

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

Regular Board Meeting
Wednesday, January 24, 2018
6:00 p.m. Closed Session
7:00 p.m. Open Session

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

AGENDA

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

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

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

- A. 6:00 p.m. – Closed Session: Galt City Hall Chamber Conference Room**
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
 - 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
 - 2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
- D. Public Comments** for topics not on the agenda
Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.
- E. Recognition**
 - 1. Galt Community of Character Coalition Presentation by Mary Martinez with Special Recognition of Al Baldwin
- F. Reports**
 - LCAP GOAL 1**
Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.
 - 1. Sacramento Educational Cable Consortium (SECC) Galt Bright Futures Video
 - Galt Bright Futures: Learners Goals and Pathways
<https://www.youtube.com/watch?v=68VXAU7FeEY>

LCAP GOAL 2

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

1. Sacramento Educational Cable Consortium (SECC) Galt Bright Futures Video
 - Galt Bright Futures: Blended Personalized Learning Environments
<https://youtu.be/i9UB0KCbv9o>

LCAP GOAL 3

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

1. Sacramento Educational Cable Consortium (SECC) Galt Bright Futures Video
 - Galt Bright Futures: Continuous Improvement through Shared Responsibility
<https://youtu.be/zXJw42yC8xE>
2. CA School Dashboard and Local Indicators

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

1. Facilities and Measure K Implementation
2. GJUESD Schools Capacity and Enrollment Study Update

ADDITIONAL REPORTS

1. School Services of California Governor's Budget 2018-2019
 - School Services Financial Projection Dartboard
2. Williams Uniform Complaint 2nd Quarter Report

G. Routine Matters/New Business

171.857 Consent Calendar

MOTION

a. Approval of the Agenda

At a regular meeting, the Board may take action 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 full 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 prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

b. Minutes: December 6, 2017 Organizational Board Meeting

c. Payment of Warrants:

Vendor Warrant Numbers: 18376197 – 18376244, 183773225 – 18377381, 18377870 – 18377907, 18378512 – 18378592, 18379120 – 18379127, 18379792 – 18379859, 18380414 – 18380462, 18381793 – 18381883, 18382314 – 18382325, 18382907 – 18382929

Certificated/Classified Payrolls Dated: 1/12/18, 1/10/18, 1/1/18, 12/15/17, 12/8/17

d. Personnel

1. Resignations/Retirement
2. Leave of Absence Requests
3. New Hires

e. Donations

f. Guiding Hands School, Inc. Master Contract for Non Public Schools

171.858	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
171.859	Board Consideration of Approval of GJUESD 2016-17 Audit Report by Christy White Associates	MOTION
171.860	Board Consideration of Approval of 2016-2017 School Accountability Report Card (SARC) for Lake Canyon, Marengo Ranch, River Oaks, Valley Oaks and Vernon E. Greer Elementary Schools and Robert L. McCaffrey Middle School	MOTION
171.861	Board Consideration of Approval of 2018-2019 School Calendar	MOTION
171.862	Board Consideration of Approval of GJUESD Resolution #10 Calling for Full and Fair Funding of California’s Public Schools	MOTION

H. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs

I. Public Comments for topics not on the agenda

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

J. Adjournment

The next regular meeting of the GJUESD Board of Education: February 28, 2018

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

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

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



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<p>1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano</p> <ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees <p>2.. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957</p>	



Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: Recognition
Presenter: Karen Schauer	Action Item: Information Item: XX

1. Galt Community of Character Coalition Presentation by Mary Martinez with Special Recognition of Al Baldwin

http://www.galtheraldonline.com/news/galt-s-concerned-citizen-and-hero-al-baldwin-passes/article_9abfbf60-f63c-11e7-8398-278585967ad8.html

Galt's 'concerned citizen' and 'hero' Al Baldwin passes

By Karen Everett Watson Staff Writer Jan 10, 2018



Always involved in the community, Al Baldwin is sworn in as the Galt Area Historical Society president in this 2011 file photo.

He wore a lot of hats in the city he loved. He was a volunteer with the Galt Area Historical Society, Santa during the holiday seasons, a strong advocate for causes he believed in, a button maker, a yard supervisor at Greer Elementary, the “concerned citizen” at nearly every city board meeting and school trustee meetings, the unofficial, dependable photographer for The Galt Herald – to just name a few. Perhaps more than that he was a friend to nearly everyone he met. Last week Al Baldwin quietly passed away in his home.

Galt's elementary district superintendent Dr. Karen Schauer, who knew Al for decades, said she believes his mark will long be remembered in the city of Galt.

“Al Baldwin served children in our school district as a yard supervisor from 2010 through fall 2017,” Schauer said. “As a crossing guard, I would see him uplifting our children daily through caring eye contact, a big smile and encouraging words while also making sure safety came first as our students crossed the street.”

Dr. Schauer said, while Al was a gentle man, he never hesitated to express his opinions on topics he was passionate about.

“Throughout my superintendency, Al conveyed his viewpoints at board meetings or personally to me to truly improve our school system,” Schauer said. “When we started the Galt Horse Assisted Enrichment Program (GALEP) therapeutic riding program, he created ‘Let’s GALEP for Galt!’ buttons to support the program. I keep this button in a special spot in my office. Al Baldwin cared very deeply about our children and community. We will miss him, but he has also left a lasting legacy about service above self as a mentor to Galt’s children and adults.”

Anyone who observed Al supervising on the playground left knowing his devotion to children. Laughter was always a part of his workday, as well as a lot of standing jokes.

In an interview with a Galt Herald reporter after being honored by the Sacramento County Supervisors as the 2011 “Hero of Human Services Award”, Al talked about his work with children.

“I learn more from the kids here at work than I ever could in a classroom,” Al said. “They teach me something new every day. I try to teach them that there are no problems, just opportunities. Instead of saying, ‘I have a problem, say I have an opportunity.’”

In the 2011 article, Al said his faith was a driving force in his life.

"I do all this because the Bible tells me to serve," Al said. "It's not for the awards and accolades I get here on earth, but for when I meet with Jesus. My wife is my biggest supporter. I couldn't do any of this without Judie."

Supervisor Don Nottoli expressed his gratitude for Al, "the man who always had a smile," and his sorrow at his passing.

"Really sad to hear of his passing," Nottoli said. "He was really a delightful man. His presence always rounded out any event. He was one of those people who brought sunshine to people's lives. He had a deep appreciation for the community and to his friends."

Ida Denier said she served with Al during his presidency on the historical society board from 2012 to 2013.

"He always greeted you with a smile and something positive," Denier said. "He loved rhubarb pie and whenever he saw me, it was 'Boy am I hungry for pie.' We had a standing joke. You do this and I'll make the rhubarb pie! We all will truly miss positive Al."

Many Galt residents took to social media to express their condolences and their sadness over his passing.

Local business owner Shawn Farmer said he will miss Al and his wisdom.

"I will miss our conversations on politics, his knowledge, and his gentle words of wisdom," Farmer wrote in a Facebook post. "The impression he left on many, including myself, will last forever. I think of how our community would be a much better place with more folks like Al in it. He once said, 'I want to leave Galt better than I found it.' Well, sir, you have; you surely have."

Janis Barsetti Gray said Al was there to mentor her when she became president of the historical society.

"Al was always helpful and guiding me through," Barsetti Gray said. "He was there when I had questions or concerns. When I first decided to run, he jokingly said, 'Are you sure you want to do this?' He was always available to help when we needed a volunteer. Al will be very much missed by many, including his friends at the Galt Area Historical Society."

Al and Judie Baldwin have been residents of Galt since 1990. They have one son, David Baldwin of San Diego and two grandchildren. A Celebration of Life is planned for Jan. 27 at 10 a.m. at Galt Bible Church.



Board Meeting Agenda Item Information

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LCAP GOAL 1

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

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Presenter: Karen Schauer, Superintendent; Jamie Hughes, Coordinator of Instructional Technology Integration; Jennifer Collier, Extended Learning Supervisor

- Galt Bright Futures: Learners Goals and Pathways
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GJUESD continues steps to communicate Galt Bright Futures initiative efforts for the purpose of:

1. Building understanding and engagement
2. Growing partnerships
3. Attracting future families and employees to Galt

Jamie Hughes, Coordinator of Instructional Technology Integration and Innovation, serves as a board member for Sacramento Educational Cable Consortium and secured their support and expertise for this project. Jennifer Collier, Extended Learning Supervisor, coordinated the production with Mrs. Hughes.



LCAP GOAL 2

LCAP GOAL 2

Implement CCSS And NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.

1. Sacramento Educational Cable Consortium (SECC) Galt Bright Futures Video

Presenter: Karen Schauer, Superintendent

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LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.






1. **Sacramento Educational Cable Consortium (SECC) Galt Bright Futures Video**
Presenter: Karen Schauer, Superintendent
 - **Galt Bright Futures: Continuous Improvement through Shared Responsibility**
<https://youtu.be/zXJw42yC8xE>

2. **CA School Dashboard and Local Indicators**
Presenter: Claudia Del Toro-Anguiano, Curriculum Director

California School Dashboard

— January 2018 —
Board Meeting

Dashboard Fall 2017: District

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		11	0
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		9	5
Mathematics (3-8)		9	1

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

School Name ^	Suspension Rate ↕	English Learner Progress ↕	English Language Arts ↕	Mathematics ↕	Graduation Rate ↕
<u>Galt Joint Union Elementary</u>					
<u>Lake Canyon Elementary</u>					
<u>Marengo Ranch Elementary</u>					
<u>River Oaks Elementary</u>					
<u>Robert L. McCaffrey Middle</u>					
<u>Valley Oaks Elementary</u>					
<u>Vernon E. Greer Elementary</u>					

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Our district is **NOT**
identified for Technical
Assistance due to
Continuous
Improvement Efforts.

Technical Assistance

**About 230, or 25%, of
school districts have
been identified for
assistance based on the
2017 Dashboard results.**

Academic Indicators

“*Color Wheels*” for English Language Arts and Math Should ***not*** be Compared to Previous Year



English Language Arts	Mathematics
Orange	Yellow
Orange	Yellow
Orange	Orange
Green	Blue
Orange	Yellow
Orange	Yellow
Yellow	Green

Cannot be Compared
from Previous Year Due to
Revised Cut Scores and
Revised 5 x 5 Grids

Changes were made to
make the indicators more
reflective of the
distribution of students
scores on the 2017 SBAC

Questions/Comments?

— Dashboard Fall 2017 —

Dashboard Information is important, but...

Current Local Data is what we use to monitor individual learner growth!



- ❖ MAP Growth
- ❖ DRA Benchmarks
- ❖ Math Pacing
- ❖ SIPPS Pacing
- ❖ Hope & Engagement
- ❖ Attendance
- ❖ Interventions and Support Services

Key Refinement Areas

- ❖ Increase **Academic Rigor** for Every Learner (Goal Areas: 1, 2, 4)
 - ❖ Implement Key **Strategies for English Learners** More Consistently (Goal Areas: 1, 2, 3)
 - ❖ Balance **Mathematics Pacing** with Learner Needs (Goal Areas: 2, 3)
 - ❖ Implement Selected **ELA/ELD Resources** (Goal Area: 2)
 - ❖ Strengthen **Professional Learning Cycle** (Goal Area: 3)
 - ❖ Strengthen Special Education to Align with State Direction **MTSS** (Goal Areas: 1, 3)
 - ❖ Implement **Restorative Practices** with Common Components District-Wide (Goal Areas: 1, 3)
-

ELA/ELD Materials

Benchmark & Amplify

- ❑ Implementation is going as planned, we are on track
 - ❑ After school planning meetings took place before winter break
 - ❑ Administrator walk-throughs have focused on ELA/ELD implementation
 - ❑ Teachers are asking for more opportunities to share successes and challenges
 - ❑ Rigor: complex text
-

Math Pacing

- ❖ **Monitoring by Grade Level and by School**
- ❖ **Stronger consistency between schools**

Professional Learning Cycle

- ❖ **63 Teachers Participating**
 - ❖ **'Robotic camera' to assist with self-reflection**
-

MTSS

- ❑ Monitor growth of learners not yet on track
- ❑ Provide additional opportunities and support- resources and interventions

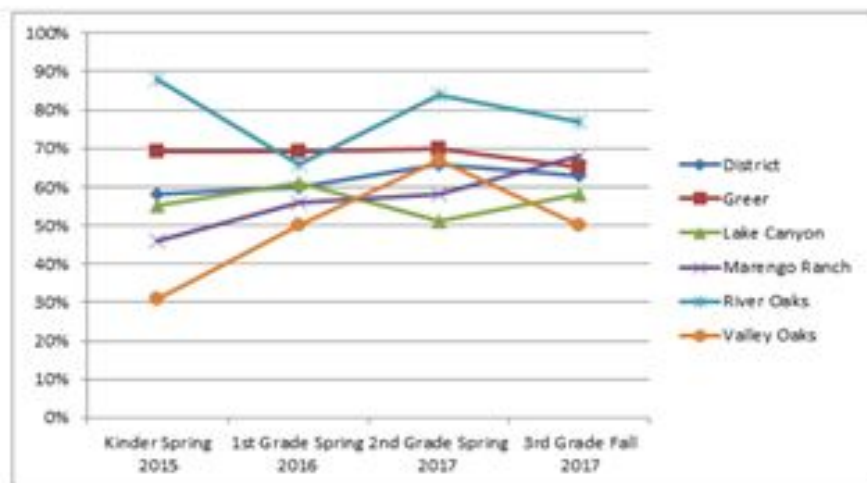
Restorative Practices

- ★ Trauma Informed Training
 - ★ Circles Training
-

Data

1. Did we do what we set out to do?
2. How well did we do it?
3. Who did it work for?
4. Now what?

DRA - 3rd Grade



Math Pacing

Math Pacing: November 2017

Grade	Greer	LC	RO	MRE
Transitional		Unit 3, W2		Mod 2, L6
Kinder		Mod 5, - skipped Mod 2		Mod 4, L4 Mod 2, L6
First		Mod 3, L7	Mod 2, L9	Mod 3, L8
Second	Mod 3, L26	Mod 3, L8		Mod 3, L7
Third	Mod 3,	Mod 4, L7	Mod 3-end	Mod 2, L15
Fourth		Mod 4, L2	Mod 3-end	Mod 3, L24
Fifth	Mod 2, L26 Grades = 59%	Mod 2-end Grades = 84%	Mod 2 & 3 Grades = 57%	Mod 3, L6 Grades = 75%
Sixth	Unit 4, L8	Unit 3, L4	Mod 3	Unit 4, beg

Achievement Gap

MAP Growth

Achievement Gap Cohort 2015 to 2017 2017 SED % SBAC 3 & 4 compared to All

	Greer ELA SED All	Greer Math SED All	Valley ELA SED All	Valley Math SED All	River ELA SED All	River Math SED All	Marengo ELA SED All	Marengo Math SED All	Lake ELA SED All	Lake Math SED All	McCaffrey SED All ELA	McCaffrey SED All Math
2017 6th	24 32	18 27	22 24	19 20	47 64	47 64	22 28	17 23	34 45	30 40	39 50 2017 8th	28 39 2017 8th
2016 5th	25 33	12 19	22 24	11 14	44 57	19 35	41 46	16 26	36 50	9 20	40 45 2016 7th	21 31 2016 7th
2015 4th	25 29	19 24	20 20	6 7	31 47	6 21	24 35	9 10	14 29	14 28		
#SED Fall 17	168/63%		206/87%		181/58%		143/43%		168/54%		191/37%	
S/C 17 Funds	\$93,889		\$106,848		\$90,427		\$63,443		\$88,720		\$112,054	

Reading

	District	Greer	Lake Canyon	Marengo Ranch	River Oaks	Valley Oaks	McCaffrey
2nd Grade	174/322 = 54%	38/58 = 65%	32/85 = 38%	37/64 = 58%	42/73 = 57%	25/42 = 59%	
3rd Grade	170/304 = 56%	26/57 = 46%	42/68 = 62%	37/63 = 59%	32/60 = 53%	33/56 = 59%	
4th Grade	164/315 = 52%	23/52 = 44%	36/64 = 56%	33/66 = 50%	31/64 = 48%	41/69 = 59%	
5th Grade	162/363 = 45%	26/60 = 43%	39/82 = 48%	35/60 = 58%	30/73 = 41%	32/88 = 36%	
6th Grade	200/381 = 52%	29/74 = 39%	26/60 = 43%	40/91 = 44%	57/83 = 69%	48/73 = 66%	
7th Grade	230/416 = 55%						230/416 = 55%
8th Grade	259/435 = 59%						259/435 = 59%

**What are we trying to accomplish by
analyzing all that data?**

**Personalize Learning
Meet the Needs of Each Learner
Rethink Resources and Support**

**What does that all really
mean for learners?**

The Story of Julio

- Wants to be a Construction worker
- Wants to learn to read words easily
- Likes baseball

3rd Grade

Reading: 1st Grade

CELDT: Intermediate



★ 1-1 Support from IA; 30 min

Growth:

★ 8 WPM to 13 WPM

★ Extension 5 to Extension 17

★ MAP Score from 158 to 160

The Story of Aaron

- Wants to be a Fireman
- Wants to learn how to grow apple trees
- Going to the park makes him happy

Kindergarten
Reading: 1st Grade



- ★ 1-1 Reading Support 30 min

Growth:

- ★ Beg SIPPS 41 to Extension 5
- ★ Participating in AR
- ★ Already met most end of the year kinder benchmarks

Goal: College and
Career Ready by
Personalizing
Learning

Questions or
Comments?



LCAP GOAL 4

Maintenance, Grounds, Custodial, Food Services, And Health Staff Maintain School Facilities That Are Safe, Healthy, Hazard Free, Clean And Equipped For 21st Century Learning

1. **Facilities and Measure K Implementation**

Presenter: Tom Barentson, Business Director

2018-19 Phase 1 Projects (Permanent Structures and Safety are high priority):

Roofing, HVAC, Lighting, Interior/Exterior Modernizations (permanent buildings), Portable Renovations and Painting at each of the 4 sites below plus:

- Valley Oaks ES- kitchen rebuild and multi-purpose room renovation
- Greer ES- Renovation of room 10, kindergarten playground and multi-purpose room repairs, BFLC and room 7 renovations and Innovation Center established, plumbing renovations
- Marengo Ranch ES- outside building fascia replaced, BFLC upgrades
- River Oaks ES- water pump replacement, entrance/parking upgrades

In addition:

- Lake Canyon ES- new kinder playground, shade structures, fencing, and BFLC upgrades, interior renovation where needed
- McCaffrey MS- BFLC remodeled to accommodate the addition of an Innovation Center, site improvements to walkways and planters, interior renovation where needed

Next Citizen Bond Oversight Committee Meeting: River Oaks Elementary School, April 9, 2018 at 5:30pm.

2. **GJUESD Schools Capacity and Enrollment Study Update**

Presenter: Karen Schauer, Superintendent and Tom Barentson, Business Director

At the December 2017 board meeting, school facilities capacity information and enrollment trends were presented. The report included information about boundaries and schools most impacted in the short and long term. Given current boundaries, enrollment projections for Greer Elementary are projected significantly below 500 students with Lake Canyon growing more significantly with increasing need for overflowing students to other schools.

In addition, with the Eastview Development resulting in 1500 new homes over the next 5-10 years, another elementary school is needed which includes attention to middle school enrollment considerations (additional 200 students).

The board provided direction that included:

1. Short-term: Examining the boundaries on the east side to relieve overcrowding at Lake Canyon while strengthening neighborhood schools with options for minor additional boundary changes.
2. Long-term: Research a K-8 school (possibly on the west side) that could include a magnet program such as STEAM (Science Technology Engineering Arts Mathematics) that would feed into high school career pathways.

Given enrollment projections and a follow-up meeting with Ken Reynolds, SchoolWorks Inc., the district has determined the need for a thorough and transparent plan for facilities capacity for short and long term facilities capacity needs and efficiency. The plan at this time is to:

- Consider minor boundary adjustments for possible implementation in 2019-20 that permits students to remain at current schools or move to the neighborhood school
- Reflect enrollment targets at elementary schools of 500-600 students and middle school between 900 to 1000 students.
- Ken Reynolds, SchoolWorks Inc., is developing options with minor boundary changes to better support neighborhood schools while possibly creating a K-8 magnet school as a long-term target based on enrollment needs.
- The district will 1) present updates and elicit feedback from the District Advisory Committee and District English Learner Advisory Committee as the plan develops and 2) provide the board with information from February through May.
- Final facilities capacity/boundary plan completed by June 2018.



ADDITIONAL REPORTS

1. School Services of California Governor's Budget 2018-2019
 - School Services Financial Projection Dashboard

Presenter: Tom Barentson, Business Director

2. Williams Uniform Complaint 2nd Quarter Report

Presenter: Karen Schauer, Superintendent

The 2018-19 State Budget Proposal

On Wednesday, January 10, 2018, Governor Jerry Brown unveiled his final proposed State Budget for the upcoming 2018-19 fiscal year. During his tenure, aided by improving national and state economic conditions, California's recovery has allowed the Governor to reshape major state institutions, including restructuring of the entire public education delivery model. Ahead of schedule, the Governor caps off his legacy by proposing to fully fund the Local Control Funding Formula (LCFF).

Proposition 98

Over the last several years, Proposition 98 has provided significant gains to schools as funding cuts endured through the Great Recession have been restored.

For the current year, the Proposition 98 guarantee is now estimated at \$75.2 billion, up approximately \$700 million from the enacted level.

For 2018-19, the Governor's State Budget proposes a Proposition 98 guarantee of \$78.3 billion, an increase of \$3.1 billion year over year.

The guarantee is based on Test 3, the change in per-capita General Fund revenues, plus 0.5%, and the change in K-12 average daily attendance (ADA).

The Governor's State Budget proposal notes that an additional \$92 million in Maintenance Factor will be created—due to it being a Test 3 year—totaling just over \$320 million at the end of 2018-19.

Cost-of-Living Adjustments

The estimated statutory cost-of-living adjustment (COLA) for K-12 education programs in 2018-19 is

2.51%, and is applied to the LCFF base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and American Indian Early Childhood Education, all of which are proposed to receive the statutory COLA.

Statewide, ADA is expected to decrease in 2018-19 by 17,163 ADA from 2017-18 levels to an estimated ADA of 5,944,090.

Local Control Funding Formula

The Governor's 2018-19 State Budget proposal fully implements the LCFF two years earlier than originally projected with an infusion of nearly \$3 billion.

The LCFF provides funding to transition all local educational agencies (LEAs) to target funding levels, and provides supplemental revenues through percentage weighting factors to increase or improve services for students who are not English language proficient, who are eligible for free or reduced-price meals, or who are in foster care.

LCFF Target Base Grant for School Districts and Charter Schools

The target base grants by grade span for 2018-19 are increased over 2017-18 by 2.51% to reflect the estimated statutory COLA:

Grade Span	2017-18 Target Base Grant per ADA	2.51% COLA	2018-19 Target Base Grant per ADA
TK-3	\$7,193	\$181	\$7,374
4-6	\$7,301	\$183	\$7,484
7-8	\$7,518	\$189	\$7,707
9-12	\$8,712	\$219	\$8,931

In addition, the 2018-19 Transitional Kindergarten (TK)-3 grade span adjustment (GSA) is \$767 per ADA, and the grades 9-12 GSA per ADA is increased to \$232 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

LCFF Gap Closure

The difference between an LEA's current funding and its target entitlement is called the LCFF gap, and it is this gap that is funded with the additional dollars dedicated each year for implementation of the LCFF.

For 2018-19, the Governor's Budget proposes to spend almost \$3 billion to fully close the LCFF funding gap. The table below shows the Department of Finance's (DOF's) LCFF gap percentages over the past three years:

District and Charter School LCFF Funding and Gap Closure (Dollars in Millions)			
	2016-17	2017-18	2018-19
LCFF Funding	\$2,942	\$1,362	\$2,883
Gap Closure %	56.08%	44.97%	100%
COLA	0.00%	1.56%	2.51%

Pupil Transportation and Targeted Instructional Improvement Grants continue as separate add-ons to the LCFF allocations and do not receive a COLA.

Fiscal Transparency

Citing concerns about the direct services being provided to the students who generate LCFF dollars, the Governor's Budget proposes requiring LEAs to show how their budget expenditures align with the strategies detailed in their Local Control and Accountability Plans (LCAPs) for serving students who generate supplemental and concentration grants.

