that contain congratulatory or commemorative messages, curriculum-related content, advertisements for products or services of interest to students, noncontroversial content, and/or other content deemed appropriate by the school publication staff and adviser in accordance with law and Board policy.