The Governor also proposes calculating and reporting on a single website the total amount of supplemental and concentration funding provided to each LEA under the LCFF.

Discretionary Funding

The Governor's Budget proposes \$1.8 billion in one-time Proposition 98 funds for school districts, charter schools, and county offices of education (COEs) to use at the discretion of local governing boards, estimated at \$295 per ADA. These funds, like prior years, would be counted by the state as offsetting prior-year mandate reimbursement claims on a dollar-for-dollar basis.

County Offices of Education

As of 2014-15, the LCFF for COEs is fully implemented and, therefore, LCFF increases for COEs in 2018-19 are provided through the estimated 2.51% COLA. COEs that are more than 2.51% above their LCFF target will receive no additional funding through the formula in the budget year.

COE funding for 2018-19 is increased under the Governor's Budget proposal by a net of \$6.2 million to account for a COLA on LCFF entitlements and changes in ADA.

Systems of Support

The Governor's proposed Budget invests \$55.2 million in ongoing funding for COEs to work with districts identified for differentiated assistance, and provides \$4 million in ongoing funds for a competitive grant for eight COEs to serve as leads to provide training, resources, and support for other COEs to do the work to support their districts.

An additional \$6.5 million of ongoing funding is provided to the California Collaborative for Education Excellence to work with COEs to provide

assistance to school districts as part of the state systems of support.

Community-Funded School Districts

School districts with property tax revenues that exceed the formula funding levels will continue to retain their local tax growth, and will receive a minimum state aid allocation that is reduced by the cuts incurred during the recession which, under the LCFF, are carried forward into future years for these districts.

Special Education

In addition to providing a 2.51% COLA for special education programs, the Governor proposes \$100 million in one-time funding for programs to increase and retain special education teachers and \$10 million in ongoing funding for Special Education Local Plan Areas (SELPAs) to work with COEs to provide technical assistance to LEAs to improve student outcomes as part of the statewide system of support.

The Governor also proposes \$167 million, of which \$125 million is ongoing, to establish an “Inclusive Education Expansion Program” to increase availability of school readiness programs for children age 0 to 5, to improve long-term academic outcomes for low-income children and children with exceptional needs.

The Governor also proposes revisions to special education budget transparency and accountability.

Career Technical Education

The Governor proposes \$200 million ongoing to establish a K-12 specific component of the community college-administered Strong Workforce Program.

The funding is aimed at encouraging “the establishment and support of K-12 CTE programs

that are aligned with needed industry skills.” The Governor proposes an ongoing increase of \$12 million to fund local industry experts who will provide technical support to LEAs operating, or proposing to operate, CTE programs.

Preschool and Child Care

The Governor maintains the three-year agreement to increase funding for child care and preschool by providing increased funding for reimbursement rates and increased state preschool slots. Specifically, his proposal includes:

- Increasing the Standard Reimbursement Rate by 2.8%, for a total General Fund and Proposition 98 investment of \$47.7 million—\$16.1 million and \$31.6 million, respectively
- Providing an ongoing \$34.2 million to convert the temporary Regional Market Rate (RMR) “hold harmless” provision to a permanent provision, beginning in 2019-20

The Budget proposal also provides an additional 2,959 full-day State Preschool slots, beginning in April 2018; fulfills the fiscal year 2017-18 increase to the RMR to the 75th percentile of the 2016 RMR survey, beginning January 1, 2018; and makes a modest adjustment to California Work Opportunity and Responsibility to Kids Stage 2 and Stage 3 to reflect caseload and estimated costs of care.

School Facilities

The 2018-19 State Budget proposes to authorize a total of \$640 million in Proposition 51 bond authority.

The proposed Budget includes an ongoing appropriation of \$28.3 million to the Charter School Facility Grant Program, to reflect anticipated program participation.

There is no proposed additional investment in the Clean Energy Jobs Creation Fund (Proposition 39), as fiscal year 2017-18 was the final year of the five-year program approved by the voters in 2012.

Federal Programs

There is continued uncertainty regarding federal appropriations for public education programs. In December 2017, Congress passed a Continuing Resolution (CR) that funds all discretionary funding at current levels until January 19, 2018. There are rumors that the CR will be extended through mid-February to allow Congress to work out deals on immigration and health care issues.

Dartboard Factors

The SSC Financial Projection Dartboard factors presented below are developed by SSC with input from independent state agencies and private economic consulting firms based on the latest information available. These factors are provided to assist school agencies in preparing their upcoming budgets and multiyear projections.

Factor	2017-18	2018-19	2019-20	2020-21	
LCFF Planning Factors	44.97%	100%	—	—	
Statutory COLA	1.56%	2.51%	2.41%	2.80%	
Ten-Year Treasuries	2.52%	2.90%	3.05%	3.20%	
California Consumer Price Index	3.18%	3.22%	3.04%	2.94%	
Lottery	Base	\$146	\$146	\$146	\$146
	Prop. 20	\$48	\$48	\$48	\$48

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POCKET BUDGET 2018-19

A Summary Analysis of the Governor’s Proposed 2018-19 State Budget for California’s Schools

Prepared by:



January 2018

Public Education’s Point of Reference for Making Educated Decisions.



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 Shannon Hansen at the Sacramento County Office of Education (SCOE): shannonh@scoe.net.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: 171.857 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>a. Approval of the Agenda</p> <p>b. Minutes: December 6, 2017 Organizational Board Meeting</p> <p>c. Payment of Warrants: <u>Vendor Warrant Numbers:</u> 18376197 – 18376244, 183773225 – 18377381, 18377870 – 18377907, 18378512 – 18378592, 18379120 – 18379127, 18379792 – 18379859, 18380414 – 18380462, 18381793 – 18381883, 18382314 – 18382325, 18382907 – 18382929 <u>Certificated/Classified Payrolls Dated:</u> 1/12/18, 1/10/18, 1/1/18, 12/15/17, 12/8/17</p> <p>d. Personnel 1. Resignations/Retirement 2. Leave of Absence Requests 3. New Hires</p> <p>e. Donations</p> <p>f. Guiding Hands School, Inc. Master Contract for Non Public Schools</p>	

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

Regular Board Meeting

Board of Education
Galt Joint Union Elementary School District

Wednesday, December 6, 2017

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

Board Members Present

Kevin Papineau
John Gordon
Grace Malson
Matthew Felix
Wesley Cagle

Stephanie Simonich
Jennifer Porter
Ron Rammer
Judith Hayes
David Nelson
Donna Gill

Administrators Present

Karen Schauer
Tom Barentson
Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Lois Yount
Jamie Hughes

MINUTES

- A.** Present for closed session: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Kevin Papineau, John Gordon, Grace Malson, Matthew Felix and Wesley Cagle.

Closed Session was called to order at 6:03 p.m. by Kevin Papineau to discuss the following items:

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE 54956.9
 - 1 Case
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

- B.** **Closed Session Adjourned** at 6:50 p.m. The open meeting was called to order at 7:02 p.m. by Kevin Papineau followed by the flag salute. He announced no action taken in closed session.

C. **Public Comment**

1. Manuel Avila and Lyn Grisler addressed the board regarding substitute salary and job duties.

D. Recognition of Board of Trustee Service

Karen Schauer thanked Kevin Papineau for his service and dedication as Board President.

- E.** 171.847 A motion was made by Kevin Papineau to approve the Annual Organization of the Board/Election of Officers as follows: **Org of Board**
1. President: John Gordon
 2. Vice President: Grace Malson
 3. Clerk: Matthew Felix
 4. Board Representative: Wesley Cagle
- Seconded by John Gordon and unanimously carried.

- F.** 171.848 A motion was made by Grace Malson to approve Board Committee Member Reorganization for 2018 as follows: **Board Committees 2018**
1. City And Schools Together (CAST): John Gordon and Grace Malson | Alternate: Wesley Cagle
 2. Galt Schools Joint Powers Authority (JPA): Kevin Papineau and Grace Malson | Alternate: Wesley Cagle
 3. Transportation: Wesley Cagle and Kevin Papineau | Alternate: John Gordon
 4. Sacramento County School Board Association (SCSBA): John Gordon | Alternate: Grace Malson
 5. Board Policy: Grace Malson
- Seconded by Wesley Cagle and unanimously carried.

G. Communications

1. Karen Schauer shared CALPADS Data Management Recognition from the California Department of Education. She recognized Sofia Flores, Maria Vivanco, Diane Smith, Cristina Robles, Josie Morales and Eva McCormick for their efforts to submit high quality data.

H. Reports

LCAP GOAL 1

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

1. Jennifer Collier, Extended Learner Supervisor, reported on the ABC High School Mentors program. This youth program brings together Galt High School District students to mentor elementary district students through Bright Future Learning Center opportunities. She indicated that over the past five years, GJUESD learners have received 4500 hours of mentoring that build relationships and support college and career success.

LCAP GOAL 2

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

1. John Durand, Service Learning Coordinator, provided a Project-based Service Learning Update and 2018 Winter Bird Festival information. He highlighted 2017 summer and school year outdoor education efforts at the Cosumnes River Preserve, McFarland Ranch and through partnership with Cal-Waste Recovery Systems. In addition, he shared information about the upcoming Galt 11th Annual Winter Bird Festival and Tours for Saturday, January 20, 2018 at the Chabolla Community Center.

Gene Palazzo City Manager invited everyone to attend the Winter Bird Festival.

LCAP GOAL 3

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

1. Karen Schauer reported the Fall 2017 California School Dashboard has not been released. A report will be brought back to the January 24, 2018 meeting.

John Gordon stated he would be interested in seeing what our discussions are going to look like related to accountability in relation to the different components of the Dashboard.

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

1. Karen Schauer stated that the GJUESD Schools Capacity and Enrollment Study report is being presented to assist in facilities decisions.

Ken Reynolds, SchoolWorks Inc., provided a District Facilities Capacity and Demographics report. The report resulted in findings that can assist in proactively preparing the district to consider short term and long term enrollment as efforts are finalized with school building architects through the Measure K bond funds.

Mr. Reynolds stated that districts throughout the state are reconfiguring some schools to K-8 schools. He indicated this is one of many options to address declining enrollment at some schools and overcrowding at others.

John Gordon stated that the district would need to consider a magnet program such as MESA to compliment programs at Galt High School if we consider a K-8 school on the west side of Galt. In addition, Mr. Gordon has concerns with science classes at Greer not being used because they were built for 7-8 graders.

Grace Malson stated that some families in the Lake Canyon attendance would prefer to attend a school that is closer to their home. She indicated that Area 3 on Mr. Reynolds map could be reassigned from Lake Canyon to River Oaks and/or Marengo Ranch to relieve overcrowding at Lake Canyon.

John Gordon stated that current boundaries were thoroughly vetted at the time they were developed. He then questioned the high number of portables at Valley Oaks with so much enrollment capacity.

Tom Barentson and David Nelson responded that classrooms are used for many different programs that are not considered when determining capacity.

Kevin Papineau stated that with Lake Canyon reaching capacity, the district could work on short-term solutions now. He requested research on what the optimum enrollment is for school safety and learning.

John Gordon suggested researching other K-8 districts to help determine if it is something that would be good for GJUESD.

Matthew Felix stated the district has two issues, Lake Canyon capacity and the impact of the Eastview specific plan. Both of which lead us to consider bringing some 7-8 graders back to the west side of town. He indicated reconfiguration should be part of the discussion.

Wesley Cagle stated he is open to seeing what a K-8 school could look like.

Kevin Papineau stated that in the short term, the district can make minor boundary changes that address the capacity challenges at Lake Canyon Elementary School and could look at a magnet K-8 program on the west side long term.

Karen Schauer stated that when the District went through the Facilities Master Plan process the Walker property and preschool at Fairsite was part of the discussion. She indicated that the Board may want to consider these items when discussing facilities capacity. In addition, she acknowledged Eugene Palazzo, City Manager, and the efforts of the CAST committee to work together to address community and facility needs in a strategic way that is beneficial to everyone.

John Gordon asked Mr. Palazzo if all the population growth is on the east side of town. Mr. Palazzo confirmed that it is.

2. Tom Barentson provided a Facilities and Measure K Implementation update. He introduced consultants from PBK Architects. The consultants reported on the prioritization and initial draft for modernization and potential new construction.
3. Karen Schauer reported on the Farm/Fork/Fitness/Family/Futures Center and Career Pathways Grant for Agri-Science Component. She introduced Mandy Gardner, High School Agriculture Teacher. Ms. Garner shared initial plans, including the ordering of 300 fruit trees, for the project along with future projects.

Karen Schauer stated this is not a measure K funded project. The project plan components can be further developed through grants, fund-raising and growing partnerships.

ADDITIONAL REPORTS

1. Karen Schauer reported on the Revised Board Policy/Administrative Regulation 3515.2 Disruptions: Concealed Carry Weapon Permit. She indicated the policy has been revised due to new law that no longer allows the superintendent to grant permission to a Concealed Carry Weapon (CCW) holder to carry a weapon on school grounds.

I. Recommended Actions

1. Routine Matters/New Business

171.849 A motion was made by Matthew Felix to approve the Consent Calendar, seconded by Grace Malson and unanimously carried.

**Consent
Calendar**

- a. Approval of the Agenda
- b. Minutes: November 15, 2017 Regular Board Meeting
- c. Payment of Warrants:
Vendor Warrant Numbers: 18374385 – 18374456;
18374948 – 18375023; 18375574 – 18375609
Certificated/Classified Payrolls Dated: 11/13/17,
11/30/17

- d. Personnel
 - 1. Resignations/Retirement
 - 2. Leave of Absence Requests
 - 3. New Hires

171.850	Consent Calendar (Continued) – Items Removed for Later Consideration. There were no items removed.	CC Items Removed
	Wesley Cagle exited the meeting at 9:20pm. He returned at 9:25pm.	
171.851	A motion was made by Matthew Felix to approve GJUESD Actuarial Study of Retiree Health Liabilities as of April 1, 2017, seconded by Kevin Papineau and unanimously carried.	MOTION
171.852	A motion was made by Kevin Papineau to approve 2017/18 First Period Interim Report and 2016/17 Budget Revisions, seconded by Wesley Cagle and unanimously carried.	MOTION
171.853	John Gordon asked how the District is ensuring Supplemental and Concentration funds are being used to help our neediest students. Donna Mayo-Whitlock stated that the data analysis report next month will give an indication of how students are performing. A motion was made by Grace Malson to approve 2017/18 GJUESD Single Plans for Student Achievement, seconded by Matthew Felix and unanimously carried.	MOTION
171.854	A motion was made by John Gordon to approve Memorandum of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding Article V Section C #2 [intern and beginning teachers terminology], seconded by Grace Malson and unanimously carried.	MOTION
171.855	A Public Hearing of Galt Joint Union Elementary School District Proposal for Fiscal Year 2017-18 with California School Employees Association and its Galt Joint Union School District Chapter No. 362 was held. There was no public comment.	PUBLIC HEARING
171.856	A motion was made by Grace Malson to approve Galt Joint Union Elementary School District Proposal for Fiscal Year 2017-18 with California School Employees Association and its Galt Joint Union School District Chapter No. 362, seconded by Wesley Cagle and unanimously carried.	MOTION

J. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs

K. Adjournment

The meeting adjourned at 9:49 pm

Matthew Felix, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Baumback, Crystal	Yard Supervisor	12/15/2017	River Oaks
Jackson, Donnie	P.E. Teacher	1/17/2018	Valley Oaks
Kimrey, Tonya	Instructional Assistant	1/17/2018	Fairsite
Salas, Sandra	Yard Supervisor	12/15/2017	Lake Canyon
Slater, Megan	Music Teacher	3/23/2018	Greer
Speer, Lisa	PLP Secretary	12/15/2017	Valley Oaks
St. Claire, Laura Anne	Accounts Receivable Clerk	1/26/2018	District Office

Leave of Absence Requests

Name	Position	Effective Date	Site
Roberta Dodd	Behavior Modification Tech.	1/17/2018	Marengo Ranch
Marcos Valencia	Instructional Asst.	1/3/2018	River Oaks

New Hires

Name	Position	Site
Abarca, Abigale	Classified Substitute	N/A
Arias, Dino	Classified Substitute	N/A
Burkett, Lori	Health Assistant	River Oaks
DeLaurentis, Deanna	Yard Supervisor	River Oaks
Flores, Lizet	Yard Supervisor	Greer Elementary
Howard, Jolene	PLP Secretary	Valley Oaks/Greer
Ipson, Annie	Teacher	Lake Canyon
Keiser, Jean	Teacher	Lake Canyon
LeCompte, Tiffany	Yard Supervisor	Marengo Ranch
Lomeli, Martha	Parent Liaison	Fairsite
Lopez, Amanda Thalia	Classified Substitute	N/A
Munoz, Javier	Classified/Certificated Substitute	N/A
Rivera, Diana	Special Education Instructional Assistant	Marengo Ranch
Sanders, Danielle	Classified Substitute	N/A
Teixeira, Nancy	Food Service Worker	Greer Elementary
Wysocki, Sacia	Yard Supervisor	Valley Oaks



CONSENT CALENDAR DONATIONS

Greer

- Parents/Guardians made a total donation of \$1080.00 towards site use

River Oaks

- Parents/Guardians made a total donation of \$425.00 towards site use

GALEP

- Annette Paoletti made a monetary donation
- Barsetti Vineyards Inc. donated \$380.00 through hand-made ornament sale
- Wendy Martin-Rhodes with support from Barsetti Vineyards Inc. and Twin Cities Tack made a donation of \$240.00 through hand-made ornament sale
- Jan Luis donated silver belt buckles for GALEP riders



CONSENT CALENDAR

Non Public Schools/Agencies Contracts

Master Contract for Non Public School providing services to a student whose needs cannot be met in the district's programs.

1. Guiding Hands School, Inc.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 / 209-744-4553 fax / www.galt.k12.ca.us

Nonpublic, Non-Sectarian School/Agency Services

MASTER CONTRACT

#8

Guiding Hands School, Inc.

Karen Schauer Ed.D., District Superintendent ~ Thomas Barentson, Business Director
Claudia Del Toro-Angiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: John Gordon, Grace Malson, Matthew Felix, Wesley Cagle, Kevin Papineau

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

2017–2018

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

GALT JOINT UNION ELEMENTARY SCHOOL

District _____ DISTRICT _____

Contract Year 2017-2018

Nonpublic School
 Nonpublic Agency

Type of Contract:

Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the District. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

**DISTRICT MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL/AGENCY SERVICES
2017-2018**

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**DISTRICT MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL/AGENCY SERVICES
2017-2018**

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2017-2018

CONTRACT NUMBER: - 8 -

LEA: GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: GUIDING HANDS SCHOOL, INC.

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on December 20, 2017, between the **GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT** (hereinafter referred to as the local educational agency “LEA” or “District”) and **GUIDING HANDS SCHOOL, INC.** (nonpublic, nonsectarian school or agency, hereinafter referred to as “CONTRACTOR”) for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”), along with a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR’S obligation to provide all services specified in the student’s Individualized Education Plan (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of an LEA student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code

section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on the applicable CDE certification. Total LEA student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that a policy or policies, or a portion of a policy, does/do not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2017 to June 30, 2018 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2018. In the event a Master Contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes LEA Procedures and each Individual Services Agreement which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1), (2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area ("SELPA") of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. As defined in Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services (including but not limited to, for example, the requirements set forth in California Code of Regulations, title 5, sections 3064 and 3065 and Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.) Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.
- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. "Parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in

accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and may be referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided by instructional assistants, NPA behavior intervention aides, and bus aides and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR’S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization

affiliation, and date/time of access for each individual requesting or receiving information from LEA student's record. Such log needs not to record access to LEA student's records by: (a) LEA student's parent; (b) an individual to whom written consent has been executed by LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of the contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)), or immediately if CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage
\$ 5,000 medical expenses
\$1,000,000 personal & adv. injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Business Auto Liability Insurance** for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT CENTER (“RTC”)

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (NPS/RTC), the following insurance policies are required:

- A. **Commercial General Liability Insurance** of \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no self-insured retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse** coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

Consistent with Section 5 of this Master Contract, however, the Master Contract may be amended only by written amendment executed by both Parties.

16. INDEMNIFICATION AND HOLD HARMLESS

Except with respect to claims arising from a Party's separate negligence or willful acts, which shall remain that Party's personal obligation, each Party agrees to defend, indemnify and hold harmless the other Party and its directors, officers, employees, agents, attorneys, volunteers, and subcontractors with respect to a claim resulting from or arising out of this Master Contract or its performance and arising from the Party's actual or alleged act, failure to act, error, or omission in the performance of their obligations under this Agreement or any governing law or regulations.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit to LEA for approval the proposed subcontract. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when CONTRACTOR creates subcontracts for the provision of special education and/or related services (including without limitation, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effective coverage required by Section 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured. All endorsements are to be received and approved by LEA before the subcontractor's work commences. In addition, all sub-contractors must meet the requirements as

contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR'S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after LEA student is enrolled in CONTRACTOR'S school/agency) or whether an assessment of LEA student is performed or a report is prepared in the normal course of the services provided to LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a nonpublic agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within three hundred and sixty five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or disability or any other classification protected by federal or state law, in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION ("FAPE")

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If a LEA student's services are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for LEA student to receive a free appropriate public education after: (a) written notification to LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with LEA student's receipt of special education and/or related services as specified in LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as specified in LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution ("LCI"), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have on staff individuals trained as the law requires. (Cal. Code Regs., tit. 5, § 3051.23.) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in LEA student's ISA developed in accordance with LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased

by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in LEA student's IEP and ISA. Unless otherwise specified in LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that LEA student's school of attendance is in session and LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the

delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System (SEIS) or comparable program/system approved by LEA/SELPA for all IEP development and progress reporting. Additional progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment (“LRE”) options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team’s recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, California English Language Development Test (“CELDT”), and the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR’S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with all requirements of Education Code section 56521.1 and 56521.2 regarding positive behavior interventions. Failure to do so shall constitute sufficient cause for contract termination.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the individualized education program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (BIP), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports ("BERs"). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy and provide each employee a copy thereof. CONTRACTOR shall also ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within 6 days of any new hire.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified if an emergency intervention is used or serious property damage occurs. CONTRACTOR shall immediately complete and maintain in the file of LEA student a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by LEA student or others, including staff, as a result of the incident. The BER shall be submitted to LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible

administrator shall, within two days, schedule an IEP Team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP Team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. Consistent with the requirements of California Education Code section 56521.1(h), if a behavioral emergency report is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP Team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP Team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon

request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System (SEIS) or other comparable program/system as designated by LEA at LEA's discretion, for all IEP planning and progress reporting. LEA or SELPA shall provide training for any nonpublic school and nonpublic agency to assure access to SEIS or the comparable program/system designated for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or comparable program/system and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational setting is deemed lawful and appropriate.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with all LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8(a) and 106.9(a); (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPPA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 et seq. CONTRACTOR shall include verification of these procedures to LEA.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five years of the date of service. CONTRACTOR agrees to maintain the information for at least five years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of LEA student ten (10) days prior to LEA student's annual or triennial review IEP team meeting for the purpose of reporting LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP Team shall be provided to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within 5 business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive. CONTRACTOR shall submit all transcripts on LEA-approved forms to LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify and clear potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher who shall remain in charge of the instructional program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each

profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTORS providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to LEA.

CONTRACTOR, if providing services in a student's home as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. Moreover, for services provided in a pupil's home as specified in the IEP, CONTRACTORS must assure that the parent or LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1(b), (AB1858, AB490 (Chapter 862, Statutes of 2003)) and the procedures set forth in LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1411 *et seq.* and Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), 20 U.S.C. section 1401(29); Education Code section 56031; Title 5, California Code of Regulations section 3001 *et seq.*, Title 2, California Code of Regulations section 60100 *et seq.* regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in LEA student's IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special

education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. MONITORING

CONTRACTOR shall allow representatives from LEA access to its facilities for the purpose of periodic monitoring of each LEA student's instructional program, and shall be invited to participate in the formal review of each student's progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR'S site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, LEA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice ("CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR'S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR'S employees and volunteers shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers, or

subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

The passage of AB 389 amends Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting 2 sets of fingerprints for the purpose of obtaining a criminal record summary from the California Department of Justice ("CDOJ") and the Federal Bureau of Investigation ("FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided upon request.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Section 7(d) of this Mater Contract, including but not limited to holding a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or

local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving an LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in LEA Procedures. Within thirty (30) days, CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should

have been provided. CONTRACTOR shall not “bank” or “carry over” make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR’S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil’s home as specified in the IEP, CONTRACTOR must assure that the parent or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and Health and Safety Code section 121545 regarding the examination of CONTRACTOR’S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

51. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial

obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist LEA student with the administration of such medication after LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is an LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

53. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall within 24 hours submit electronically any accident or incident report to LEA. CONTRACTOR shall properly submit accident or incident reports as required by the District.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's *Mandated Child Abuse and Neglect Reporting Manual*, available on the District's Risk Management Web Site at: <http://www.egusd.net/riskmanagement/Info-MandRep.html>.

In the event there is suspicion of abuse conducted by District staff (e.g. a student reports to CONTRACTOR staff of abuse from District staff), CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Risk Management Department (Risk Manager) of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers and any independent contractor and/or subcontractor authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the children enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every child.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA. Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: name of LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master

Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP; month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice; (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15. It is understood that no payments shall be made for any invoices that are not received by six months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with

California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section seven (7) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

61. INSPECTION AND AUDIT

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide LEA access to all records as defined in Section 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or

evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in the California Education Code Sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services (ERMHS) are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

63. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

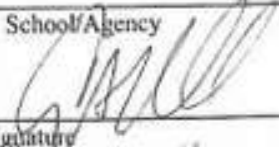
- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 20th day of December 2017 and terminates at 5:00 P.M. on June 30, 2018, unless sooner terminated as provided herein.

CONTRACTOR
Guiding Hands School, Inc.

Nonpublic School/Agency

By:

 12/21/17
Signature Date

Cynthia A. Kelley, Executive Director
Name and Title of Authorized Representative

LEA
Galt Joint Union Elementary School District

By:

 12/29/2017
Signature Date

Tom Barentson, Director of Business Services
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:
Donna Mayo-Whitlock

Name and Title
Guiding Hands School, Inc.
Nonpublic School/Agency/Related Service Provider
4900 Windplay Drive

Address
El Dorado Hills, CA 95762

City State Zip
916-939-0553 916-939-0563

Phone Fax

Email*
(*Required)

Name and Title
Galt Joint Union Elementary School District

LEA
1018 C Street, Suite 210

Address
Galt, CA 95632

City State Zip
209-744-4545, ext 303 209-744-4554

Phone Fax
dwhitlock@galt.k12.ca.us

Email

Additional LEA Notification
(Required if Completed)

Amanda Johnson, Program Specialist
Name and Title
Galt Joint Union Elementary School District

LEA
1018 C Street, Suite 210

Address
Galt, CA 95632

City State Zip
209-744-4545, ext. 339 209-744-4554

Phone Fax
ajohnson@galt.k12.ca.us

Email

EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY – 2017-2018 CONTRACT YEAR

CONTRACTOR Guiding Hands School, Inc. **CONTRACTOR NUMBER** -8- **2017-2018**
(NONPUBLIC SCHOOL) (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
 Total LEA enrollment may not exceed _____
 (per Master Contract Section 62)

A. Basic Education Program/Special Education Instruction
 Basic Education Program/Dual Enrollment

Rate	Period
\$162.71	Daily

Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

B. Related Services

(1) a. Transportation – Round Trip (NPS only, unless otherwise agreed to by LEA)	30.00	daily
b. Transportation – One Way (NPS only, unless otherwise agreed to by LEA)		
c. Transportation-Dual Enrollment		
d. Public Transportation		
e. Parent*		
(2) a. Educational Counseling – Individual		
b. Educational Counseling – Group of		
c. Counseling – Parent		
(3) a. Adapted Physical Education – Individual		
b. Adapted Physical Education – Group of _____		
c. Adapted Physical Education – Group of _____		
(4) a. Language and Speech Therapy – Individual	125.00	Per hour
b. Language and Speech Therapy – Group of 2		
c. Language and Speech Therapy – Group of 3		
d. Language and Speech Therapy – Per diem		
e. Language and Speech - Consultation Rate		
(5) a. Additional Instructional Assistant - Individual (must be authorized on IEP)		
b. Additional Instructional Assistant – Group of 2		
c. Additional Instructional Assistant – Group of 3		
(6) Intensive Special Education Instruction**		
(7) a. Occupational Therapy – Individual		
b. Occupational Therapy – Group of 2		
c. Occupational Therapy – Group of 3		
d. Occupational Therapy – Group of 4 - 7		
e. Occupational Therapy - Consultation Rate		
(9) Physical Therapy		
(10) a. Behavior Intervention – BII		
b. Behavior Intervention – BID		
Provided by: _____		
(11) Nursing Services		

*Parent transportation reimbursement rates are to be determined by LEA.

**By credentialed Special Education Teacher.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 *et seq.*)

This agreement is effective on July 1, 2017 or the date student begins attending a nonpublic school if after the date identified, and terminates at 5:00 P.M. on June 30, 2018, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency(LEA)				Nonpublic School			
Address				Address			
City, State Zip				City, State, Zip			
LEA Case Manager				Phone		Fax	
				e-Mail			
Student Last Name		Student First Name		Program Contact Name			
				Phone		Fax	
D.O.B.		I.D. #		e-Mail			
Grade	Level	Sex	() M () F	Education Schedule – Regular School Year			
Parent/Guardian Last Name		Parent/Guardian First Name		Number of Days		Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days		Number of Weeks	
Address				Contract Begins		Ends	
City, State, Zip				Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			\$

ESTIMATED MAXIMUM RELATED SERVICES COST \$ _____

SPECIALIZED EQUIPMENT/SUPPLIES _____ \$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES \$ _____

4. Other Provisions/Attachments: _____

5. Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ Other (Specify _____)

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic School)

(Name of LEA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

EXHIBIT B: RATES – NON-PUBLIC AGENCY ONLY – 2017-2018 CONTRACT YEAR

CONTRACTOR:_____. CONTRACTOR NUMBER _____ CDE TOTAL ENROLLMENT ALLOWED _____

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
 Total LEA enrollment may not exceed _____
 (per Master Contract Section 62)

SERVICE	DESCRIPTION	RATE
Language and Speech Therapy	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
	DIRECT THERAPY 1:1 or small group	
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
Occupational Therapy	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
	DIRECT THERAPY 1:1 or small group	
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
Physical Therapy	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
	DIRECT THERAPY 1:1 or small group	
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
Behavior Intervention Services	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on the work day for this discipline. Rate will be pro-rated if NPA staff works less than the identified work day: <i>Check the applicable work day:</i> <input type="checkbox"/> Full Work Day <input type="checkbox"/> Half Work Day	\$ _____ Per Diem
	DIRECT STUDENT AIDE 1:1 or small group, implementing behavior plan, data collection.	\$ _____ Per Hour
	CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	\$ _____ Per Hour
	SUPERVISING CONSULTANT: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	\$ _____ Per Hour
	OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting; attendance at IEP meetings.	\$ _____ Flat Rate
Other:	PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	\$ _____ Per Diem
		\$ _____ Per Hour

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2017 or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2018, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Student Services	Program Contact:
_____ DISTRICT	Program Contact Phone:
	Program Contact Fax:
	Program Contact E-mail:

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last:		Student First:	
DOB:	Grade:	Sex: () F () M	Student ID#:
Student Track:		Progress Reporting Requirements: (At least 4 per Section 36)	
# of Days Reg School Yr:	# of Days Ext School Yr:	() IEP Benchmark Dates () Other: _____	
Parent/Guardian Last:		Parent/Guardian First:	
Parent/Guardian Phone #1: ()-		Parent/Guardian Phone #2: ()-	
School Site:		SpEd Case Manager:	
Address:		SpEd Case Manager Phone:	
City/Zip:		SpEd Case Manager Fax:	
School Site Phone:		SpEd Case Manager E-mail:	

CONTRACT INFORMATION		
ISA Begins:	ISA Ends:	Master Contract Approved by Governing Board on:

SERVICE INFORMATION									
	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Behavior Intervention Services	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

Other:	sessions	sessions	sessions	sessions			hours		
	minutes	minutes	minutes	minutes					

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic Agency)

(Name of LEA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: 171.858 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

The Board will have the opportunity to address any items that are moved from the consent calendar.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: 171.859 Board Consideration of Approval of GJUESD 2016-17 Audit Report by Christy White Associates
Presenter: Tom Barentson	Action Item: XX Information Item:
<p>Education Code 41020 requires an independent annual financial and compliance audit of a school's financial and internal controls. The 2016-2017 Fiscal Year Audit has been completed by Christy White Associates and will be presented by Michael Ash, CPA & Partner with Christy White Associates. The District is pleased that no findings or recommendations were determined as a result of the audit.</p> <p>Board Approval is recommended.</p> <p>Fiscal Impact: None</p>	

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

AUDIT REPORT
JUNE 30, 2017

San Diego

Los Angeles

San Francisco
Bay Area

christywhite
A PROFESSIONAL
ACCOUNTANCY CORPORATION *associates*

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
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 FOR THE YEAR ENDED JUNE 30, 2017**

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on the Financial Statements

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, 2017, 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.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Christy White, CPA

Michael Ash, CPA

Heather Rubio

SAN DIEGO
LOS ANGELES
SAN FRANCISCO/BAY AREA

Corporate Office:
348 Olive Street
San Diego, CA 92103

toll-free: 877.220.7229
tel: 619.270.8222
fax: 619.260.9085
www.christywhite.com

Licensed by the California
State Board of Accountancy

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Galt Joint Union Elementary School District, as of June 30, 2017, 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.

Other Matters

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 funding progress for OPEB benefits, 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, which is 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.

The supplementary information listed in the table of contents 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. Such 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 November 17, 2017 on our consideration of 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 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 Associates

San Diego, California
November 17, 2017

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

INTRODUCTION

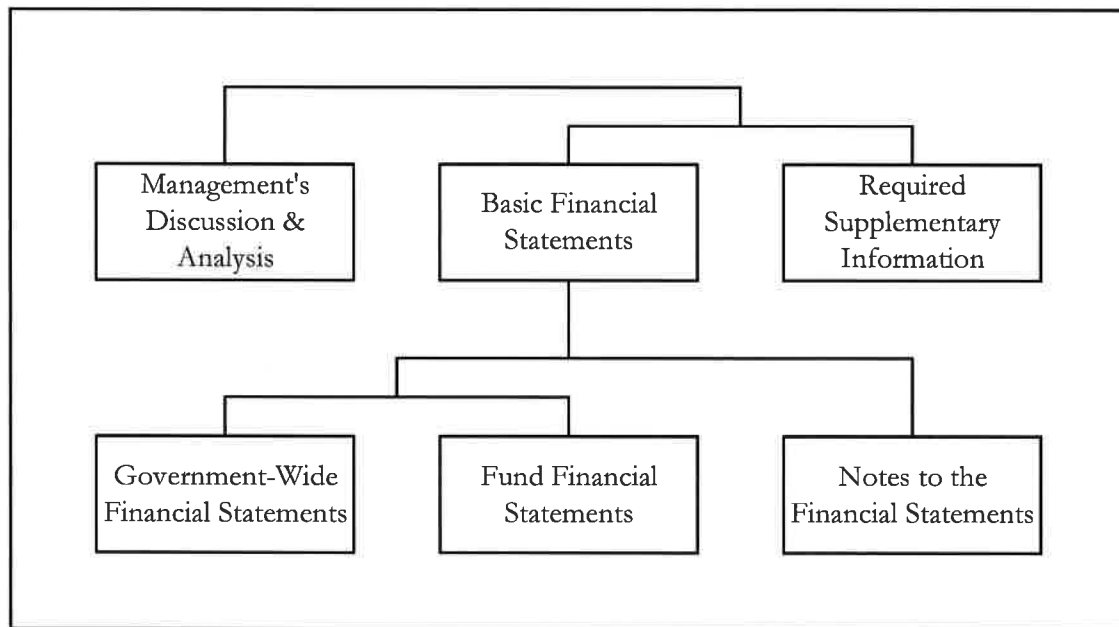
Our discussion and analysis of Galt Joint Union Elementary School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2017. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

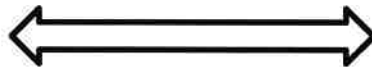
- ▶ The District's net position was \$(11,499,455) at June 30, 2017. This was a decrease of \$3,377,327 from the prior year.
- ▶ Overall expenses were \$48,024,392 which exceeded revenues of \$44,647,065.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financials Section



Summary



Detail

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2017**

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.

 - ▶ **Fiduciary Funds** report balances for which the District is a custodian or *trustee* of the funds, such as Associated Student Bodies and pension funds.

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, 2017**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$(11,499,455) at June 30, 2017, as reflected in the table below. Of this amount, \$(33,142,589) 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		
	2017	2016	Net Change
ASSETS			
Current and other assets	\$ 21,992,729	\$ 13,689,964	\$ 8,302,765
Capital assets	23,772,069	25,472,309	(1,700,240)
Total Assets	45,764,798	39,162,273	6,602,525
DEFERRED OUTFLOWS OF RESOURCES	7,560,814	4,416,673	3,144,141
LIABILITIES			
Current liabilities	3,776,452	3,797,287	(20,835)
Long-term liabilities	57,935,749	43,343,524	14,592,225
Total Liabilities	61,712,201	47,140,811	14,571,390
DEFERRED INFLOWS OF RESOURCES	3,112,866	4,560,263	(1,447,397)
NET POSITION			
Net investment in capital assets	17,178,074	18,673,230	(1,495,156)
Restricted	4,465,060	4,283,546	181,514
Unrestricted	(33,142,589)	(31,078,904)	(2,063,685)
Total Net Position	\$ (11,499,455)	\$ (8,122,128)	\$ (3,377,327)

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2017**

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 slightly, so you can see our total revenues, expenses, and special items for the year.

	Governmental Activities		
	2017	2016	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 279,599	\$ 319,560	\$ (39,961)
Operating grants and contributions	11,366,452	11,256,842	109,610
General revenues			
Property taxes	5,898,744	5,445,646	453,098
Unrestricted federal and state aid	26,236,769	26,279,386	(42,617)
Other	865,501	1,832,594	(967,093)
Total Revenues	44,647,065	45,134,028	(486,963)
EXPENSES			
Instruction	27,764,232	25,546,642	2,217,590
Instruction-related services	5,894,107	5,551,094	343,013
Pupil services	4,559,160	3,918,189	640,971
General administration	3,201,826	2,865,906	335,920
Plant services	3,742,080	2,904,385	837,695
Ancillary and community services	159,637	144,530	15,107
Debt service	355,966	211,190	144,776
Other Outgo	321,934	32,693	289,241
Depreciation	2,016,501	2,035,855	(19,354)
Other	8,949	7,878	1,071
Total Expenses	48,024,392	43,218,362	4,806,030
Change in net position	(3,377,327)	1,915,666	(5,292,993)
Net Position - Beginning	(8,122,128)	(10,037,794)	1,915,666
Net Position - Ending	\$ (11,499,455)	\$ (8,122,128)	\$ (3,377,327)

The cost of all our governmental activities this year was \$48,024,392 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$5,898,744 because 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, 2017**

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	
	2017	2016
Instruction	\$ 20,663,039	\$ 19,265,606
Instruction-related services	4,379,635	3,009,342
Pupil services	2,659,839	1,968,707
General administration	2,490,309	2,444,692
Plant services	3,371,287	2,551,273
Ancillary and community services	142,390	132,742
Debt service	355,966	211,190
Transfers to other agencies	299,736	22,347
Depreciation	2,016,501	2,035,855
Other	(361)	206
Total Expenses	\$ 36,378,341	\$ 31,641,960

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 \$19,105,572, which is more than last year's ending fund balance of \$10,740,236. The District's General Fund had \$958,416 less in operating revenues than expenditures for the year ended June 30, 2017. The District's Building Fund had \$114,025 less in operating revenues than expenditures for the year ended June 30, 2017.

CURRENT YEAR BUDGET 2016-17

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a monthly basis 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, 2017**

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2016-17 the District had invested \$23,772,069 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2017	2016	Net Change
CAPITAL ASSETS			
Land	\$ 3,885,138	\$ 3,885,138	\$ -
Construction in progress	550,481	550,481	-
Land improvements	29,808	29,808	-
Buildings & improvements	57,805,823	57,765,388	40,435
Furniture & equipment	3,203,042	2,801,937	401,105
Accumulated depreciation	(41,702,223)	(39,560,443)	(2,141,780)
Total Capital Assets	\$ 23,772,069	\$ 25,472,309	\$ (1,700,240)

Long-Term Debt

At year-end, the District had \$57,935,749 in long-term debt, an increase of 34% 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		
	2017	2016	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 16,747,662	\$ 7,339,036	\$ 9,408,626
Capital leases	107,147	145,395	(38,248)
Early retirement incentive	423,881	529,851	(105,970)
Compensated absences	122,674	125,132	(2,458)
Net OPEB obligation	2,586,904	2,300,175	286,729
Net pension liability	38,789,082	33,699,535	5,089,547
Less: current portion of long-term debt	(841,601)	(795,600)	(46,001)
Total Long-term Liabilities	\$ 57,935,749	\$ 43,343,524	\$ 14,592,225

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2017**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

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

Landmark legislation passed in Year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The District continues to analyze the impact of the LCFF on funding for our program offerings and services. The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups in low income brackets, those that are English language learners and foster youth. The State anticipates all school districts to reach the statewide targeted base funding levels by 2020-21 but the annual amount funded to meet the target is uncertain.

Factors related to LCFF that the District is monitoring include: (1) estimates of funding in the next budget year and beyond; (2) the Local Control and Accountability Plan (LCAP) that aims to link student accountability measurements to funding allocations; (3) ensuring the integrity of reporting student data through the California Longitudinal Pupil Achievement Data System (CALPADs); and, (4) meeting annual compliance and audit requirements.

The State's economy is expected to grow faster than the national economy with unemployment dropping. Personal income is expected to grow 3.6%; according to the UCLA Anderson Economic Forecast, April 2016. The ability of the State to fund the LCFF and other programs is largely dependent on the strength of the State's economy and while positive remains uncertain.

The District participates in state employee pensions plans, PERS and STRS, and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2016. The amount of the liability is material to the financial position of the District. To address the underfunding issues, the pension plans continue to raise employer rates in future years and the increased costs are significant.

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 2016-17 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, 2017

	Governmental Activities
ASSETS	
Cash and investments	\$ 20,207,847
Accounts receivable	1,749,991
Inventory	29,679
Prepaid expenses	5,212
Capital assets, not depreciated	4,435,619
Capital assets, net of accumulated depreciation	19,336,450
Total Assets	45,764,798
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	7,560,814
Total Deferred Outflows of Resources	7,560,814
LIABILITIES	
Deficit cash	574,417
Accrued liabilities	2,340,829
Unearned revenue	19,605
Long-term liabilities, current portion	841,601
Long-term liabilities, non-current portion	57,935,749
Total Liabilities	61,712,201
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	3,112,866
Total Deferred Inflows of Resources	3,112,866
NET POSITION	
Net investment in capital assets	17,178,074
Restricted:	
Capital projects	2,127,426
Debt service	764,079
Educational programs	1,487,290
All others	86,265
Unrestricted	(33,142,589)
Total Net Position	\$ (11,499,455)

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, 2017**

Function/Programs	Expenses	Program Revenues		Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
GOVERNMENTAL ACTIVITIES				
Instruction	\$ 27,764,232	\$ 95,151	\$ 7,006,042	\$ (20,663,039)
Instruction-related services				
Instructional supervision and administration	2,070,846	39,766	992,908	(1,038,172)
Instructional library, media, and technology	482,319	-	24,866	(457,453)
School site administration	3,340,942	22,611	434,321	(2,884,010)
Pupil services				
Home-to-school transportation	856,198	2,730	19,717	(833,751)
Food services	2,168,027	89,299	1,579,589	(499,139)
All other pupil services	1,534,935	2,599	205,387	(1,326,949)
General administration				
Centralized data processing	737,347	-	11,440	(725,907)
All other general administration	2,464,479	12,418	687,659	(1,764,402)
Plant services	3,742,080	13,124	357,669	(3,371,287)
Ancillary services	13,444	-	581	(12,863)
Community services	146,193	208	16,458	(129,527)
Enterprise activities	8,949	1,693	7,617	361
Interest on long-term debt	355,966	-	-	(355,966)
Other Outgo	321,934	-	22,198	(299,736)
Depreciation (unallocated)	2,016,501	-	-	(2,016,501)
Total Governmental Activities	\$ 48,024,392	\$ 279,599	\$ 11,366,452	(36,378,341)
General revenues				
Taxes and subventions				
Property taxes, levied for general purposes				5,193,219
Property taxes, levied for debt service				674,381
Property taxes, levied for other specific purposes				31,144
Federal and state aid not restricted for specific purposes				26,236,769
Interest and investment earnings				121,461
Interagency revenues				72,445
Miscellaneous				671,595
Subtotal, General Revenue				33,001,014
CHANGE IN NET POSITION				(3,377,327)
Net Position - Beginning				(8,122,128)
Net Position - Ending				\$ (11,499,455)

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2017**

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS				
Cash and investments	\$ 7,694,514	\$ 9,482,554	\$ 3,030,779	\$ 20,207,847
Accounts receivable	1,338,282	5,952	405,757	1,749,991
Due from other funds	153,647	5,450	446,773	605,870
Stores inventory	-	-	29,679	29,679
Prepaid expenditures	4,787	-	425	5,212
Total Assets	\$ 9,191,230	\$ 9,493,956	\$ 3,913,413	\$ 22,598,599
LIABILITIES				
Deficit cash	\$ -	\$ -	\$ 574,417	\$ 574,417
Accrued liabilities	2,242,483	7,981	42,671	2,293,135
Due to other funds	446,773	-	159,097	605,870
Unearned revenue	19,550	-	55	19,605
Total Liabilities	2,708,806	7,981	776,240	3,493,027
FUND BALANCES				
Nonspendable	24,787	-	40,104	64,891
Restricted	1,415,685	9,485,975	3,097,069	13,998,729
Assigned	3,824,179	-	-	3,824,179
Unassigned	1,217,773	-	-	1,217,773
Total Fund Balances	6,482,424	9,485,975	3,137,173	19,105,572
Total Liabilities and Fund Balances	\$ 9,191,230	\$ 9,493,956	\$ 3,913,413	\$ 22,598,599

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, 2017**

Total Fund Balance - Governmental Funds \$ 19,105,572

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 and accumulated depreciation:

Capital assets	\$ 65,474,292	
Accumulated depreciation	(41,702,223)	23,772,069

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:

(47,694)

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	\$ 16,747,662	
Capital leases	107,147	
Early retirement incentive	423,881	
Compensated absences	122,674	
Net OPEB obligation	2,586,904	
Net pension liability	38,789,082	(58,777,350)

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	\$ 7,560,814	
Deferred inflows of resources related to pensions	(3,112,866)	4,447,948

Total Net Position - Governmental Activities \$ (11,499,455)

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, 2017**

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES				
LCFF sources	\$ 30,065,455	\$ -	\$ -	\$ 30,065,455
Federal sources	2,718,605	-	1,718,339	4,436,944
Other state sources	3,860,764	-	699,035	4,559,799
Other local sources	2,711,264	5,953	1,458,456	4,175,673
Total Revenues	39,356,088	5,953	3,875,830	43,237,871
EXPENDITURES				
Current				
Instruction	25,838,318	-	392,541	26,230,859
Instruction-related services				
Instructional supervision and administration	1,958,698	-	193	1,958,891
Instructional library, media, and technology	475,471	-	-	475,471
School site administration	3,102,632	-	60,420	3,163,052
Pupil services				
Home-to-school transportation	980,049	-	-	980,049
Food services	4,469	-	2,189,093	2,193,562
All other pupil services	1,464,284	-	6,968	1,471,252
General administration				
Centralized data processing	743,601	-	-	743,601
All other general administration	2,138,411	-	249,453	2,387,864
Plant services				
Facilities acquisition and maintenance	-	9,978	-	9,978
Ancillary services	13,020	-	-	13,020
Community services	137,074	-	-	137,074
Enterprise activities	8,949	-	-	8,949
Transfers to other agencies	211,934	-	-	211,934
Debt service				
Principal	38,248	-	525,000	563,248
Interest and other	4,620	110,000	266,124	380,744
Total Expenditures	40,314,504	119,978	4,282,192	44,716,674
Excess (Deficiency) of Revenues				
Over Expenditures	(958,416)	(114,025)	(406,362)	(1,478,803)
Other Financing Sources (Uses)				
Transfers in	30,892	-	442,006	472,898
Other sources	-	9,600,000	244,139	9,844,139
Transfers out	(442,006)	-	(30,892)	(472,898)
Net Financing Sources (Uses)	(411,114)	9,600,000	655,253	9,844,139
NET CHANGE IN FUND BALANCE				
Fund Balance - Beginning	7,851,954	-	2,888,282	10,740,236
Fund Balance - Ending	\$ 6,482,424	\$ 9,485,975	\$ 3,137,173	\$ 19,105,572

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, 2017**

Net Change in Fund Balances - Governmental Funds \$ 8,365,336

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

Expenditures for capital outlay:	\$ 441,540	
Depreciation expense:	<u>(2,141,780)</u>	(1,700,240)

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:

563,248

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:

(9,844,139)

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:

4,265

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 BALANCE TO THE STATEMENT OF
ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2017**

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. (89,487)

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: 2,458

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 for early retirement incentives were: 105,970

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was: (286,729)

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: (498,009)

Change in Net Position of Governmental Activities

\$ (3,377,327)

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 FIDUCIARY FUNDS
 STATEMENT OF NET POSITION
 JUNE 30, 2017

	<u>Agency Funds</u>
	<u>Student Body</u>
	<u>Fund</u>
ASSETS	
Cash and investments	\$ 130,907
Total Assets	\$ 130,907
LIABILITIES	
Due to student groups	\$ 130,907
Total Liabilities	\$ 130,907

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2017**

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, except for fiduciary activities. 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, 2017

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, including its fiduciary funds. Separate statements for each fund category – governmental and fiduciary – are presented. 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.

Fiduciary funds are used to account for assets held by the District in a trustee or agency capacity for others that cannot be used to support the District's own programs.

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.

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code Section 15146*) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code Section 17462*) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code Section 41003*).

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:

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 Special Revenue 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 Special Revenue 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, 2017

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

C. Basis of Presentation (*continued*)

Special Revenue 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*).

Special Reserve Fund for Capital Outlay Projects: This fund exists primarily to provide for the accumulation of General Fund moneys for capital outlay purposes (*Education Code Section 42840*).

Capital Projects Fund for Blended Component Units: This fund is used to account for capital projects financed by Mello-Roos Community Facilities Districts and similar entities that are considered blended component units of the District under generally accepted accounting principles (GAAP).

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.

Fiduciary Funds

Trust and Agency Funds: Trust and agency funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the District's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

Student Body Fund: The Student Body Fund is an agency fund and, therefore, consists only of accounts such as cash and balancing liability accounts, such as due to student groups. The student body itself maintains its own general fund, which accounts for the transactions of that entity in raising and expending money to promote the general welfare, morale, and educational experiences of the student body (*Education Code Sections 48930–48938*).

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus

Government-Wide and Fiduciary Financial Statements

The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus. The government-wide and fiduciary fund 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.

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.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

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.

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.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

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)

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. Depreciation 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 governmental activities columns of the statement of net position.

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 a 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.

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, 2017

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, 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, 2017

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 governmental activities columns of 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.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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.

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. 75 – In June 2015, GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. This standard's primary objective is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions. The Statement is effective for periods beginning after June 15, 2017. The District has not yet determined the impact on the financial statements.

GASB Statement No. 80 – In January 2016, GASB issued Statement No. 80, *Blending Requirements for Certain Component Units – an Amendment of GASB Statement No. 14*. This standard's primary objective is to improve financial reporting by clarifying the financial statement presentation requirements for certain component units. The Statement is effective for periods beginning after June 15, 2016. The District has implemented GASB Statement No. 80 for the year ended June 30, 2017.

GASB Statement No. 82 – In March 2016, GASB issued Statement No. 82, *Pension Issues – an Amendment of GASB Statements No. 67, No. 68, and No. 73*. This standard's primary objective is to address issues regarding the presentation of payroll-related measures in required supplementary information, the selection of assumptions and the treatment of deviations from the guidance in an Actuarial Standard of Practice for financial reporting purposes, and the classification of payments made by employers to satisfy employee (plan member) contribution requirements. The majority of this Statement is effective for periods beginning after June 15, 2016. The District has implemented GASB Statement No. 82 for the year ended June 30, 2017.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Funds	Fiduciary Funds
Investment in county treasury*	\$ 19,602,430	\$ -
Cash on hand and in banks	1,000	130,907
Cash in revolving fund	30,000	-
Total cash and investments	\$ 19,633,430	\$ 130,907

*Presented net of deficit cash

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, 2017

NOTE 2 – CASH AND INVESTMENTS (continued)

B. 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

C. 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 \$19,600,392 and an amortized book value of \$19,602,430. The average weighted maturity for this pool is 277 days.

D. 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.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 2 – CASH AND INVESTMENTS (continued)

E. 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, 2017, the District's bank balance was not exposed to custodial credit risk.

F. 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, 2017 were as follows:

	<u>Uncategorized</u>
Investment in county treasury	\$ 19,600,392
Total fair market value of investments	<u>\$ 19,600,392</u>

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2017 consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal Government				
Categorical aid	\$ 380,963	\$ -	\$ 236,476	\$ 617,439
State Government				
Categorical aid	102,531	-	26,741	129,272
Lottery	135,430	-	-	135,430
Local Government				
Other local sources	719,358	5,952	142,540	867,850
Total	\$ 1,338,282	\$ 5,952	\$ 405,757	\$ 1,749,991

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2017 was as follows:

	Balance July 01, 2016	Additions	Deletions	Balance June 30, 2017
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 3,885,138	\$ -	\$ -	\$ 3,885,138
Construction in progress	550,481	-	-	550,481
Total Capital Assets not Being Depreciated	4,435,619	-	-	4,435,619
Capital assets being depreciated				
Land improvements	29,808	-	-	29,808
Buildings & improvements	57,765,388	40,435	-	57,805,823
Furniture & equipment	2,801,937	401,105	-	3,203,042
Total Capital Assets Being Depreciated	60,597,133	441,540	-	61,038,673
Less Accumulated Depreciation				
Land improvements	5,387	1,490	-	6,877
Buildings & improvements	37,318,550	2,015,011	-	39,333,561
Furniture & equipment	2,236,506	125,279	-	2,361,785
Total Accumulated Depreciation	39,560,443	2,141,780	-	41,702,223
Governmental Activities				
Capital Assets, net	\$ 25,472,309	\$ (1,700,240)	\$ -	\$ 23,772,069

Depreciation expense for the year ended June 30, 2017 was allocated to governmental functions as follows:

Instruction	\$ 14,881
Home-to-school transportation	86,980
Food services	7,991
Centralized data processing	4,375
All other general administration	2,735
Plant services	8,317
Unallocated	2,016,501
	<u>\$ 2,141,780</u>

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 5 – INTERFUND TRANSACTIONS

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

Individual interfund receivable and payable balances at June 30, 2017 were as follows:

<u>Due To Other Funds</u>	<u>Due From Other Funds</u>			<u>Total</u>
	<u>General Fund</u>	<u>Building Fund</u>	<u>Non-Major Governmental Funds</u>	
General Fund	\$ -	\$ -	\$ 446,773	\$ 446,773
Non-Major Governmental Funds	153,647	5,450	-	159,097
Total Due From Other Funds	\$ 153,647	\$ 5,450	\$ 446,773	\$ 605,870

Due from the General Fund to the Child Development Fund for extra days.	\$	3,252
Due from the General Fund to the Cafeteria Fund to cover negative balance and for student unpaid lunches.		443,521
Due from the Child Development Fund to the General Fund for indirect costs and workers compensation.		24,281
Due from the Cafeteria Fund to the General Fund for indirect costs and workers compensation.		101,105
Due from the Capital Facilities Fund to the General Fund for LPA/McCaffrey property plans.		28,261
Due from the Capital Facilities Fund to the Building Fund for general obligation bond services.		5,450
Total	\$	605,870

B. Operating Transfers

Interfund transfers for the year ended June 30, 2017 consisted of the following:

<u>Interfund Transfers Out</u>	<u>Interfund Transfers In</u>		
	<u>General Fund</u>	<u>Non-Major Governmental Funds</u>	<u>Total</u>
General Fund	\$ -	\$ 442,006	\$ 442,006
Non-Major Governmental Funds	30,892	-	30,892
Total Interfund Transfers	\$ 30,892	\$ 442,006	\$ 472,898

Transfer from the General Fund to the Cafeteria Fund to cover negative balance and student unpaid lunches.	\$	442,006
Transfer from the Capital Facilities Fund to the General Fund for admin fees on collected developer fees.		30,892
Total	\$	472,898

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2017 consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	District-Wide	Total Governmental Activities
Payroll	\$ 1,381,751	\$ -	\$ 3,433	\$ -	\$ 1,385,184
Vendors payable	492,871	7,981	34,443	-	535,295
Unmatured interest	81,625	-	-	47,694	129,319
Other liabilities	286,236	-	4,795	-	291,031
Total	\$ 2,242,483	\$ 7,981	\$ 42,671	\$ 47,694	\$ 2,340,829

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2017, consisted of the following:

	General Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal sources	\$ 19,550	\$ -	\$ 19,550
Local sources	-	55	55
Total	\$ 19,550	\$ 55	\$ 19,605

NOTE 8 – LONG-TERM DEBT

A schedule of changes in long-term debt for the year ended June 30, 2017 consisted of the following:

	Balance July 01, 2016	Additions	Deductions	Balance June 30, 2017	Balance Due In One Year
Governmental Activities					
General obligation bonds	\$ 7,339,036	\$ 9,689,487	\$ 525,000	\$ 16,503,523	\$ 565,000
Unamortized premium	-	244,139	-	244,139	8,419
Total general obligation bonds	7,339,036	9,933,626	525,000	16,747,662	573,419
Capital leases	145,395	-	38,248	107,147	39,538
Early retirement incentive	529,851	-	105,970	423,881	105,970
Compensated absences	125,132	-	2,458	122,674	122,674
Net OPEB obligation	2,300,175	286,729	-	2,586,904	-
Net pension liability	33,699,535	5,089,547	-	38,789,082	-
Total	\$ 44,139,124	\$ 15,309,902	\$ 671,676	\$ 58,777,350	\$ 841,601

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

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 8 – LONG-TERM DEBT (continued)

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2017 amounted to \$122,674. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. General Obligation Bonds

The outstanding general obligation bonded debt at June 30, 2017 consisted of the following:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds Outstanding June 30, 2017
				Outstanding July 01, 2016	Additions	Deductions	
2002	August 1, 2026	5.00-9.28%	\$ 258,684	\$ 944,036	\$ 89,487	\$ -	\$ 1,033,523
2012	August 1, 2024	1.95%	7,880,000	6,395,000	-	525,000	5,870,000
2017	August 1, 2046	3.125-5.00%	9,600,000	-	9,600,000	-	9,600,000
				\$ 7,339,036	\$ 9,689,487	\$ 525,000	\$ 16,503,523

The annual payments to amortize the General Obligation Bonds payable are as follows:

Year Ended June 30,	Principal	Interest	Total
2018	\$ 565,000	\$ 355,201	\$ 920,201
2019	1,030,000	464,225	1,494,225
2020	1,100,000	430,266	1,530,266
2021	705,000	405,881	1,110,881
2022	755,000	391,646	1,146,646
2023 - 2027	2,838,684	3,738,996	6,577,680
2028 - 2032	645,000	1,626,750	2,271,750
2033 - 2037	1,720,000	1,380,200	3,100,200
2038 - 2042	2,570,000	1,014,494	3,584,494
2043 - 2047	3,800,000	409,000	4,209,000
Accretion	774,839	(774,839)	-
Total	\$ 16,503,523	\$ 9,441,820	\$ 25,945,343

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 8 – LONG-TERM DEBT (continued)

C. Capital Leases

The District entered into various capital leases with options to purchase, primarily equipment and temporary facilities, with semi-annual payments in May and November of each year, with principal maturing through 2017. Future minimum lease payments are as follows:

<u>Year Ended June 30,</u>	<u>Lease Payment</u>
2018	\$ 42,868
2019	42,868
2020	27,403
Total minimum lease payments	113,139
Less amount representing interest	(5,992)
Present value of minimum lease payments	<u>\$ 107,147</u>

D. Early retirement incentive

During 2015-16, the District provided an early retirement incentive. The projected costs for these participants for future years are as follows:

<u>Year Ended June 30,</u>	<u>Payment</u>
2018	\$ 105,970
2019	105,970
2020	105,970
2021	105,971
Total	<u>\$ 423,881</u>

E. Net Pension Liability

The District's beginning net pension liability was \$33,699,535 and increased by \$5,089,547 during the year ended June 30, 2017. The ending net pension liability at June 30, 2017 was \$38,789,082. See Note 11 for additional information regarding the net pension liability.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2017:

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable				
Revolving cash	\$ 20,000	\$ -	\$ 10,000	\$ 30,000
Stores inventory	-	-	29,679	29,679
Prepaid expenditures	4,787	-	425	5,212
Total non-spendable	<u>24,787</u>	<u>-</u>	<u>40,104</u>	<u>64,891</u>
Restricted				
Educational programs	1,415,685	-	71,605	1,487,290
Capital projects	-	9,485,975	2,127,426	11,613,401
Debt service	-	-	811,773	811,773
All others	-	-	86,265	86,265
Total restricted	<u>1,415,685</u>	<u>9,485,975</u>	<u>3,097,069</u>	<u>13,998,729</u>
Assigned				
One-time carryover	914,153	-	-	914,153
Reserve for supplemental/concentration	422,412	-	-	422,412
District technology	225,000	-	-	225,000
Reserved for declining enrollment	1,943,151	-	-	1,943,151
Reserved for teacher lottery	62,100	-	-	62,100
Payment of retiree benefits	257,363	-	-	257,363
Total assigned	<u>3,824,179</u>	<u>-</u>	<u>-</u>	<u>3,824,179</u>
Unassigned				
Reserve for economic uncertainties	1,217,773	-	-	1,217,773
Total unassigned	<u>1,217,773</u>	<u>-</u>	<u>-</u>	<u>1,217,773</u>
Total	<u>\$ 6,482,424</u>	<u>\$ 9,485,975</u>	<u>\$ 3,137,173</u>	<u>\$ 19,105,572</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.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description and Contribution Information

The District provides postemployment healthcare premiums according to the following provision:

- Certificated employees with 20 years of district service and age 55 receive the same benefits as a full-time teacher, including dependents, for a maximum of 5 years or to age 65.
- Classified employees with 20 years of district service and age 60 receive paid medical insurance for the retiree only to age 65.
- Confidential employees hired after June 15, 1992 with 20 years of district service and age 55 receive the same medical benefits as a full-time employee for 5 years or to age 65.
- Administrative, Confidential employees and Board members hired before June 15, 1992 with 20 years of district service will receive full medical, vision and dental insurance premiums for life.

Membership of the plan consisted of the following:

Retirees and beneficiaries receiving benefits	24
Active plan members	370
Total*	394
 Number of participating employers	1

*As of April 1, 2017 actuarial study

B. Funding Policy

The District’s contribution is currently based on a project pay-as-you-go funding method, that is, benefits are payable when due.

As of June 30, 2017, the District has not established a plan or equivalent that contains an irrevocable transfer of assets dedicated to providing benefits to retirees in accordance with the terms of the plan and that are legally protected from creditors.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

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

C. Annual OPEB Cost and Net OPEB Obligation

The District’s annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District’s annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District’s net OPEB obligation to the Plan:

Annual required contribution	\$ 540,652
Interest on net OPEB obligation	103,508
Adjustment to annual required contribution	<u>(121,711)</u>
Annual OPEB cost (expense)	522,449
Contributions made	<u>(235,720)</u>
Increase (decrease) in net OPEB obligation	286,729
Net OPEB obligation, beginning of the year	<u>2,300,175</u>
Net OPEB obligation, end of the year	<u>\$ 2,586,904</u>

The annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation for the year ended June 30, 2017 and the preceding two years were as follows:

<u>Year Ended June 30,</u>	<u>Annual OPEB Cost</u>	<u>Percentage Contributed</u>	<u>Net OPEB Obligation</u>
2017	\$ 522,449	45%	\$ 2,586,904
2016	\$ 400,265	46%	\$ 2,300,175
2015	\$ 397,874	39%	\$ 2,084,879

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

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

D. Funded Status and Funding Progress

The funded status of the plan as of the most recent actuarial evaluation consists of the following:

Actuarial Valuation Date	Actuarial Valuation of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
April 1, 2017	\$ -	\$ 5,698,204	\$ 5,698,204	0%	\$ 24,729,722	23%

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, investment returns, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

The schedule of funding progress, presented as required supplementary information following the notes to financial statements, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

E. Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the April 1, 2017, actuarial valuation, the "entry age normal" actuarial cost method was used. The actuarial assumptions included a 4.5% investment rate of return (net of administrative expenses), which is a blended rate of the expected long-term investment returns on plan assets and on the employer's own investments calculated based on the funded level of the plan at the valuation date, and an annual healthcare cost trend rate of 4% initially. The initial UAAL is being amortized as a level percentage of projected payroll on a closed basis, with an open 23 year amortization period for any residual UAAL.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

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:

	Net pension liability	Deferred outflows related to pensions	Deferred inflows related to pensions	Pension expense
STRS Pension	\$ 29,164,417	\$ 4,777,862	\$ 2,704,213	\$ 2,513,074
PERS Pension	9,624,665	2,782,952	408,653	1,189,099
Total	\$ 38,789,082	\$ 7,560,814	\$ 3,112,866	\$ 3,702,173

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:

CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS

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

CalSTRS 2% at 60

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 11 – PENSION PLANS (continued)

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

Benefits provided (continued)

CalSTRS 2% at 62

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 9.205% of their salary for fiscal year 2017, 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 2017 was 12.58% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$2,328,603 for the year ended June 30, 2017.

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 \$1,553,563 to CalSTRS.

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

At June 30, 2017, 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	\$ 29,164,417
State's proportionate share of the net pension liability associated with the District	16,605,226
Total	\$ 45,769,643

The net pension liability was measured as of June 30, 2016, 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, 2015, and rolling forward the total pension liability to June 30, 2016. 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, 2016, the District’s proportion was 0.036 percent, which was a decrease of 0.003 percent from its proportion measured as of June 30, 2015.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 11 – PENSION PLANS (continued)

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, 2017, the District recognized pension expense of \$2,513,074. In addition, the District recognized pension expense and revenue of \$2,962,757 for support provided by the State. At June 30, 2017, 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	\$ 2,318,557	\$ -
Differences between expected and actual experience	-	711,433
Changes in proportion and differences between District contributions and proportionate share of contributions	130,702	1,992,780
District contributions subsequent to the measurement date	2,328,603	-
	<u>\$ 4,777,862</u>	<u>\$ 2,704,213</u>

The \$2,328,603 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, 2018. 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>
2018	\$ 76,723	\$ 461,970
2019	76,723	461,970
2020	1,373,925	461,970
2021	895,746	461,970
2022	26,142	461,970
2023	-	394,363
	<u>\$ 2,449,259</u>	<u>\$ 2,704,213</u>

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 11 – PENSION PLANS (continued)

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, 2015, and rolling forward the total pension liability to June 30, 2016 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	3.00%
Investment Yield*	7.60%
Wage Inflation	3.75%

* 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 RP2000 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2015 valuation were based on the results of an actuarial experience study for the period July 1, 2006–June 30, 2010.

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. Based on the model from CalSTRS consulting actuary’s (Milliman) investment practice, a best estimate range was determined by assuming the portfolio is re-balanced annually and that annual returns are lognormally distributed and independent from year to year to develop expected percentiles for the long-term distribution of annualized returns. The assumed asset allocation by PCA is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2016 are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	6.30%
Private Equity	13%	9.30%
Real Estate	13%	5.20%
Inflation Sensitive	4%	3.80%
Fixed Income	12%	0.30%
Absolute Return	9%	2.90%
Cash/Liquidity	2%	-1.00%
	<u>100%</u>	

* 20-year geometric average

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2017**

NOTE 11 – PENSION PLANS (continued)

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

Discount rate

The discount rate used to measure the total pension liability was 7.60 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 (7.60 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 7.60 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 (6.60 percent) or 1-percentage-point higher (8.60 percent) than the current rate:

	1% Decrease (6.60%)	Current Discount Rate (7.60%)	1% Increase (8.60%)
District's proportionate share of the net pension liability	\$ 41,974,173	\$ 29,164,417	\$ 18,525,378

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, 2017**

NOTE 11 – PENSION PLANS (continued)

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 6.0% 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 2017 was 13.888% of annual payroll. Contributions to the plan from the District were \$875,561 for the year ended June 30, 2017.

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

At June 30, 2017, the District reported a liability of \$9,624,665 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2016, 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, 2015, and rolling forward the total pension liability to June 30, 2016. 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, 2016, the District's proportion was 0.049 percent, which was a decrease of 0.00062 percent from its proportion measured as of June 30, 2015.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 11 – PENSION PLANS (continued)

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, 2017, the District recognized pension expense of \$1,189,099. At June 30, 2017, 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	\$ 1,493,438	\$ -
Differences between expected and actual experience	413,953	-
Changes in assumptions	-	289,164
Changes in proportion and differences between District contributions and proportionate share of contributions	-	119,489
District contributions subsequent to the measurement date	875,561	-
	<u>\$ 2,782,952</u>	<u>\$ 408,653</u>

The \$875,561 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, 2018. 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>
2018	\$ 401,032	\$ 202,180
2019	386,876	184,414
2020	729,710	22,059
2021	389,773	-
	<u>\$ 1,907,391</u>	<u>\$ 408,653</u>

Actuarial assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2015, and rolling forward the total pension liability to June 30, 2016 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Yield*	7.65%
Wage Inflation	Varies by Entry Age and Service

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

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017

NOTE 11 – PENSION PLANS (continued)

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

Actuarial assumptions (continued)

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 20 years of mortality improvements using Society of Actuaries Scale BB.

The actuarial assumptions used in the June 30, 2015, valuation were based on the results of an actuarial experience study for the period from 1997 to 2011.

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 (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated 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 rounded down to the nearest one quarter of one percent.

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.

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Real Return Years 1-10*</u>	<u>Real Return Years 11+**</u>
Global Equity	51%	5.25%	5.71%
Global Debt Securities	20%	0.99%	2.43%
Inflation Assets	6%	0.45%	3.36%
Private Equity	10%	6.83%	6.95%
Real Estate	10%	4.50%	5.13%
Infrastructure and Forestland	2%	4.50%	5.09%
Liquidity	1%	-0.55%	-1.05%
	100%		

* An expected inflation of 2.5% used for this period

** An expected inflation of 3.0% used for this period

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2017**

NOTE 11 – PENSION PLANS (continued)

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

Discount rate

The discount rate used to measure the total pension liability was 7.65 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 7.65 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 (6.65 percent) or 1-percentage-point higher (8.65 percent) than the current rate:

	1% Decrease (6.65%)	Current Discount Rate (7.65%)	1% Increase (8.65%)
District's proportionate share of the net pension liability	\$ 14,360,053	\$ 9,624,665	\$ 5,681,522

Pension plan fiduciary net position

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

NOTE 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, 2017.

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, 2017.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2017**

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.

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 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.

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.

**REQUIRED SUPPLEMENTARY
INFORMATION**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2017**

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
REVENUES				
LCFF sources	\$ 29,849,283	\$ 29,739,837	\$ 30,065,455	\$ 325,618
Federal sources	3,099,836	3,288,762	2,718,605	(570,157)
Other state sources	3,394,593	3,831,771	3,860,764	28,993
Other local sources	2,579,830	2,678,469	2,690,474	12,005
Total Revenues	38,923,542	39,538,839	39,335,298	(203,541)
EXPENDITURES				
Certificated salaries	19,207,003	19,107,162	18,857,398	249,764
Classified salaries	6,806,813	6,919,612	7,015,627	(96,015)
Employee benefits	7,920,818	8,326,186	8,266,407	59,779
Books and supplies	1,906,202	3,657,654	1,948,224	1,709,430
Services and other operating expenditures	3,364,103	3,819,021	3,706,781	112,240
Capital outlay	171,869	624,210	375,051	249,159
Other outgo				
Excluding transfers of indirect costs	107,971	138,800	105,959	32,841
Transfers of indirect costs	(110,851)	(123,385)	(125,001)	1,616
Total Expenditures	39,373,928	42,469,260	40,150,446	2,318,814
Excess (Deficiency) of Revenues Over Expenditures	(450,386)	(2,930,421)	(815,148)	2,115,273
Other Financing Sources (Uses)				
Transfers in	10,500	10,500	30,892	20,392
Other sources	-	-	18,451	18,451
Transfers out	(250,075)	(435,259)	(442,006)	(6,747)
Net Financing Sources (Uses)	(239,575)	(424,759)	(392,663)	32,096
NET CHANGE IN FUND BALANCE				
	(689,961)	(3,355,180)	(1,207,811)	2,147,369
Fund Balance - Beginning	7,596,930	7,596,930	7,596,930	-
Fund Balance - Ending	\$ 6,906,969	\$ 4,241,750	\$ 6,389,119	\$ 2,147,369

* 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:

- Audit adjustments are not included in the actual revenues and expenditures reported in this schedule.
- 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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 SCHEDULE OF FUNDING PROGRESS
 FOR THE YEAR ENDED JUNE 30, 2017**

Actuarial Valuation Date	Actuarial Valuation of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
April 1, 2017	\$ -	\$ 5,698,204	\$ 5,698,204	0%	\$ 24,729,722	23%
April 1, 2015	\$ -	\$ 5,189,497	\$ 5,189,497	0%	\$ 22,582,705	23%
December 1, 2012	\$ -	\$ 3,880,386	\$ 3,880,386	0%	\$ 22,088,930	18%

See accompanying note 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, 2017**

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.036%	0.039%	0.039%
District's proportionate share of the net pension liability	\$ 29,164,417	\$ 26,425,515	\$ 22,790,430
State's proportionate share of the net pension liability associated with the District	16,605,226	13,976,147	13,761,846
Total	<u>\$ 45,769,643</u>	<u>\$ 40,401,662</u>	<u>\$ 36,552,276</u>
District's covered payroll	\$ 18,428,449	\$ 18,108,164	\$ 17,050,352
District's proportionate share of the net pension liability as a percentage of its covered payroll	158.3%	145.9%	133.7%
Plan fiduciary net position as a percentage of the total pension liability	70.0%	74.0%	76.5%

See accompanying note to required supplementary information.

**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, 2017**

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.049%	0.049%	0.050%
District's proportionate share of the net pension liability	\$ 9,624,665	\$ 7,274,020	\$ 5,676,217
District's covered payroll	\$ 6,301,273	\$ 5,479,526	\$ 5,277,886
District's proportionate share of the net pension liability as a percentage of its covered payroll	152.7%	132.7%	107.5%
Plan fiduciary net position as a percentage of the total pension liability	73.9%	79.4%	83.4%

See accompanying note to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2017**

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 2,328,603	\$ 1,958,062	\$ 1,608,005
Contributions in relation to the contractually required contribution*	(2,328,603)	(1,958,062)	(1,608,005)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 18,428,449	\$ 18,108,164	\$ 17,050,352
Contributions as a percentage of covered payroll	12.64%	10.81%	9.43%

*Amounts do not include on behalf contributions

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2017**

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 875,561	\$ 690,769	\$ 644,995
Contributions in relation to the contractually required contribution	(875,561)	(690,769)	(644,995)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 6,301,273	\$ 5,479,526	\$ 5,277,886
Contributions as a percentage of covered payroll	13.89%	12.61%	12.22%

See accompanying note to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2017**

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 Funding Progress

This schedule is required by GASB Statement No. 45 for all sole and agent employers that provide other postemployment benefits (OPEB). The schedule presents, for the most recent actuarial valuation and the two preceding valuations, information about the funding progress of the plan, including, for each valuation, the actuarial valuation date, the actuarial value of assets, the actuarial accrued liability, the total unfunded actuarial liability (or funding excess), the actuarial value of assets as a percentage of the actuarial accrued liability (funded ratio), the annual covered payroll, and the ratio of the total unfunded actuarial liability (or funding excess) to annual covered payroll.

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.

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.

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2017, the District incurred an excess of expenditures over appropriations in the General Fund of \$96,015 for classified salaries.

**SUPPLEMENTARY
INFORMATION**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2017**

Federal Grantor/Pass-Through Grantor/Program or Cluster	CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
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	\$ 914,091
Title II, Part A, Teacher Quality	84.367	14341	105,514
Title III			
Title III, English Learner Student Program	84.365	14346	51,811
Title III, Immigrant Education Program	84.365	15146	2,504
Subtotal Title III			<u>54,315</u>
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	746,614
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	39,136
IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	13430	34,277
IDEA Preschool Local Entitlement, Part B, Section 611 (AGE3-4-5)	84.027A	13682	66,722
IDEA Local Assistance Entitlement, Private School ISPs	84.027	10115	368
Subtotal Special Education Cluster			<u>887,117</u>
ARRA: Race-to-the-Top	84.416A	B416A130097	<u>603,156</u>
Total U. S. Department of Education			<u><u>2,564,193</u></u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	194,084
National School Lunch Program	10.555	13391	962,938
USDA Commodities	10.555	*	134,493
Summer Food Service Program for Children	10.559	13004	50,924
Subtotal Child Nutrition Cluster			<u>1,342,439</u>
CACFP Claims - Centers and Family Day Care	10.558	13393	300,208
Equipment Assistance Grant	10.579	14906	66,489
Nutrition Network - Team Nutrition Grant	10.574	15332	9,203
Total U. S. Department of Agriculture			<u><u>1,718,339</u></u>
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:			
<i>Passed through California Department of Health Services:</i>			
Medicaid			
Medi-Cal Billing Option	93.778	10013	109,947
Medi-Cal Administrative Activities	93.778	10060	24,197
Subtotal Medicaid			<u>134,144</u>
Total U. S. Department of Health & Human Services			<u>134,144</u>
Total Federal Expenditures			<u><u>\$ 4,416,676</u></u>

* - 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, 2017**

	Second Period Report	Annual Report
SCHOOL DISTRICT		
TK/K through Third		
Regular ADA	1,383.27	1,384.00
Extended Year Special Education	1.06	1.97
Extended Year Special Education - Nonpublic Schools	0.75	0.98
Total TK/K through Third	1,385.08	1,386.95
Fourth through Sixth		
Regular ADA	1,206.94	1,204.84
Extended Year Special Education	1.38	3.44
Extended Year Special Education - Nonpublic Schools	-	0.05
Total Fourth through Sixth	1,208.32	1,208.33
Seventh through Eighth		
Regular ADA	858.80	858.30
Extended Year Special Education	0.60	1.06
Extended Year Special Education - Nonpublic Schools	0.46	0.59
Total Seventh through Eighth	859.86	859.95
TOTAL SCHOOL DISTRICT	3,453.26	3,455.23

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2017**

Grade Level	Minutes Requirement	2016-17		Status
		Actual Minutes	Number of Days	
Kindergarten	36,000	36,000	180	Complied
Grade 1	50,400	53,430	180	Complied
Grade 2	50,400	53,430	180	Complied
Grade 3	50,400	52,540	180	Complied
Grade 4	54,000	54,750	180	Complied
Grade 5	54,000	54,750	180	Complied
Grade 6	54,000	54,750	180	Complied
Grade 7	54,000	54,360	180	Complied
Grade 8	54,000	54,360	180	Complied

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2017**

	2018 (Budget)	2017	2016***	2015***
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 38,983,830	\$ 39,384,641	\$ 40,667,905	\$ 36,156,810
Expenditures And Other Financing Uses	42,331,242	40,592,452	37,631,284	35,186,370
Net change in Fund Balance	\$ (3,347,412)	\$ (1,207,811)	\$ 3,036,621	\$ 970,440
Ending Fund Balance	\$ 3,041,707	\$ 6,389,119	\$ 7,851,954	\$ 4,815,333
Available Reserves*	\$ 1,269,937	\$ 1,217,773	\$ 3,281,767	\$ 3,454,780
Available Reserves As A Percentage Of Outgo	3.00%	3.00%	8.72%	9.82%
Long-term Debt	\$ 57,935,749	\$ 58,777,350	\$ 44,139,124	\$ 38,647,124
Average Daily Attendance At P-2	3,463	3,453	3,507	3,537

The General Fund balance has increased by \$1,573,786 over the past two years. The fiscal year 2017-18 budget projects a decrease of \$3,347,412. 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 two of the past three years and anticipates incurring an operating deficit during the 2017-18 fiscal year. Total long term obligations have increased by \$20,130,226 over the past two years.

Average daily attendance has decreased by 84 ADA over the past two years. An increase of 10 ADA is anticipated during the 2017-18 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 are not included in the actual revenues and expenditures reported in this schedule.

***The actual amounts reported in 2016 and 2015 include the financial activity of the Special Reserve Fund for Other Postemployment Benefits.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017**

	General Fund	Child Development Fund	Special Reserve Fund for Other Postemployment Benefits
June 30, 2017, annual financial and budget report fund balance	\$ 6,389,119	\$ 118,204	\$ 257,363
Adjustments and reclassifications:			
Increase (decrease) in total fund balances:			
Overaccrual of preschool income	-	(46,599)	-
CARE program transfer accrual	(164,058)	-	-
Fund balance transfer (GASB 54)	257,363	-	(257,363)
Net adjustments and reclassifications	93,305	(46,599)	(257,363)
June 30, 2017, audited financial statement fund balance	<u>\$ 6,482,424</u>	<u>\$ 71,605</u>	<u>\$ -</u>

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2017**

For the year ended June 30, 2017, there were no charter schools in the District.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 SCHEDULE OF FIRST FIVE PROGRAM EXPENDITURES
 FOR THE YEAR ENDED JUNE 30, 2017**

	Budget		Actual		Variance
Personnel services	\$ 194,004	\$	201,397	\$	7,393
Benefits	51,357		47,334		(4,023)
Materials and supplies	33,034		30,944		(2,090)
Contractual services	13,200		12,033		(1,167)
Indirect costs	14,405		14,373		(32)
Total	<u>\$ 306,000</u>	<u>\$</u>	<u>306,081</u>	<u>\$</u>	<u>81</u>

The District accounts for these expenditures in the General Fund using a locally restricted resource code.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 JUNE 30, 2017**

	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Capital Projects Fund for Blended Component Units	Bond Interest & Redemption Fund	Non-Major Governmental Funds
ASSETS							
Cash and investments	\$ 80,993	\$ 10,000	\$ 1,905,039	\$ -	\$ 224,827	\$ 809,920	\$ 3,030,779
Accounts receivable	17,195	350,393	34,849	-	1,412	1,908	405,757
Due from other funds	3,252	443,521	-	-	-	-	446,773
Stores inventory	-	29,679	-	-	-	-	29,679
Prepaid expenditures	-	425	-	-	-	-	425
Total Assets	\$ 101,440	\$ 834,018	\$ 1,939,888	\$ -	\$ 226,239	\$ 811,828	\$ 3,913,413
LIABILITIES							
Deficit cash	\$ -	\$ 574,417	\$ -	\$ -	\$ -	\$ -	\$ 574,417
Accrued liabilities	5,554	32,127	4,990	-	-	-	42,671
Due to other funds	24,281	101,105	33,711	-	-	-	159,097
Unearned revenue	-	-	-	-	-	55	55
Total Liabilities	29,835	707,649	38,701	-	-	55	776,240
FUND BALANCES							
Non-spendable	-	40,104	-	-	-	-	40,104
Restricted	71,605	86,265	1,901,187	-	226,239	811,773	3,097,069
Total Fund Balances	71,605	126,369	1,901,187	-	226,239	811,773	3,137,173
Total Liabilities and Fund Balance	\$ 101,440	\$ 834,018	\$ 1,939,888	\$ -	\$ 226,239	\$ 811,828	\$ 3,913,413

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, 2017**

	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Capital Projects Fund for Blended Component Units	Bond Interest & Redemption Fund	Non-Major Governmental Funds
REVENUES							
Federal sources	\$ -	\$ 1,718,339	\$ -	\$ -	\$ -	\$ -	\$ 1,718,339
Other state sources	552,224	138,105	-	-	-	8,706	699,035
Other local sources	11,142	95,063	678,612	1	3,140	670,498	1,458,456
Total Revenues	563,366	1,951,507	678,612	1	3,140	679,204	3,875,830
EXPENDITURES							
Current							
Instruction	392,541	-	-	-	-	-	392,541
Instruction-related services							
Instructional supervision and administration	193	-	-	-	-	-	193
School site administration	60,420	-	-	-	-	-	60,420
Pupil services							
Food services	-	2,189,093	-	-	-	-	2,189,093
All other pupil services	6,968	-	-	-	-	-	6,968
General administration							
All other general administration	24,123	100,877	124,453	-	-	-	249,453
Plant services	43,221	101,193	71,528	-	376,458	-	592,400
Debt service							
Principal	-	-	-	-	-	525,000	525,000
Interest and other	-	-	-	-	-	266,124	266,124
Total Expenditures	527,466	2,391,163	195,981	-	376,458	791,124	4,282,192
Excess (Deficiency) of Revenues							
Over Expenditures	35,900	(439,656)	482,631	1	(373,318)	(111,920)	(406,362)
Other Financing Sources (Uses)							
Transfers in	-	442,006	-	-	-	-	442,006
Other sources	-	-	-	-	-	244,139	244,139
Transfers out	-	-	(30,892)	-	-	-	(30,892)
Net Financing Sources (Uses)	-	442,006	(30,892)	-	-	244,139	655,253
NET CHANGE IN FUND BALANCE	35,900	2,350	451,739	1	(373,318)	132,219	248,891
Fund Balance - Beginning	35,705	124,019	1,449,448	(1)	599,557	679,554	2,888,282
Fund Balance - Ending	\$ 71,605	\$ 126,369	\$ 1,901,187	\$ -	\$ 226,239	\$ 811,773	\$ 3,137,173

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2017**

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 is currently operating five elementary schools and one middle school.

GOVERNING BOARD

Member	Office	Term Expires
Kevin Papineau	President	November 2018
John Gordon	Vice President	November 2020
Grace Malson	Clerk	November 2020
Matthew Felix	Member	November 2020
Wesley Cagle	Member	November 2018

DISTRICT ADMINISTRATORS

Karen Schauer
Superintendent

Tom Barentson
Chief Business Official

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO SUPPLEMENTARY INFORMATION
 JUNE 30, 2017**

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 following schedule provides reconciliation between revenues reported on the Statement of Revenue, Expenditures, and Changes in Fund Balance, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2017 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2017.

	CFDA	
	Number	Amount
Total Federal Revenues reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance		\$ 4,436,944
Medi-Cal Billing Option	93.778	<u>(20,268)</u>
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		<u>\$ 4,416,676</u>

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 the provisions of *Education Code Sections 46200 through 46208*. During the year ended June 30, 2017, the District participated in the Longer Day incentive funding program. As of June 30, 2017, the District had not yet met its target funding.

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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION, continued
JUNE 30, 2017**

NOTE 1 – PURPOSE OF SCHEDULES (continued)

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 Charter Schools

This schedule lists all Charter Schools chartered by the District, and displays information for each Charter School on whether or not the Charter School is included in the District audit.

Schedule of First 5 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**

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

Christy White, CPA

Michael Ash, CPA

Heather Rubio

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, 2017, 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 November 17, 2017.

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) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of 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 may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether Galt Joint Union Elementary School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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 Associates

San Diego, California
November 17, 2017

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

Independent Auditors' Report

Christy White, CPA

Michael Ash, CPA

Heather Rubio

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on Compliance for Each Major Federal Program

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Galt Joint Union Elementary School District's major federal programs for the year ended June 30, 2017. 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.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Galt Joint Union Elementary School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Galt Joint Union Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Galt Joint Union Elementary School District's compliance.

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Opinion on Each Major Federal Program

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, 2017.

Report on Internal Control Over Compliance

Management of Galt Joint Union Elementary School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Galt Joint Union Elementary School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Galt Joint Union Elementary School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White Associates

San Diego, California
November 17, 2017

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Christy White, CPA

Michael Ash, CPA

Heather Rubio

Report on State Compliance

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements described in the *2016-17 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, 2017, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Galt Joint Union Elementary School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Galt Joint Union Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of Galt Joint Union Elementary School District's compliance with those requirements.

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Opinion on State Compliance

In our opinion, Galt Joint Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2017.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine Galt Joint Union Elementary School District's compliance with the state laws and regulations applicable to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No
Continuation Education	Not Applicable
Instructional Time	Yes
Instructional Materials	Yes
Ratios 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
Mental Health Expenditures	Yes
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes

PROGRAM NAME	PROCEDURES PERFORMED
After 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
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; for charter schools	Not Applicable
Charter School Facility Grant Program	Not Applicable

We did not perform testing for Independent Study because the reported P-2 ADA was below the level required for testing.

Christy White Associates

San Diego, California
November 17, 2017

**SCHEDULE OF FINDINGS
AND QUESTIONED COSTS**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2017**

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>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>	
84.027, 84.173, 84.027A	Special Education Cluster	
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>
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, 2017**

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, 2017.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017**

FIVE DIGIT CODE
50000

AB 3627 FINDING TYPE
Federal Compliance

There were no federal award findings and questioned costs for the year ended June 30, 2017.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017**

FIVE DIGIT CODE

10000
40000
42000
60000
61000
62000
70000
71000
72000

AB 3627 FINDING TYPE

Attendance
State Compliance
Charter School Facilities Programs
Miscellaneous
Classroom Teacher Salaries
Local Control Accountability Plan
Instructional Materials
Teacher Misassignments
School Accountability Report Card

There were no State award findings and questioned costs for the year ended June 30, 2017.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2017**

There were no findings for the year ended June 30, 2016.



Galt Joint Union Elementary School District

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 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: 171.860 Board Consideration of Approval of 2016-2017 School Accountability Report Card (SARC) for Greer, Lake Canyon, Marengo Ranch, River Oaks and Valley Oaks Elementary Schools and Robert L. McCaffrey Middle School
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

School Accountability Report Cards (SARCs) were enacted under Proposition 98. Further, Education Code 35256 establishes that each school's SARC be updated annually.

The SARCs in the board packet for each school are fully compliant in that all mandated elements required under law are reported.

The Facility Inspection Tool (FIT) report ratings for each site are included in the SARCs. These inspections were completed in Feb. 2017. The FIT reports notify us of damaged ceiling tiles, carpet, and other interior needs we routinely repair and replace every year. The outside areas are fixed as well, however major repairs have been limited due to budget restraints. With the Passage of our School Facilities Bond, these major repairs are being evaluated and designed at present.

Board Policy 0510 states that, "The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request."

Board Policy also states that, "The Superintendent or designee shall ensure that the information contained in the school accountability report card is accessible on the Internet and that the information is updated annually."

While we are in the 2017-18 school year, the SARC dates reflect the required accountability reporting for 2016-17

Vernon E. Greer Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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
E-mail Address	ssimonich@galt.k12.ca.us
Web Site	http://gr-gjuesd-ca.schoolloop.com/
CDS Code	34 67348 0119420

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer, Ed.D.
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2017-18)

Vernon E. Greer Elementary School is committed to achieving academic excellence. We strive to create a safe environment which fosters the development of caring, responsible learners that are prepared to meet the challenges of a culturally diverse society. Our dedicated staff, supportive families, and generous community are building a bright future for all learners.

At Vernon E. Greer Elementary, we strive to create engaging and challenging learning experiences which capitalize on each learner's talents, strengths, and interests. Goal setting practices allow learners to achieve growth toward readiness for college and career. Staff recognize the importance of personalized learning and participate in professional development as models of lifelong learning.

Learners are recognized daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers.

Learners have many opportunities to participate in extracurricular activities such as: Cross Age Tutoring, Band, Choir, After School Clubs, and Robotics.

We are very proud of the many hours parent 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 are thankful for a very active and supportive Greer "Partners" in Education, English Language Advisory Committee, and School Site Council.

All learners have a Personalized Learning Plan. This plan is developed collaboratively with administration, teachers, parents, and the learner to ensure academic performance and progress. The PLP profile includes learner strengths, interests, and goals.

Individual strengths and talents are recognized in all learners. 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.

We are proud to report that Vernon E. Greer was recognized as a California Gold Ribbon School in 2016.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	78
Grade 1	59
Grade 2	63
Grade 3	58
Grade 4	69
Grade 5	84
Grade 6	82
Total Enrollment	493

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	1.2
Hispanic or Latino	57.6
Native Hawaiian or Pacific Islander	0.4
White	35.3
Two or More Races	3.9
Socioeconomically Disadvantaged	63.1
English Learners	23.3
Students with Disabilities	12.6
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	25	26	192
Without Full Credential	0	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Galt Joint Union Elementary held a Public Hearing on October 27, 2017 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (Most Recent Year)

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 an extended day classroom.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/9/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			29: 2. DIRTY VENTS. 5. UNSECURED OTEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 30: 2. DIRTY VENTS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. LIGHT DIFFUSER IS WATER STAINED.
Interior: Interior Surfaces			X	10/ ASES: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 11: 4. CEILING TILES HAVE WATER STAINS (RR HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH (ALSO IN RR HALLWAY). 7. TWO LIGHT BALLASTS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK (IN RR HALLWAY). 15: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 12. DRY ROT ON FACIA BOARDS. 19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT AND COVER MISSING. 12. DRY ROT ON FACIA BOARDS. 13. SECTION OF THE GUTTER IS MISSING. 15. WINDOW SCREENS ARE MISSING. 20/ STORAGE: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS HANGING FROM THE WALL. OUTLET COVER IS MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. 24: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FILE CABINET IS BLOCKING ACCESS TO ELECTRICAL PANEL. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. TRIP HAZARD ON WALKWAY. 25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 26: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHERBIS NOT MOUNTED. 13. ACTIVE ROOF LEAK. 27: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 28/ MUSIC: 4. WALL PAPER IS TORN. 10. TWO EMERGENCY EXIT LIGHT ARE NOT FUNCTIONING.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 15. WINDOW SCREENS ARE MISSING.</p> <p>29: 2. DIRTY VENTS. 5. UNSECURED OTEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN.</p> <p>35/ ASES: 4. WALL PAPER IS TORN. 7. OUTLET COVER IS MISSING. 15. WINDOW SCREEN IS MISSING.</p> <p>36/ STORAGE: 4. CEILING TILES ARE MISSING. 12. DRY ROT ON RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>37: 4. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING.</p> <p>38: 4. CEILING TILE IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 12. DRY ROT AND HOLE IN SODING AND RAMP. 14. SKID PAINT IS MISSING ON RAMP (BARE WOOD). 15. WINDOW SCREEN IS MISSING.</p> <p>5/ RSP: 4. CEILING TILE HAS A WATER STAIN. 7. SURGE PROTECTORS ARE DAOSY CHAINED CREATING TRIP HAZARDS.</p> <p>6: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT BALLAST IS OUT.</p> <p>11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN WORKROOM ALSO). 7. TWO LIGHT BALLASTS ARE OUT IN WORKROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>9/ CURRICULUM COACH: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN.</p> <p>A.P.: 4. CEILING TILE HAS A HOLE.</p> <p>ADMIN: 4. CEILING TILE HAS A HOLE. 10. THREE EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY.</p> <p>ASES COUNSELOR: 4. CEILING TILE IS BROKEN.</p> <p>BOYS REST ROOM: 4. STALL DOOR HING IS BROKEN. 8. FIRST URINAL LEAKS AT THE HANDLE AND IS NOT FLUSHING PROPERLY. ALL TOILETS ARE LEAKING AT WALL. 9. THREE SINKS HAVE NO FLOW.</p> <p>CONFERENCE ROOM: 4. CEILING TILE IS BROKEN.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS MISSING EXPOSING WIRES. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN. TWO SMALL LIGHT BALLASTS ARE OUT. ONE LIGHT BALLAST IS OUT IN STORAGE. 10. ONE OF TWO FIRE EXTINGUISHERS IS MISSING.</p> <p>PSYCHOLOGIST: 4. CEILING TILE HAS A WATER STAIN</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				SERVER/ ELECTRICAL ROOM: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. SPEECH: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET IS LOOSE AT THE BASE AND LEAKS. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. PLUG IN AIR FRESHENER. STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT BALLAST IS OUT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		1/ GPE: 5. UNSECURED ITEMS STORED TOO HIGH. 11: 4. CEILING TILES HAVE WATER STAINS (RR HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH (ALSO IN RR HALLWAY). 7. TWO LIGHT BALLASTS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK (IN RR HALLWAY). 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MISSING. CORD IS CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOIRCE. 10. TWO PLUG IN AIR FRESHENERS. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. HOLES IN ASPHALT AND RAMP. 19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT AND COVER MISSING. 12. DRY ROT ON FACIA BOARDS. 13. SECTION OF THE GUTTER IS MISSING. 15. WINDOW SCREENS ARE MISSING. 2/ OUTREACH: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 21: 5. UNSECURED ITEMS STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 24: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FILE CABINET IS BLOCKING ACCESS TO ELECTRICAL PANEL. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. TRIP HAZARD ON WALKWAY. 26: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHERBIS NOT MOUNTED. 13. ACTIVE ROOF LEAK. 27: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>EXTINGUISHER NEEDS TO BE RECHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 30: 2. DIRTY VENTS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. LIGHT DIFFUSER IS WATER STAINED. 31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. EXTERIOR LIGHT HAS A STROBE EFFECT. 13. ACTIVE ROOF LEAK (DRIPPING INTO GARBAGE CANS). 32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS WATER IN IT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. DRY ROT ON SIDING. 13. ACTIVE ROOF LEAK (DRIPPING INTO BUCKET FROM LIGHT DIFFUSER. 33: 5. UNSECURED ITEMS STORED TOO HIGH. 7. LIGHT BALLAST HAS WATER IN IT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN WORKROOM ALSO). 7. TWO LIGHT BALLASTS ARE OUT IN WORKROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. SERVER/ ELECTRICAL ROOM: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS STORED TOO HIGH.</p>
Electrical: Electrical			X	<p>11: 4. CEILING TILES HAVE WATER STAINS (RR HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH (ALSO IN RR HALLWAY). 7. TWO LIGHT BALLASTS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK (IN RR HALLWAY). 14: 4. ROOF DRIPS AFTER RAINS (PER TEACHER). 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPEERLY STORED CLEANING SUPPLIES. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MISSING. CORD IS CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOIRCE. 10. TWO PLUG IN AIR FRESHENERS. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. 19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT AND COVER MISSING. 12. DRY ROT</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>ON FACIA BOARDS. 13. SECTION OF THE GUTTER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>2/ OUTREACH: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>20/ STORAGE: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS HANGING FROM THE WALL. OUTLET COVER IS MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>24: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FILE CABINET IS BLOCKING ACCESS TO ELECTRICAL PANEL. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. TRIP HAZARD ON WALKWAY.</p> <p>25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING.</p> <p>29: 2. DIRTY VENTS. 5. UNSECURED OTEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN.</p> <p>3: 7. TWO LIGHT DIFFUSERS ARE LOOSE. 10. TWO EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING.</p> <p>30: 2. DIRTY VENTS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. LIGHT DIFFUSER IS WATER STAINED.</p> <p>31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. EXTERIOR LIGHT HAS A STROBE EFFECT. 13. ACTIVE ROOF LEAK (DRIPPING INTO GARBAGE CANS).</p> <p>32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS WATER IN IT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. DRY ROT ON SIDING. 13. ACTIVE ROOF LEAK (DRIPPING INTO BUCKET FROM LIGHT DIFFUSER).</p> <p>33: 5. UNSECURED ITEMS STORED TOO HIGH. 7. LIGHT BALLAST HAS WATER IN IT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>35/ ASES: 4. WALL PAPER IS TORN. 7. OUTLET COVER IS MISSING. 15. WINDOW SCREEN IS MISSING.</p> <p>37: 4. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING.</p> <p>38: 4. CEILING TILE IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 12. DRY ROT AND HOLE IN SODING AND RAMP. 14. SKID PAINT IS MISSING ON RAMP (BARE WOOD). 15. WINDOW SCREEN IS MISSING.</p> <p>4/ LEARNING CENTER: 7. ELECTRICAL CONDUIT PIECE AND CORNER PIECE ARE MISSING. ONE LIGHT BALLAST IS OUT. LIGHT DIFFUSER IS LOOSE.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>5/ RSP: 4. CEILING TILE HAS A WATER STAIN. 7. SURGE PROTECTORS ARE DAOSY CHAINED CREATING TRIP HAZARDS.</p> <p>6: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT BALLAST IS OUT.</p> <p>11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN WORKROOM ALSO). 7. TWO LIGHT BALLASTS ARE OUT IN WORKROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT DIFFUSER IS MISSING. 8. TOILET IS LEAKING AT WALL. 9. ONE FAUCET HAS NO FLOW. 15. DOOR HINGE IS BROKEN.</p> <p>GIRLS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. 8. MULTIPLE TOILETS ARE LEAKING AT WALL.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS MISSING EXPOSING WIRES. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN. TWO SMALL LIGHT BALLASTS ARE OUT. ONE LIGHT BALLAST IS OUT IN STORAGE. 10. ONE OF TWO FIRE EXTINGUISHERS IS MISSING.</p> <p>STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT BALLAST IS OUT.</p> <p>STAFF REST ROOM: 7. ELECTRICAL COVER IS MISSING.</p> <p>STAFF REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ELECTRICAL COVER IS MISSING.</p> <p>STAGE: 7. ELECTRICAL COVER IS MISSING. 10. TWO EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING (ONE IS DAMAGED).</p> <p>STORAGE: 7. ONE OF TWO LIGHTS IS OUT.</p> <p>WORK/COPY ROOM: 7. ELECTRICAL COVER IS MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>BOYS REST ROOM: 4. STALL DOOR HING IS BROKEN. 8. FIRST URINAL LEAKS AT THE HANDLE AND IS NOT FLUSHING PROPERLY. ALL TOILETS ARE LEAKING AT WALL. 9. THREE SINKS HAVE NO FLOW.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT DIFFUSER IS MISSING. 8. TOILET IS LEAKING AT WALL. 9. ONE FAUCET HAS NO FLOW. 15. DOOR HINGE IS BROKEN.</p> <p>BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW.</p> <p>GIRLS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. 8. MULTIPLE TOILETS ARE LEAKING AT WALL.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>GIRLS REST ROOM: 8. TWO TOILETS ARE OUT OF ORDER. HANDICAP TOILET IS LEAKING AT WALL. 9. TWO SINKS HAVE NO FLOW. SPEECH: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET IS LOOSE AT THE BASE AND LEAKS. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. PLUG IN AIR FRESHENER.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>11: 4. CEILING TILES HAVE WATER STAINS (RR HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH (ALSO IN RR HALLWAY). 7. TWO LIGHT BALLASTS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK (IN RR HALLWAY). 12: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS ON WALKWAYS. 14: 4. ROOF DRIPS AFTER RAINS (PER TEACHER). 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 12. DRY ROT ON FACIA BOARDS. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MISSING. CORD IS CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 10. TWO PLUG IN AIR FRESHENERS. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. HOLES IN ASPHALT AND RAMP. 21: 5. UNSECURED ITEMS STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 24: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FILE CABINET IS BLOCKING ACCESS TO ELECTRICAL PANEL. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. TRIP HAZARD ON WALKWAY. 26: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 13. ACTIVE ROOF LEAK. 27: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>EXTINGUISHER NEEDS TO BE RECHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 37: 4. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING. 6: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT BALLAST IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN WORKROOM ALSO). 7. TWO LIGHT BALLASTS ARE OUT IN WORKROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. CUSTODIAL: 11. DOOR LEFT OPEN WITH STUDENTS PRESENT AND CHEMICALS INSIDE. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS MISSING EXPOSING WIRES. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN. TWO SMALL LIGHT BALLASTS ARE OUT. ONE LIGHT BALLAST IS OUT IN STORAGE. 10. ONE OF TWO FIRE EXTINGUISHERS IS MISSING.</p>
Structural: Structural Damage, Roofs	X			<p>11: 4. CEILING TILES HAVE WATER STAINS (RR HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH (ALSO IN RR HALLWAY). 7. TWO LIGHT BALLASTS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK (IN RR HALLWAY). 15: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 12. DRY ROT ON FACIA BOARDS. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MISSING. CORD IS CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES. 19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT AND COVER MISSING. 12. DRY ROT ON FACIA BOARDS. 13. SECTION OF THE GUTTER IS MISSING. 15. WINDOW SCREENS ARE MISSING. 20/ STORAGE: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS HANGING FROM THE WALL. OUTLET COVER IS MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. 26: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHERS NOT MOUNTED. 13. ACTIVE ROOF LEAK. 31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. EXTERIOR LIGHT HAS A STROBE EFFECT. 13. ACTIVE ROOF LEAK (DRIPPING INTO GARBAGE CANS).</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS WATER IN IT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 12. DRY ROT ON SIDING. 13. ACTIVE ROOF LEAK (DRIPPING INTO BUCKET FROM LIGHT DIFFUSER.</p> <p>36/ STORAGE: 4. CEILING TILES ARE MISSING. 12. DRY ROT ON RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>38: 4. CEILING TILE IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 12. DRY ROT AND HOLE IN SODING AND RAMP. 14. SKID PAINT IS MISSING ON RAMP (BARE WOOD). 15. WINDOW SCREEN IS MISSING.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN WORKROOM ALSO). 7. TWO LIGHT BALLASTS ARE OUT IN WORKROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<p>12: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS ON WALKWAYS. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOIRCE. 10. TWO PLUG IN AIR FRESHENERS. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. HOLES IN ASPHALT AND RAMP.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT AND COVER MISSING. 12. DRY ROT ON FACIA BOARDS. 13. SECTION OF THE GUTTER IS MISSING. 15. WINDOW SCREENS ARE MISSING. 20/ STORAGE: 4. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS HANGING FROM THE WALL. OUTLET COVER IS MISSING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>24: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FILE CABINET IS BLOCKING ACCESS TO ELECTRICAL PANEL. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. TRIP HAZARD ON WALKWAY. 28/ MUSIC: 4. WALL PAPER IS TORN. 10. TWO EMERGENCY EXIT LIGHT ARE NOT FUNCTIONING. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 15. WINDOW SCREENS ARE MISSING.</p>

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/9/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				35/ ASES: 4. WALL PAPER IS TORN. 7. OUTLET COVER IS MISSING. 15. WINDOW SCREEN IS MISSING. 36/ STORAGE: 4. CEILING TILES ARE MISSING. 12. DRY ROT ON RAMP. 15. WINDOW SCREEN IS MISSING. 37: 4. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREEN IS MISSING. 38: 4. CEILING TILE IS MISSING. 7. ONE LIGHT BALLAST IS OUT. 12. DRY ROT AND HOLE IN SODING AND RAMP. 14. SKID PAINT IS MISSING ON RAMP (BARE WOOD). 15. WINDOW SCREEN IS MISSING. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT DIFFUSER IS MISSING. 8. TOILET IS LEAKING AT WALL. 9. ONE FAUCET HAS NO FLOW. 15. DOOR HINGE IS BROKEN.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/9/2017				
Overall Rating	Exemplary	Good	Fair	Poor

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	39	42	43	48	48
Mathematics (grades 3-8 and 11)	21	36	29	36	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	285	99.65	38.95
Male	145	144	99.31	36.11
Female	141	141	100	41.84
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	158	158	100	36.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	109	99.09	43.12
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	176	175	99.43	32
English Learners	82	82	100	37.8
Students with Disabilities	39	39	100	25.64
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	285	99.65	36.14
Male	145	144	99.31	37.5
Female	141	141	100	34.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	158	158	100	31.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	109	99.09	41.28
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	176	175	99.43	29.71
English Learners	82	82	100	32.93
Students with Disabilities	39	39	100	23.08
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	36	63	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7	18.8	20

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Vernon E. Greer Elementary School parents 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 Language 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.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	2.0	1.4	3.3	3.0	2.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Vernon E. Greer Elementary School Safety Plan was last updated in February 2017.

Student safety is a priority at Vernon E. Greer Elementary School. All gates remain closed throughout 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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		17	5	1		16	6		
1	19	3			38		3	2	35	3		2
2	23		3		32	3		2	38		3	2
3	19	4			44		3	2	35	3		2
4	72	1	3	1	48		3	2	41		3	2
5	26		3		38		4	1	50		3	2
6	158		2	1	34	2	3	2	36	1	3	2
Other									32		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.5	N/A
Social Worker	1	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,978	\$3,003	\$6,975	\$69,438
District	N/A	N/A	\$7,154	\$74,352
Percent Difference: School Site and District	N/A	N/A	-2.5	-6.6
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	6.1	-6.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

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 After School Education and Safety Program (ASES) 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. 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.

The district provides funding for supplemental educational services (SES) related to our federal Program Improvement status.

The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. The BFLC provides after school “clubs” based on student interests. The BFLC is open Monday - Friday from 8:00 a.m. - 6:00 p.m.

Our school social worker program helps keep all learners 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 learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides ongoing workshops.

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,379	\$47,034
Mid-Range Teacher Salary	\$67,851	\$73,126
Highest Teacher Salary	\$87,645	\$91,838
Average Principal Salary (Elementary)	\$110,777	\$116,119
Average Principal Salary (Middle)	\$114,499	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$157,343	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 keeping up to date on the latest educational developments. The district provided three professional learning days for certificated staff in 2015-2016, 2016-2017, and in the current 2017-18 school year. Additionally, the district provided collaboration time following the professional learning days which allowed teachers were able to strategically make plans and reflect on their new learning.

Professional development for our teachers 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 has played 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.

Educator Effectiveness Funds are provided to each adult learner to support growth plans.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Lake Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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
E-mail Address	jhayes@galt.k12.ca.us
Web Site	http://lc-gjuesd-ca.schoolloop.com/
CDS Code	34673480107946

District Contact Information	
District Name	Galt Joint Union Elementary School District
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2017-18)

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 are providing 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	88
Grade 1	87
Grade 2	71
Grade 3	68
Grade 4	87
Grade 5	65
Grade 6	93
Total Enrollment	559

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	0.9
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	1.4
White	34.9
Two or More Races	1.4
Socioeconomically Disadvantaged	54.4
English Learners	22.4
Students with Disabilities	14.7
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	28	27	192
Without Full Credential	0	0	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Galt Joint Union Elementary held a Public Hearing on September 27, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			TECHNOLOGY: 2. A/C VENTS ARE EXTREMELY DIRTY AND A MUSTY SMELL IS OMITTING FROM A/C.
Interior: Interior Surfaces			X	10: 4. CEILING TILES HAVE WATER STAINS. 7. TEACHER IS USING A BROKEN EXTENSION CORD WITH LIVE WIRES EXPOSED. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN CANDLE WARMER. 14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT. 17: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. BURNED CANDLE IN ROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES. 21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 10. TWO PLUG IN AIR FRESHENERS.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>23: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE LIGHT BULBS ARE OUT. CORD IS CREATING A TRIP HAZARD.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE BULBS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>9: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>CONFERENCE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER TOP IS MISSING. 7. ONE HAND DRYER IS NOT WORKING.</p> <p>K1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. SIX PLUG IN AIR FRESHENERS (ONE ON EACH WALL AND ONE IN REST ROOM). 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING.</p> <p>OFFICE 1: 4. CEILING TILE HAS A WATER STAIN.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT. ONE LIGHT DIFFUSER IS MISSING. 10. DIGITAL LAB IS BLOCKING EMERGENCY EXIT (WHEELCHAIR LIFT). 13. ACTIVE ROOF LEAK.</p> <p>WORK ROOM: 4. CEILING TILE HAS A WATER STAIN.</p> <p>WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TABLE IS BLOCKING ACCESS TO ELECTRICAL PANEL. ONE LIGHT BALLAST IS OUT.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		<p>17: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>TWO LIGHT BALLASTS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW AND IS LOOSE AT THE BASE.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. FAUCET LEAKS AT THE FITTING</p> <p>23: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE LIGHT BULBS ARE OUT. CORD IS CREATING A TRIP HAZARD.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. PLUG INCANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE BULBS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>9: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>K1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. SIX PLUG IN AIR FRESHENERS (ONE ON EACH WALL AND ONE IN REST ROOM). 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>MUSIC ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TABLE IS BLOCKING ACCESS TO ELECTRICAL PANEL. ONE LIGHT BALLAST IS OUT.</p> <p>WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT.</p>
Electrical: Electrical			X	<p>1: 7. ONE LIGHT BALLAST IS OUT. MULTIPLE BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN.</p> <p>11: 7. NINE LIGHT BALLASTS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>12: 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET IS LOOSE AT BASE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>13: 7. ONE LIGHT BALLAST IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>15: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>16: 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>17: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. BURNED CANDLE IN ROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW AND IS LOOSE AT THE BASE.</p> <p>20: 7. CORDS ARE CREATING TRIP HAZARDS. 10. TWO PLUG IN AIR FRESHENERS. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. FAUCET LEAKS AT THE FITTING</p> <p>23: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE LIGHT BULBS ARE OUT. CORD IS CREATING A TRIP HAZARD.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. PLUG INCANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE BULBS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>9: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE HAND DRYER IS NOT WORKING.</p> <p>BOYS REST ROOM: 7. MIDDLE HAND DRYER HAS NO POWER. 9. MIDDLE FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER TOP IS MISSING. 7. ONE HAND DRYER IS NOT WORKING.</p> <p>GIRLS REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>GIRLS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>MENS STAF REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 9. FAUCET HAS A LOW FLOW</p> <p>MPR: 7. FIVE LIGHT BALLASTS ARE OUT. MULTIPLE BULBS ARE OUT.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>OPEN ADMIN: 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER CASE IS BROKEN.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT. ONE LIGHT DIFFUSER IS MISSING. 10. DIGITAL LAB IS BLOCKING EMERGENCY EXIT (WHEELCHAIR LIFT). 13. ACTIVE ROOF LEAK.</p> <p>WOMENS STAFF REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TABLE IS BLOCKING ACCESS TO ELECTRICAL PANEL. ONE LIGHT BALLAST IS OUT.</p> <p>WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>WORKROOM/ KITCHEN: 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WAMER.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>12: 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET IS LOOSE AT BASE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>16: 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW AND IS LOOSE AT THE BASE.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. FAUCET LEAKS AT THE FITTING</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS REST ROOM: 7. MIDDLE HAND DRYER HAS NO POWER. 9. MIDDLE FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>JANITOR: 9. EXTERIOR DRINKING FOUNTAIN IS NOT DRAINING PROPERLY.</p> <p>MENS STAF REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 9. FAUCET HAS A LOW FLOW</p>
Safety: Fire Safety, Hazardous Materials			X	<p>10: 4. CEILING TILES HAVE WATER STAINS. 7. TEACHER IS USING A BROKEN EXTENSION CORD WITH LIVE WIRES EXPOSED. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. MULTIPLE</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>LIGHT BULBS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>12: 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET IS LOOSE AT BASE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>13: 7. ONE LIGHT BALLAST IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>16: 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>17: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. BURNED CANDLE IN ROOM. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>20: 7. CORDS ARE CREATING TRIP HAZARDS. 10. TWO PLUG IN AIR FRESHENERS. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. PLUG INCANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. MULTIPLE BULBS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>7: 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>8: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>9: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>ASSISTANT PRINCIPAL: 10. PLUG IN CANDLE WARMER.</p> <p>K1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. SIX PLUG IN AIR FRESHENERS (ONE ON EACH WALL AND ONE IN REST ROOM). 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>OFFICE 2: 10. PLUG IN CANDLE WARMER.</p> <p>OFFICE 3: 10. PLUG IN CANDLE WARMER.</p> <p>OPEN ADMIN: 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER CASE IS BROKEN.</p> <p>P.E. STORAGE: 10. BURNED CANDLE AND LIGHTER ON TEACHER DESK.</p> <p>PRINCIPAL: 10. BURNED CANDLE IN OFFICE.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT. ONE LIGHT DIFFUSER IS MISSING. 10. DIGITAL LAB IS BLOCKING EMERGENCY EXIT (WHEELCHAIR LIFT). 13. ACTIVE ROOF LEAK.</p> <p>WORKROOM/ KITCHEN: 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WAMER.</p>
Structural: Structural Damage, Roofs	X			<p>STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT BALLASTS ARE OUT. ONE LIGHT DIFFUSER IS MISSING. 10. DIGITAL LAB IS BLOCKING EMERGENCY EXIT (WHEELCHAIR LIFT). 13. ACTIVE ROOF LEAK.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/11/2017				
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	39	42	43	48	48
Mathematics (grades 3-8 and 11)	27	38	29	36	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	312	97.81	39.1
Male	160	156	97.5	35.26
Female	159	156	98.11	42.95
Black or African American	--	--	--	--
Asian	14	14	100	57.14
Filipino	--	--	--	--
Hispanic or Latino	179	175	97.77	32
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	107	98.17	45.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	173	97.74	27.75
English Learners	107	105	98.13	23.81
Students with Disabilities	46	45	97.83	15.56
Students Receiving Migrant Education Services	19	19	100	42.11

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	314	98.43	37.9
Male	160	156	97.5	39.1
Female	159	158	99.37	36.71
Black or African American	--	--	--	--
Asian	14	14	100	42.86
Filipino	--	--	--	--
Hispanic or Latino	179	177	98.88	29.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	107	98.17	53.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	174	98.31	24.14
English Learners	107	107	100	16.82
Students with Disabilities	46	45	97.83	17.78
Students Receiving Migrant Education Services	19	19	100	36.84

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	34	35	63	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19	33.3	7.9

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Illuminate 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 in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school. Parent Academies are offered every Trimester. In addition, parents are invited annually to participate in feedback sessions using a listening circle format.

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.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8	1.6	0.3	3.3	3.0	2.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 of 2017. This extensive plan was highlighted at a spring 2017 Lake Canyon staff meeting to ensure all staff are fully aware and trained in all stated safety procedures.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		19	1	4		35		4	1
1	21	1	2		40		3	2	42	1	3	2
2	20	4			39		3	2	41		3	2
3	20	3			41	3	1	2	35	1	3	2
4	27		3		45		2	2	51		3	2
5	28		3		35	1	4	1	41		2	1
6	135	1	3	3	34	3	3	2	32	2	4	2
Other	11	1			11	1			18	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.50	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	7	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,010	\$2,930	\$7,080	\$76,600
District	N/A	N/A	\$7,154	\$74,352
Percent Difference: School Site and District	N/A	N/A	-1.0	3.0
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	7.7	3.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Personalized learning plans 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.
- More than 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 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 open Monday - Friday from 8:00 a.m. - 6:00 p.m.
- 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 math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.
- 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,379	\$47,034
Mid-Range Teacher Salary	\$67,851	\$73,126
Highest Teacher Salary	\$87,645	\$91,838
Average Principal Salary (Elementary)	\$110,777	\$116,119
Average Principal Salary (Middle)	\$114,499	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$157,343	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Marengo Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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
E-mail Address	jporter@galt.k12.ca.us
Web Site	http://mg-gjuesd-ca.schoolloop.com/
CDS Code	34 67348 6114185

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuerd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2017-18)

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. Our libraries are Bright Future Learning Centers where students and families can learn, study, and utilize new, state of the art technology. Extended hours, support staff, access to online services and programs provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Web-based assessments provide immediate feedback on student growth so that staff member 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. Safety Patrol, Greet Squad, Conflict Management are also areas where students can provide service to the students at Marengo Ranch.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	74
Grade 1	74
Grade 2	69
Grade 3	71
Grade 4	67
Grade 5	96
Grade 6	96
Total Enrollment	547

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	3.8
Filipino	1.3
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	0.7
White	45.5
Two or More Races	3.7
Socioeconomically Disadvantaged	42.6
English Learners	11.9
Students with Disabilities	13.7
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	29	28	192
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017 - October

Galt Joint Union Elementary held a Public Hearing on Oct 25, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (Most Recent Year)

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 many community organizations on a year-round basis.

Cleaning Process

The principal works daily with 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. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	<p>A.P.: 4. CEILING TILES HAVE WATER STAINS. BOYS REST ROOM: 4. ALL SOAP DISPENSERS ARE MISSING.</p> <p>C1: 4. CEILING TILE HAS A WATER STAIN. 10. TWO PLUG IN AIR FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>C2: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>C3: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL ROOM IS USED FOR STORAGE BLOCKING ACCESS TO PANELS.</p> <p>C4: 4. CEILING TILES HAVE WATER STAINS. 10. TWO PLUG IN AIR FRESHENERS. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. WATER IS SEEPING THROUGH FOUNDATION.</p> <p>C5: 4. CEILING TILES HAVE WATER STAINS.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN CANDLE WARMER.</p> <p>COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>D2: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D3: 4. CEILING TILE HAS A HOLE.</p> <p>D4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D5: 4. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>E2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>E3/ PSYCH: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>E5/ PSYCH: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>F2/ HOME STUDY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>F5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>F6: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>G1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 13. WATER DAMAGE ON EAVES.</p> <p>G2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>G3: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>G4: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSERS ARE MISSING BRACKETS ARE CREATING AN INJURY HAZARD.</p> <p>H1: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET DOORS DO NOT SHUT PROPERLY. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>H3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H6: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER. 13. ACTIVE ROOF LEAK.</p> <p>I1: 4. CEILING TILE HAS A HOLE. 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>I3: 4. FLOOR TILES ARE BROKEN NEAR SINK. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>I4: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS OVERCHARGED. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>I5: 4. TRIM IS MISSING ON CUBBY HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>I6: 4. TRIM IS MISSING ON CUBBY HOLES. TRIM IS MISSING AT CARPET/TILE SEAM. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>I7: 4. TRIM IS LOOSE ON CUBBY HOLES. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>I8: 4. TRIM IS MISSING ON CUBBY HOLES. CEILING TILE HAS A HOLE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. LINOLEUM HAS A HOLE AT SEAM IN REST ROOM. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		<p>BOYS REST ROOM: 5. EXTERIOR DRINKING FOUNTAIN HAS MOSS GROWING IN BASIN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN CANDLE WARMER.</p> <p>COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>D2: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>E WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>E1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>E2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>E4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>F1/ CITY OF GALT: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>F2/ HOME STUDY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>F3/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISSING.</p> <p>F4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING.</p> <p>F5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>F6: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>G2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>H3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>I2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR THRESHOLD IS LOOSE SCREWS ARE MISSING.</p> <p>I5: 4. TRIM IS MISSING ON CUBBY HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>I6: 4. TRIM IS MISSING ON CUBBY HOLES. TRIM IS MISSING AT CARPET/TILE SEAM. CEILING TILE HAS</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. LINOLEUM HAS A HOLE AT SEAM IN REST ROOM. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>POD: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>SPEECH: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ONE SWITCH MOTION SENSOR COVER IS BROKEN. 11. PAINT IS PEELING ON WALL (WATER DAMAGE NEAR ROOF ACCESS LADDER).</p>
Electrical: Electrical		X		<p>C3: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL ROOM IS USED FOR STORAGE BLOCKING ACCESS TO PANELS.</p> <p>COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>D5: 4. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>G1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 13. WATER DAMAGE ON EAVES.</p> <p>G3: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>G4: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>H3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H5: 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 12. LARGE CRACKS IN BRICK FAÇADE.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>I7: 4. TRIM IS LOOSE ON CUBBY HOLES. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>LIBRARY: 7. ONE LIGHT BALLAST IS OUT (SERVER ROOM). ACCESS TO ELECTRICAL PANEL IS BLOCKED BY A DESK (STORAGE). 13. ACTIVE ROOF LEAK. 15. DOOR HANDLE FOR ROOF ACCESS HAS PLASTIC BROKEN OFF IN LOCK.</p> <p>UNISEX REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ONE SWITCH MOTION SENSOR COVER IS BROKEN. 11. PAINT IS PEELING ON WALL (WATER DAMAGE NEAR ROOF ACCESS LADDER).</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>BOYS REST ROOM: 5. EXTERIOR DRINKING FOUNTAIN HAS MOSS GROWING IN BASIN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN CANDLE WARMER.</p> <p>D2: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING.</p> <p>E1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>E2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>F4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING.</p> <p>F5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW.</p> <p>G4: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. GIRLS REST ROOM: 9. FAUCETS HAVE HIGH PRESSURE.</p> <p>H3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>H5: 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 12. LARGE CRACKS IN BRICK FAÇADE.</p> <p>I7: 4. TRIM IS LOOSE ON CUBBY HOLES. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>
Safety: Fire Safety, Hazardous Materials		X		<p>C1: 4. CEILING TILE HAS A WATER STAIN. 10. TWO PLUG IN AIR FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>C2: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>C4: 4. CEILING TILES HAVE WATER STAINS. 10. TWO PLUG IN AIR FRESHENERS. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. WATER IS SEEPING THROUGH FOUNDATION.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN CANDLE WARMER.</p> <p>D2: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D4: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D5: 4. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>E2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>F1/ CITY OF GALT: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>F4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING.</p> <p>G2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>G3: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>G4: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>H1: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET DOORS DO NOT SHUT PROPERLY. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>H2: 10. PLUG IN AIR FRESHENER.</p> <p>H6: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER. 13. ACTIVE ROOF LEAK.</p> <p>I3: 4. FLOOR TILES ARE BROKEN NEAR SINK. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>I4: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS OVERCHARGED. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>I7: 4. TRIM IS LOOSE ON CUBBY HOLES. CEILING TILE HAS A HOLE. 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>I8: 4. TRIM IS MISSING ON CUBBY HOLES. CEILING TILE HAS A HOLE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>SECRETARY: 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>SPEECH: 10. PLUG IN AIR FRESHENER. PLUG IN CANDLE WARMER.</p> <p>WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ONE SWITCH MOTION SENSOR COVER IS BROKEN. 11.</p>

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				PAINT IS PEELING ON WALL (WATER DAMAGE NEAR ROOF ACCESS LADDER).
Structural: Structural Damage, Roofs	X			C4: 4. CEILING TILES HAVE WATER STAINS. 10. TWO PLUG IN AIR FRESNERS. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. WATER IS SEEPING THROUGH FOUNDATION. G1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 13. WATER DAMAGE ON EAVES. H5: 7. ONE LIGHT BALLAST IS OUT. 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 12. LARGE CRACKS IN BRICK FAÇADE. H6: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER. 13. ACTIVE ROOF LEAK. LIBRARY: 7. ONE LIGHT BALLAST IS OUT (SERVER ROOM). ACCESS TO ELECTRICAL PANEL IS BLOCKED BY A DESK (STORAGE). 13. ACTIVE ROOF LEAK. 15. DOOR HANDLE FOR ROOF ACCESS HAS PLASTIC BROKEN OFF IN LOCK.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING. F3/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISING. F4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A CONSTANT DRIP. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING. GIRLS REST ROOM: 15. TRIP HAZARD AT ASPHALT/CEMENT SEAM. I1: 4. CEILING TILE HAS A HOLE. 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. I2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR THRESHOLD IS LOOSE SCREWS ARE MISSING. LIBRARY: 7. ONE LIGHT BALLAST IS OUT (SERVER ROOM). ACCESS TO ELECTRICAL PANEL IS BLOCKED BY A DESK (STORAGE). 13. ACTIVE ROOF LEAK. 15. DOOR HANDLE FOR ROOF ACCESS HAS PLASTIC BROKEN OFF IN LOCK.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/10/2017				
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	47	39	42	43	48	48
Mathematics (grades 3-8 and 11)	35	35	29	36	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	331	98.81	38.97
Male	164	163	99.39	26.99
Female	171	168	98.25	50.6
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	58.33
Filipino	--	--	--	--
Hispanic or Latino	149	148	99.33	27.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	142	99.3	49.3
Two or More Races	13	13	100	53.85
Socioeconomically Disadvantaged	156	154	98.72	25.97
English Learners	68	66	97.06	19.7
Students with Disabilities	42	41	97.62	12.2
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	331	98.81	34.74
Male	164	163	99.39	27.61
Female	171	168	98.25	41.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	46.15
Filipino	--	--	--	--
Hispanic or Latino	149	148	99.33	22.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	141	98.6	48.23
Two or More Races	13	13	100	30.77
Socioeconomically Disadvantaged	156	155	99.36	23.87
English Learners	68	67	98.53	17.91
Students with Disabilities	42	41	97.62	12.2
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	59	63	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	11.5	54.2

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to participate in their child's education by monitoring schoolwork and homework each day. Teacher communication through our Parent Portal, newsletters, emails, and phone calls also helps 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 great school.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	1.5	0.9	3.3	3.0	2.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 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. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3			24		3		18	3	4	
1	21	2	1		39	1	2	2	42	1	2	2
2	22		3		42		3	2	34		4	2
3	19	4			40	1	2	2	35		4	2
4	99		3	1	53		3	2	39		3	2
5	31		3		30	2	4	1	35	2	3	2
6	117	1	3	1	37	2	3	1	28	4	3	1
Other	5	3			7	2			9	3		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	26	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,507	\$3,312	\$7,195	\$79,702
District	N/A	N/A	\$7,154	\$74,352
Percent Difference: School Site and District	N/A	N/A	0.6	7.2
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	9.4	7.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

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 provided by classified and certificated staff to meet the needs of students. Our BFLC runs after school clubs each week and we have an after school program (SOAR) through Parks and Recreation Department.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,379	\$47,034
Mid-Range Teacher Salary	\$67,851	\$73,126
Highest Teacher Salary	\$87,645	\$91,838
Average Principal Salary (Elementary)	\$110,777	\$116,119
Average Principal Salary (Middle)	\$114,499	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$157,343	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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. The district offered three staff development days in 2015-2016, three staff development days in 2016-17 and three staff development days in the current year, 2017-18.

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.

River Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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	Donna Gill
E-mail Address	dgill@galt.k12.ca.us
Web Site	http://ro-gjuesd-ca.schoolloop.com/
CDS Code	34 67348 610654

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuerd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2017-18)

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.

Principal's Message

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 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: Student Council, Cross Age Tutoring, Band, Choir, After School Clubs, Makers Lab, and Running Clubs. Parents are encouraged to volunteer in and out of the classrooms. They 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 was recognized as a California Distinguished School in 1995, 2002, and 2008.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	82
Grade 1	80
Grade 2	71
Grade 3	68
Grade 4	81
Grade 5	93
Grade 6	84
Total Enrollment	559

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	1.6
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.2
White	36.5
Two or More Races	1.4
Socioeconomically Disadvantaged	57.6
English Learners	17.7
Students with Disabilities	16.3
Foster Youth	0.9

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	32	31	192
Without Full Credential	2	4	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Galt Joint Union Elementary held a Public Hearing on October 25, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (Most Recent Year)

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 three 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 Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			STAGE/ MUSIC: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. THRESHOLD IS LOOSE AT STORAGE DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.
Interior: Interior Surfaces			X	14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 17: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 4. CEILING TILE/ACCESS COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 2: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS EXTREMELY HIGH FLOW (HITS CEILING). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 13. ACTIVE ROOF LEAK. 21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. TEACHER HAS NOTES INDICATING LEAKS. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. BURN MARK ON CARPET. 5. UNSECURED ITEMS ARE STACKED TOO HIGH. 7. ONE BANK OF LIGHTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON RAMP. 13. ACTIVE ROOF LEAK.</p> <p>29: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING SKIRTING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>30: 4. RUBBER MOLDING IS LOOSE. CEILING TILE IS BROKEN WITH A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT THE BASE OF THE SIDING.</p> <p>33: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET DOORS DO NOT CLOSE PROPERLY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>BOYS REST ROOM: 4. HANDICAP STALL DOOR IS BROKEN/WOBBLY. 7. EXHAUST FAN IS NOT WORKING.</p> <p>GIRLS REST ROOM: 4. HANDICAP STALL DOOR IS BROKEN/WOBBLY. 7. EXHAUST FAN IS NOT WORKING.</p> <p>GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. STALL PARTION BRACKETS ARE BROKEN. 7. EXHAUST FAN IS NOT WORKING.</p> <p>GIRLS REST ROOM: 4. TWO STALL DOORS ARE BROKEN/WOBBLY. 7. EXHAUST FAN IS NOT WORKING.</p> <p>MPR: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 10. SODA MACHINE IS BLOCKING FULL ACCESS TO EXIT. 15. DOOR TO OFFICE IS MISSING.</p> <p>STAGE/ MUSIC: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. THRESHOLD IS</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				LOOSE AT STORAGE DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. WORKROOM (NEAR 2); 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH.. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 2: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS EXTREMELY HIGH FLOW (HITS CEILING). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 13. ACTIVE ROOF LEAK. 21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. TEACHER HAS NOTES INDICATING LEAKS. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 11. PAINT IS PEELING ON FACIA. 13. ACTIVE ROOF LEAK (INTO BLUE BUCKETS).

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>23: 4. CEILING TILES HAVE WATER STAINS. BURN MARK ON CARPET. 5. UNSECURED ITEMS ARE STACKED TOO HIGH. 7. ONE BANK OF LIGHTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON RAMP. 13. ACTIVE ROOF LEAK.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON EAVES. 13. ACTIVE ROOF LEAK (PUDDLES ON CARPET).</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON FACIA BOARD. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY AT RAMP.</p> <p>30: 4. RUBBER MOLDING IS LOOSE. CEILING TILE IS BROKEN WITH A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT THE BASE OF THE SIDING.</p> <p>33: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET DOORS DO NOT CLOSE PROPERLY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. THREE SMALL LIGHTS ARE OUT. ELECTRICAL APPLIANCE IS CLOSE PROXIMITY TO WATER SOURCE. ONE LIGHT DIFFUSER IS MISSING (IN STORAGE). 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>OUTREACH: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>P.E. OFFICE: 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>STAGE/ MUSIC: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. THRESHOLD IS LOOSE AT STORAGE DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM (NEAR 12): 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM (NEAR 2): 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>WORKROOM/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. BOOKSHELF IS BLOCKING ELECTRICAL PANEL.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS LOW FLOW.</p>
Electrical: Electrical			X	<p>11: 7. ONE LIGHT BALLAST IS OUT.</p> <p>14A/ SPEECH: 7. EXTERIOR OUTLET COVER IS MISSING.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS EXTREMELY HIGH FLOW (HITS CEILING). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 13. ACTIVE ROOF LEAK.</p> <p>21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. TEACHER HAS NOTES INDICATING LEAKS. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 11.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>PAIN IS PEELING ON FACIA. 13. ACTIVE ROOF LEAK (INTO BLUE BUCKETS).</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. BURN MARK ON CARPET. 5. UNSECURED ITEMS ARE STACKED TOO HIGH. 7. ONE BANK OF LIGHTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON RAMP. 13. ACTIVE ROOF LEAK.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON EAVES. 13. ACTIVE ROOF LEAK (PUDDLES ON CARPET).</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON FACIA BOARD. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>14. TRIP HAZARD ON WALKWAY AT RAMP.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>6: 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. AEROSOL SPRAY PAINT UNDERNEATH THE SINK.</p> <p>7: 7. SURGE PROTECTORS ARE DAISY CHANED CREATING A TRIP HAZARD.</p> <p>BOYS REST ROOM: 4. HANDICAP STALL DOOR IS BROKEN/WOBBLY. 7. EXHAUST FAN IS NOT WORKING.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. OUTLET COVER IS MISSING. 9. ONE EXTERIOR DRINKING FOUNTAIN HAS NO FLOW.</p> <p>GIRLS REST ROOM: 4. HANDICAP STALL DOOR IS BROKEN/WOBBLY. 7. EXHAUST FAN IS NOT WORKING.</p> <p>GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. STALL PARTION BRACKETS ARE BROKEN. 7. EXHAUST FAN IS NOT WORKING.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>GIRLS REST ROOM: 4. TWO STALL DOORS ARE BROKEN/WOBBLY. 7. EXHAUST FAN IS NOT WORKING.</p> <p>GIRLS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT.</p> <p>LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. THREE SMALL LIGHTS ARE OUT. ELECTRICAL APPLIANCE IS CLOSE PROXIMITY TO WATER SOURCE. ONE LIGHT DIFFUSER IS MISSING (IN STORAGE). 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>MPR: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>OUTREACH: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>STAFF REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>STAGE/ MUSIC: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. THRESHOLD IS LOOSE AT STORAGE DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>WORKROOM (NEAR 2): 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. BOOKSHELF IS BLOCKING ELECTRICAL PANEL.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS EXTREMELY HIGH FLOW (HITS CEILING). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>PESTICIDES ARE PRESENT. 13. ACTIVE ROOF LEAK.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 9: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. OUTLET COVER IS MISSING. 9. ONE EXTERIOR DRINKING FOUNTAIN HAS NO FLOW. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS LOW FLOW.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A CONSTANT DRIP. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 4. CEILING TILE/ACCESS COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH.. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 2: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. 20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS EXTREMELY HIGH FLOW (HITS CEILING). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 13. ACTIVE ROOF LEAK. 21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 11. IMPROPERLY</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>STORED CLEANING SUPPLIES. 13. TEACHER HAS NOTES INDICATING LEAKS. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 11. PAINT IS PEELING ON FACIA. 13. ACTIVE ROOF LEAK (INTO BLUE BUCKETS).</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. BURN MARK ON CARPET. 5. UNSECURED ITEMS ARE STACKED TOO HIGH. 7. ONE BANK OF LIGHTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON RAMP. 13. ACTIVE ROOF LEAK.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON EAVES. 13. ACTIVE ROOF LEAK (PUDDLES ON CARPET).</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON FACIA BOARD. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>14. TRIP HAZARD ON WALKWAY AT RAMP.</p> <p>29: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING SKIRTING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>30: 4. RUBBER MOLDING IS LOOSE. CEILING TILE IS BROKEN WITH A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT THE BASE OF THE SIDING.</p> <p>33: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET DOORS DO NOT CLOSE PROPERLY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>6: 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 11. AEROSOL SPRAY PAINT UNDERNEATH THE SINK.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>9: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>CUSTODIAL: 11. DOOR LEFT OPEN AND CART UNATTENDED WITH STUDENTS PRESENT.</p> <p>LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH (IN STORAGE). 7. THREE SMALL LIGHTS ARE OUT. ELECTRICAL APPLIANCE IS CLOSE PROXIMITY TO WATER SOURCE. ONE LIGHT DIFFUSER IS MISSING (IN STORAGE). 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>OUTREACH: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 10. SODA MACHINE IS BLOCKING FULL ACCESS TO EXIT. 15. DOOR TO OFFICE IS MISSING.</p>
Structural: Structural Damage, Roofs	X			<p>2: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>20: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS EXTREMELY HIGH FLOW (HITS CEILING). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 13. ACTIVE ROOF LEAK.</p> <p>21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. TEACHER HAS NOTES INDICATING LEAKS. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 11. PAINT IS PEELING ON FACIA. 13. ACTIVE ROOF LEAK (INTO BLUE BUCKETS).</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. BURN MARK ON CARPET. 5. UNSECURED ITEMS ARE STACKED TOO HIGH. 7. ONE BANK OF LIGHTS ARE OUT. 11. IMPROPERLY STORED CLEANING</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>SUPPLIES. 12. DRY ROT ON RAMP. 13. ACTIVE ROOF LEAK.</p> <p>26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON EAVES. 13. ACTIVE ROOF LEAK (PUDDLES ON CARPET).</p> <p>29: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING SKIRTING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>30: 4. RUBBER MOLDING IS LOOSE. CEILING TILE IS BROKEN WITH A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT THE BASE OF THE SIDING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<p>10: 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH.. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. TEACHER HAS NOTES INDICATING LEAKS. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON FACIA BOARD. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY AT RAMP.</p> <p>29: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING SKIRTING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.</p> <p>PARKING LOTS: 14. TRIP HAZARDS AT DRAINS AND WALKWAYS.</p> <p>PLAYGROUNDS: 14. INADEQUATE DRAINAGE IN WEST PLAYGROUND AREA.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 10. SODA MACHINE IS BLOCKING FULL ACCESS TO EXIT. 15. DOOR TO OFFICE IS MISSING.</p>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/10/2017				
Overall Rating	Exemplary	Good	Fair	Poor

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, which 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); and
- 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	60	42	43	48	48
Mathematics (grades 3-8 and 11)	38	52	29	36	36	37

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	324	99.39	60.49
Male	151	150	99.34	52
Female	175	174	99.43	67.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	198	100	51.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	104	98.11	80.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	193	99.48	49.22
English Learners	112	112	100	41.96
Students with Disabilities	45	44	97.78	22.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	19	19	100	36.84
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	324	99.39	51.54
Male	151	150	99.34	51.33
Female	175	174	99.43	51.72
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	198	100	41.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	104	98.11	72.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	193	99.48	38.34
English Learners	112	112	100	32.14
Students with Disabilities	45	44	97.78	18.18
Students Receiving Migrant Education Services	19	19	100	31.58
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	59	40	63	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13	27.2	33.7

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 organizes a delicious Mexican Dinner for our families during Open House at the end of the school year. Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage parents to stay involved by volunteering in the classrooms and supporting our teachers.

Key stakeholders work collaboratively to provide the following resources for families:

- ~After school and summer meals
- ~Providing transportation for extended day and after school clubs
- ~Scholarships and fundraising for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~Free Family Events
- ~Support with technology and internet services
- ~Spanish communication

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0	1.6	0.3	3.3	3.0	2.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 site 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, parents, 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4	1		19	2	3		20	2	2	
1	23		3		38		3	2	44	2	1	2
2	20	3	1		39	1	2	2	37	3	1	2
3	17	4	1		40	4		2	40	1	2	2
4	27		3		44	1	3	2	48		3	2
5	25		3		30	1	5	1	34	1	7	1
6	182	1	3	2	33	2	4	2	40	1	4	2
Other	5	1			6	2			15	3	1	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.80	N/A
Social Worker	0.5	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	1.0	N/A
Other	17	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,653	\$3,711	\$6,942	\$70,297
District	N/A	N/A	\$7,154	\$74,352
Percent Difference: School Site and District	N/A	N/A	-3.0	-5.5
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	5.6	-5.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

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 after school meals are offered to all students.
- Approximately 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 provides afterschool “clubs” based on student interests. The BFLC is open Monday - Friday from 8:00 a.m. - 6:00 p.m.
- 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,379	\$47,034
Mid-Range Teacher Salary	\$67,851	\$73,126
Highest Teacher Salary	\$87,645	\$91,838
Average Principal Salary (Elementary)	\$110,777	\$116,119
Average Principal Salary (Middle)	\$114,499	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$157,343	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core Standards, Benchmark ELA/ELD, Eureka Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three professional development days and an additional 24 hours of planning time in the current 2017-18 school year; three P.D days and 18 hours of planning time in 2016-17 and three P.D. days in 2015-16. Monthly staff meetings and 5th Wednesdays are also dedicated to Professional Development opportunities. Teachers have access to Educator Effectiveness Funds to attend learning opportunities based on their individual growth areas.

New teachers and teachers seeking additional assistance are supported by BTSa mentor teachers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Valley Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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
E-mail Address	dnelson@galt.k12.ca.us
Web Site	http://vo-gjuesd-ca.schoolloop.com/
CDS Code	34 67348 6033310

District Contact Information	
District Name	Galt Joint Union Elementary School District
Phone Number	209-744-4545
Superintendent	Dr. Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2017-18)

Mission Statement

Education is the shared responsibility of everyone: student, teacher, parent, and community. Valley Oaks Elementary is committed to: Growing And Learning Together

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 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

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 each student in grades TK-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. With a recently created Makerspace room, students have the freedom to explore math, art, and science through the experimenting with circuitry, robots, arts/crafts, woodwork, and much more. Students participate daily in developing critical thinking skills, collaborating with peers while building their communication skills, and with creative and innovative service learning projects. In addition, staff, parents, and students work together to set and create personalized learning plans based on identified student strengths and individual academic needs. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident adults. Our students feel engaged and have a high sense of engagement while at school, as well as high hope for themselves and their future.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	75
Grade 1	57
Grade 2	75
Grade 3	81
Grade 4	97
Grade 5	74
Grade 6	96
Total Enrollment	555

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.5
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.7
White	10.8
Two or More Races	0.4
Socioeconomically Disadvantaged	87.2
English Learners	56
Students with Disabilities	13
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	25	30	
Without Full Credential	0	3	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 25, 2017

Galt Joint Union Elementary held a Public Hearing on October 25, 2017, 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. While some teachers had piloted Benchmark Advance in the 2016-2017 school year, the 2017-2018 marks 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	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 (Most Recent Year)

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room (cafeteria, gym, stage), a library, an administration building, three playgrounds, and a garden for outdoor science lab classes. 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 will be used to help modernize, update, and provide safety improvements for Valley Oaks.

Cleaning Process

The principal works daily with the 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. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/9/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS ARE STACKED TO HIGH. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 6: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS STORE TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Interior: Interior Surfaces			X	12: 4. DRAWER IS BROKEN. 7. ONE OUTLET COVER IS BROKEN. CORD IS CREATING A TRIP HAZARD. 12. DRY ROT AT THE BASE OF SIDING AND ON BACK EAVES. 13: 4. CEILING TILE IS LOOSE. 14: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 14. TRIP HAZARDS AT ENTRY. 15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. CARPET IS LIFTING. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 16: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 17: 4. CEILING TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 19/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 22: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS OVERCHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 24: 4. SINK CABINET DOORS DO NOT SHUT PROPERLY. 5. UNSECURED ITEMS STORED TOO HIGH. 25: 4. SINK CABINET DOORS DO NOT SHUT PROPERLY. 27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>29: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>30: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW (SPRAYS ONTO THE WALL). 15. FENCE BETWEEN ROOM AND PARKING LOT IS BROKEN.</p> <p>38: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>4: 4. FORMICA COUNTER TRIM IS PEELING/MISSING. 5. UNSECURED ITEMS STACKED TO HIGH.</p> <p>40: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 10. PLUG IN CANDLE WARMER. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS.</p> <p>5: 4. FORMICA COUNTER TRIM IS PEELING/MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS.</p> <p>8: 4. SINK CABINET DOORS DO NOT SHUT PROPERLY. 5. UNSECURED ITEMS STORED TOO HIGH. NO PAPER TOWELS IN DISPENSER. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY AND AT ASPHALT/CEMENT SEAM. 15. WINDOW SCREEN IS TORN.</p> <p>CAFETERIA/ MPR: 4. FLOOR TILES ARE BROKEN AT RR ENTRY. 7. ONE LIGHT DIFFUSER IS LOOSE. 10. EXIT SIGN IS NOT FUNCTIONING.</p> <p>LIBRARY: 4. CEILING TILE IS LOOSE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS IN REST ROOM. 5. UNSECURED ITEMS STACKED TO HIGH. 9. FAUCET IN REST ROOM HAS A LOW FLOW.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		<p>1: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS ARE STACKED TO HIGH. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>10: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>11: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HAS A HIGH FLOW (FLOWS ONTO MINIFRIDGE). 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDE PRESENT (DEET). 13. GUTTER HAS A PIECE MISSING.</p> <p>15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. CARPET IS LIFTING. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>16: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTEECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND URGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. DRAIN COVER IS BROKEN IS GRASS.</p> <p>20/ OFFICES: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>21/ OFFICES: 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. IMPROPERLY STORED MEDICATION. 14. TRIP HAZARDS AT CEMENT/ASPHALT SEAM.</p> <p>22: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS OVERCHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>24: 4. SINK CABINET DOORS DO NOT SHUT PROPERLY. 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>28: 7. FIVE LIGHT BALLASTS ARE OUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (LARGE PUDDLE AT RAMP ENTRY). 15. WINDOW SCREEN IS MISSING.</p> <p>29: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>3: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>30: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW (SPRAYS ONTO THE WALL). 15. FENCE BETWEEN ROOM AND PARKING LOT IS BROKEN.</p> <p>31/ MUSIC: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CORD IS CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. GAP BETWEEN RAMP AND BUILDING. RAMP IS NOT SECURED TO BUILDING. 15. WINDOW SCREENS ARE MISSING. LARGE GAP UNDERNEATH DOOR.</p> <p>35: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING. EXTENSION CORDS AND SURGE PROECTORS ARE DAISY CHAINED AND CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>36/ TEACHER RESOURCE: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CLOCK IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>38: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>4: 4. FORMICA COUNTER TRIM IS PEELING/MISSING. 5. UNSECURED ITEMS STACKED TOO HIGH.</p> <p>41: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT BALLASTS ARE OUT. 10 PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>5: 4. FORMICA COUNTER TRIM IS PEELING/MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS.</p> <p>6: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS STORE TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS IN REST ROOM. 5. UNSECURED ITEMS STACKED TO HIGH. 9. FAUCET IN REST ROOM HAS A LOW FLOW.</p>
Electrical: Electrical			X	<p>10: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>11: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HAS A HIGH FLOW (FLOWS ONTO MINIFRIDGE). 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDE PRESENT (DEET). 13. GUTTER HAS A PIECE MISSING.</p> <p>12: 4. DRAWER IS BROKEN. 7. ONE OUTLET COVER IS BROKEN. CORD IS CREATING A TRIP HAZARD. 12. DRY ROT AT THE BASE OF SIDING AND ON BACK EAVES.</p> <p>15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. CARPET IS LIFTING. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>16: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK.</p> <p>17: 4. CEILING TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND URGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. DRAIN COVER IS BROKEN IS GRASS.</p> <p>20/ OFFICES: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>22: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS OVERCHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>26: 4. CARPET IS TORN. 5. ROTTING FOOD IN SINK DRAIN CAUSING WATER TO DRAIN EXTREMELY SLOW. 7. SIX LIGHT BALLASTS ARE OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAIY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>28: 7. FIVE LIGHT BALLASTS ARE OUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (LARGE PUDDLE AT RAMP ENTRY). 15. WINDOW SCREEN IS MISSING.</p> <p>29: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT.</p> <p>3: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>31/ MUSIC: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CORD IS CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>34/ YARD DUTY: 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS LOOSE AND HAS NO FLOW. 10. PLUG IN CANDLE WARMER. 11. PESTICIDES ARE PRESENT. 14. LARGE GAP BETWEEN RAMP AND BUILDING AT ENTRY</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>35: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING. EXTENSION CORDS AND SURGE PROECTORS ARE DAISY CHAINED AND CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING. 36/ TEACHER RESOURCE: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CLOCK IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREENS ARE MISSING. 40: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 10. PLUG IN CANDLE WARMER. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS.</p> <p>41: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT BALLASTS ARE OUT. 10 PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>6: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS STORE TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 7: 7. OUTLET COVER IS BROKEN. 15. WINDOW SCREEN IS MISSING.</p> <p>ADMIN: 7. ONE LIGHT BALLAST IS OUT IS SERVER AREA.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. TWO LIGHTS ARE OUT. 9. BOTH FAUCETS ARE LOOSE T BASE. 13. GUTTER HAS A LEAK.</p> <p>CAFETERIA/ MPR: 4. FLOOR TILES ARE BROKEN AT RR ENTRY. 7. ONE LIGHT DIFFUSER IS LOOSE. 10. EXIT SIGN IS NOT FUNCTIONING.</p> <p>GIRLS REST ROOM: 7. ONE LIGHT IS OUT. THREE LIGHT DIFFUSERS ARE MISSING. 8. ONE TOILET IS LOOSE AT BASE. 12. DRY ROT ON EAVES.</p> <p>POD: 7. ITEMS BLOCKING ELECTRICAL PANEL. 9. FAUCET HAS A LOW FLOW.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>1: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS ARE STACKED TO HIGH. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HAS A HIGH FLOW (FLOWS ONTO MINIFRIDGE). 11. IMPROPERLY STORED</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>CLEANING SUPPLIES. PESTICIDE PRESENT (DEET). 13. GUTTER HAS A PIECE MISSING. 14: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 14. TRIP HAZARDS AT ENTRY. 16: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 17: 4. CEILING TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND URGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20/ OFFICES: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT BALLASTS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 21/ OFFICES: 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. IMPROPERLY STORED MEDICATION. 14. TRIP HAZARDS AT CEMENT/ASPHALT SEAM. 27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING. 30: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW (SPRAYS ONTO THE WALL). 15. FENCE BETWEEN ROOM AND PARKING LOT IS BROKEN. 32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. GAP BETWEEN RAMP AND BUILDING. RAMP IS NOT SECURED TO BUILDING. 15. WINDOW SCREENS ARE MISSING. LARGE GAP UNDERNEATH DOOR. 34/ YARD DUTY: 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS LOOSE AND HAS NO FLOW. 10. PLUG IN CANDLE WARMER. 11.</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>PESTICIDES ARE PRESENT. 14. LARGE GAP BETWEEN RAMP AND BUILDING AT ENTRY CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>37: 9. FAUCET LEAKS AT BASE.10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>39/ STAFF ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A CONSTANT DRIP ONE HAS NO FLOW.</p> <p>9: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. TWO LIGHTS ARE OUT. 9. BOTH FAUCETS ARE LOOSE T BASE. 13. GUTTER HAS A LEAK.</p> <p>GIRLS REST ROOM: 7. ONE LIGHT IS OUT. THREE LIGHT DIFFUSERS ARE MISSING. 8. ONE TOILET IS LOOSE AT BASE. 12. DRY ROT ON EAVES.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS IN REST ROOM. 5. UNSECURED ITEMS STACKED TO HIGH. 9. FAUCET IN REST ROOM HAS A LOW FLOW.</p> <p>POD: 7. ITEMS BLOCKING ELECTRICAL PANEL. 9. FAUCET HAS A LOW FLOW.</p> <p>POD: 9. FAUCET HAS A LOW FLOW.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>1: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS ARE STACKED TO HIGH. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>10: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>11: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HAS A HIGH FLOW (FLOWS ONTO MINIFRIDGE). 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDE PRESENT (DEET). 13. GUTTER HAS A PIECE MISSING.</p> <p>14: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 14. TRIP HAZARDS AT ENTRY.</p> <p>15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. CARPET IS LIFTING. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>16: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
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				<p>STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK.</p> <p>17: 4. CEILING TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND URGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>19/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. DRAIN COVER IS BROKEN IS GRASS.</p> <p>21/ OFFICES: 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. IMPROPERLY STORED MEDICATION. 14. TRIP HAZARDS AT CEMENT/ASPHALT SEAM.</p> <p>22: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS OVERCHARGED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>26: 4. CARPET IS TORN. 5. ROTTING FOOD IN SINK DRAIN CAUSING WATER TO DRAIN EXTREMELY SLOW. 7. SIX LIGHT BALLASTS ARE OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAIY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>3: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>34/ YARD DUTY: 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS LOOSE AND HAS NO FLOW. 10. PLUG IN CANDLE WARMER. 11.</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>PESTICIDES ARE PRESENT. 14. LARGE GAP BETWEEN RAMP AND BUILDING AT ENTRY CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>35: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING. EXTENSION CORDS AND SURGE PROECTORS ARE DAISY CHAINED AND CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>36/ TEACHER RESOURCE: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CLOCK IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>37: 9. FAUCET LEAKS AT BASE.10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>38: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. CEILING TILE HAS WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>40: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT BALLASTS ARE OUT. 10. PLUG IN CANDLE WARMER. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS.</p> <p>41: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT BALLASTS ARE OUT. 10 PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>5: 4. FORMICA COUNTER TRIM IS PEELING/MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS.</p> <p>6: 2. FLOOR VENT COVER IS BROKEN. 5. UNSECURED ITEMS STORE TOO HIGH. 7. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>8: 4. SINK CABINET DOORS DO NOT SHUT PROPERLY. 5. UNSECURED ITEMS STORED TOO HIGH. NO PAPER TOWELS IN DISPENSER. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY AND AT ASPHALT/CEMENT SEAM. 15. WINDOW SCREEN IS TORN.</p> <p>LIBRARY: 4. CEILING TILE IS LOOSE. 10. FIRE EXTINGUISHER IS MISSING.</p>

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	Good	Fair	Poor	
				SECRETARY: 10. TWO PLUG IN CANDLE WARMERS. STORAGE: 11. PAINT IS PEELING ON CEILING.
Structural: Structural Damage, Roofs	X			<p>11: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO WATER SOURCE. 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HAS A HIGH FLOW (FLOWS ONTO MINIFRIDGE). 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDE PRESENT (DEET). 13. GUTTER HAS A PIECE MISSING.</p> <p>12: 4. DRAWER IS BROKEN. 7. ONE OUTLET COVER IS BROKEN. CORD IS CREATING A TRIP HAZARD. 12. DRY ROT AT THE BASE OF SIDING AND ON BACK EAVES.</p> <p>14: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 14. TRIP HAZARDS AT ENTRY.</p> <p>16: 4. FORMICA IS CHIPPING ON COUNTER TOP. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK.</p> <p>26: 4. CARPET IS TORN. 5. ROTTING FOOD IN SINK DRAIN CAUSING WATER TO DRAIN EXTREMELY SLOW. 7. SIX LIGHT BALLASTS ARE OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAIY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>28: 7. FIVE LIGHT BALLASTS ARE OUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (LARGE PUDDLE AT RAMP ENTRY). 15. WINDOW SCREEN IS MISSING.</p> <p>33: 12. DRY ROT ON SIDING. 13. GUTTER IS LEAKING. 14. LARGE GAP BETWEEN RAMP AND BUILDING AT ENTRY CREATING A TRIP HAZARD. 15. WINDOW SCREENS ARE MISSING.</p> <p>35: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING. EXTENSION CORDS AND SURGE PROECTORS ARE DAISY CHAINED AND CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>STORED CLEANING SUPPLIES. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>9: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. TWO LIGHTS ARE OUT. 9. BOTH FAUCETS ARE LOOSE T BASE. 13. GUTTER HAS A LEAK.</p> <p>GIRLS REST ROOM: 7. ONE LIGHT IS OUT. THREE LIGHT DIFFUSERS ARE MISSING. 8. ONE TOILET IS LOOSE AT BASE. 12. DRY ROT ON EAVES.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X		<p>14: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER HAS A LEAK. 14. TRIP HAZARDS AT ENTRY.</p> <p>2: 5. UNSECURED ITEMS ARE STACKED TO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. DRAIN COVER IS BROKEN IS GRASS.</p> <p>21/ OFFICES: 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. IMPROPERLY STORED MEDICATION. 14. TRIP HAZARDS AT CEMENT/ASPHALT SEAM.</p> <p>26: 4. CARPET IS TORN. 5. ROTTING FOOD IN SINK DRAIN CAUSING WATER TO DRAIN EXTREMELY SLOW. 7. SIX LIGHT BALLASTS ARE OUT. SURGE PROTECTOR AND EXTENSION CORD ARE DAIY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>27: 4. HOLE IN FLOOR AT LINOLEUM/CARPET SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 14. RAMP IS NO LONGER SECURED TO WALL. 15. WINDOW SCREEN IS MISSING.</p> <p>28: 7. FIVE LIGHT BALLASTS ARE OUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (LARGE PUDDLE AT RAMP ENTRY). 15. WINDOW SCREEN IS MISSING.</p> <p>30: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW (SPRAYS ONTO THE WALL). 15. FENCE BETWEEN ROOM AND PARKING LOT IS BROKEN.</p> <p>31/ MUSIC: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CORD IS</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/9/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. GAP BETWEEN RAMP AND BUILDING. RAMP IS NOT SECURED TO BUILDING. 15. WINDOW SCREENS ARE MISSING. LARGE GAP UNDERNEATH DOOR.</p> <p>33: 12. DRY ROT ON SIDING. 13. GUTTER IS LEAKING. 14. LARGE GAP BETWEEN RAMP AND BUILDING AT ENTRY CREATING A TRIP HAZARD. 15. WINDOW SCREENS ARE MISSING.</p> <p>34/ YARD DUTY: 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS LOOSE AND HAS NO FLOW. 10. PLUG IN CANDLE WARMER. 11. PESTICIDES ARE PRESENT. 14. LARGE GAP BETWEEN RAMP AND BUILDING AT ENTRY CREATING A TRIP HAZARD. 15. WINDOW SCREEN IS MISSING.</p> <p>35: 5. UNSECURED ITEMS STORED TOO HIGH. 7. EXTERIOR ELECTRICAL COVER IS MISSING. EXTENSION CORDS AND SURGE PROECTORS ARE DAISY CHAINED AND CREATING A TRIP HAZARD. 10. PLUG IN CANDLE WARMER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>36/ TEACHER RESOURCE: 5. UNSECURED ITEMS STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. CLOCK IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>7: 7. OUTLET COVER IS BROKEN. 15. WINDOW SCREEN IS MISSING.</p> <p>8: 4. SINK CABINET DOORS DO NOT SHUT PROPERLY. 5. UNSECURED ITEMS STORED TOO HIGH. NO PAPER TOWELS IN DISPENSER. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY AND AT ASPHALT/CEMENT SEAM. 15. WINDOW SCREEN IS TORN.</p> <p>9: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT AT BASE OF SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>PLAY COURTS: 14. TRIP HAZARDS THROUGHOUT COURTS.</p>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/9/2017				
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	23	26	42	43	48	48
Mathematics (grades 3-8 and 11)	19	21	29	36	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	336	99.41	25.6
Male	171	170	99.42	22.94
Female	167	166	99.4	28.31
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	291	289	99.31	23.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100	35.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	304	100	23.36
English Learners	225	223	99.11	19.73
Students with Disabilities	56	56	100	7.14
Students Receiving Migrant Education Services	52	52	100	23.08
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	336	99.41	21.13
Male	171	170	99.42	22.94
Female	167	166	99.4	19.28
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	291	289	99.31	19.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100	27.03
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	304	304	100	20.07
English Learners	225	223	99.11	18.83
Students with Disabilities	56	56	100	5.36
Students Receiving Migrant Education Services	52	52	100	23.08
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	27	20	63	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	32.4	41.9

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 PTO, Open House, Family Literacy Night, Family Math Night, VO Annual Art Show, Children's Day (Dia del Nino), Environmental Living Programs, Outreach Parenting Programs, and Student Success Teams. Decision-making committees, such as the School Site Council, and English Learner Advisory Committee 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 backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.3	2.9	2.5	3.3	3.0	2.2	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. Each classroom and meeting room on site have an Emergency Guidelines Flipchart, for quick access to important emergency information. School sites have an evacuation plan and emergency drills are conducted regularly, 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 a visitor badge and turn it back in. Parents are encouraged to volunteer on campus. Surveillance cameras are placed strategically around the entire campus to ensure student and staff safety.

The School Safety Plan was last reviewed and approved at the local School Board of Education meeting on February 22, 2017. It was shared with VO staff on March 27, 2017.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	5			23		3		19	3	1	
1	21		4		38	3	1	2	34	3		2
2	19	5			41	4		2	37	4		2
3	20	4			48		4	2	40	3	1	2
4	29		3		41	1	3	2	49	1	3	2
5	27		3		54		3	2	42		3	3
6	201		4	2	43	1	3	3	47	1	3	3
Other	11	1							16	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.50	N/A
Social Worker		N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	14	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,607	\$3,132	\$7,475	\$73,872
District	N/A	N/A	\$7,154	\$74,352
Percent Difference: School Site and District	N/A	N/A	4.5	-0.6
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	13.7	-0.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

During the fiscal year 2016-2017, programs and services that were available at Valley Oaks that support and assist students include the ABP (Alternative Bilingual Program) for students who receive instruction in their primary language, ASES After-School Program, multiple BFLC clubs (including Homework Club, Lego Club, Makerspace Club, Robotics Club, Pokemon Club, Sewing Club, etc.), and Extended Day programs. Additionally, Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) work mainly with students in K-3 grades with a focus on early literacy. Bilingual Instructional Assistants also work with our Newcomer (new to the U.S.) and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,379	\$47,034
Mid-Range Teacher Salary	\$67,851	\$73,126
Highest Teacher Salary	\$87,645	\$91,838
Average Principal Salary (Elementary)	\$110,777	\$116,119
Average Principal Salary (Middle)	\$114,499	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$157,343	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 2016-2017 and 2017-2018 school years, three (3) Staff Development Days were provided throughout the school year. In 2016-2017, there were opportunities for each school site to tailor the days to the needs of the school. Due to the high number of English Learners at Valley Oaks, the Staff Development Days were dedicated to the knowledge of the ELD standards and how to more effectively teach both Designated and Integrated ELD. In 2017-2018, due to the adoption of new ELA/ELD curriculum, the Staff Development days are dedicated on understanding how to best utilize all the resources with the curriculum, and how to instruct in an effective manner with the students we serve.

New teachers and teachers seeking additional assistance are supported by BTSA providers. 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.

Additionally, all teachers were given Professional Educator Effectiveness funds to use over the 2015-2016 and 2016-2017 school years in areas of personal professional development growth. Teachers created their own personal development goals and, in collaboration with administration, choose workshops, conferences, release time, etc. that will help their personal effectiveness as an educator. Some of these funds carried over the 2017-2018 and were utilized by teachers by December 2017.

Furthermore, Valley Oaks has direct access to district-level coaches, who work specifically with teachers and grade levels in the areas of reading instruction, writing instruction, Special Education, and ELD instruction/strategies. They meet with and learn from these coaches 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 and Writing (Step Up To Writing). In 2016-2017, "Refresher" SIPPS courses were provided to all teachers of SIPPS and a representative from Step Up to Writing came to Valley Oaks to provide training on effective use of the program. In 2017-2018, refresher SIPPS courses were made available to all and new teachers attended SIPPS training courses, provided by the district coach. Additionally, teachers are encouraged to participate in Massive Online Open Courses (MOOC) that are held at Valley Oaks and many have taken these courses.

McCaffrey Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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	Ron Rammer
E-mail Address	rrammer@galt.k12.ca.us
Web Site	https://mc-gjuesd-ca.schoolloop.com
CDS Code	34 67348 0100040

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2017-18)

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 high quality first instruction, and
4. to inspire active, responsible, lifelong learners.

As a CALLI (California Language and Learning Innovations Collaborations) school, our vision is for students to produce authentic writing that demonstrates deepened content knowledge.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	471
Grade 8	426
Total Enrollment	897

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	0.7
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	0.6
White	37.1
Two or More Races	1
Socioeconomically Disadvantaged	56.5
English Learners	8.1
Students with Disabilities	13
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	44	45	45	192
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Galt Joint Union Elementary held a Public Hearing on October 25, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (Most Recent Year)

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); two technology labs; two music rooms; an ASB room; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three and half custodians are employed 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. The table shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			B2: 2. DIRTY VENTS. 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Interior: Interior Surfaces			X	ADMIN: 4. CEILING TILES HAVE WATER STAINS. B1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (TEACHER HAS WRITTEN IN PERMANET MARKER ACROSS ENTIRE COUNTERTOP). 7. TWO LIGHT BALLASTS ARE OUT. B2: 2. DIRTY VENTS. 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. 11. IMPROPERLY STORED CLEANING SUPPLIES. B3/ POD: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B5: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK. B6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TOO HIGH. B7/ POD: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. BAND: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK. BOYS REST ROOM: 4. WALL TILES ARE BROKEN/MISSING. 5. RED FLUID ON AND TRACKED THROUGH OUT FLOOR. 7. EXHAUST FAN IS NOT WORKING.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>C1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C2: 4. CARPET TRIM IS MISSING AT THE CARPET/TILE SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPKIANCES IN CLOSE PROXIMITY TO WATER SOURCE.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>CHOIR: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK.</p> <p>D2/ POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK.</p> <p>D3: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D6/ POD: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK.</p> <p>D7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 13. ACTIVE ROOF LEAK.</p> <p>D8: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E1: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK.</p> <p>E3/ POD: 4. CEILING TILES HAVE WATER STAINS.</p> <p>E5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>E7/ POD: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. LIGHT DIFFUSER IS LOOSE.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER TOP IS MISSING. 7. EXHAUST FAN IS NOT WORKING. BOTH HAND DRYERS HAVE NO POWER.</p> <p>KITCHEN: 4. WATER DAMAGE TO THE CEILING. 7. ONE LIGHT BALLAST IS OUT.</p> <p>L2/ TECH LAB: 4. CEILING TILES HAVE WATER STAINS.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. EIGHT LIGHT BALLASTS ARE OUT.</p> <p>P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>PREP ROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>S2: 4. FORMICA COUNTER TRIM IS PEELING.</p> <p>S3/ POD: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW.</p> <p>S6: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE.</p> <p>S7/ POD: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT THE FITTING.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		<p>B1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (TEACHER HAS WRITTEN IN PERMANET MARKER ACROSS ENTIRE COUNTERTOP). 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>B6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>B7/ POD: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLE IS STRIPPED AND HAS A CONSTANT DRIP.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE BROKEN/MISSING. 5. RED FLUID ON AND TRACKED THROUGH OUT FLOOR. 7. EXHAUST FAN IS NOT WORKING.</p> <p>C1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C2: 4. CARPET TRIM IS MISSING AT THE CARPET/TILE SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPKIANCES IN CLOSE PROXIMITY TO WATER SOURCE.</p> <p>C3/ POD: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>D2/ POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK.</p> <p>D4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>D5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN FLOWS ONTO COUNTER TOP.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>D7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 13. ACTIVE ROOF LEAK.</p> <p>E2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK.</p> <p>E5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>E8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P11: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>P7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>P8/ STORAGE OFFICE: 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>PREP ROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TO HIGH.</p> <p>S3/ POD: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW.</p> <p>S7/ POD: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT THE FITTING.</p>
Electrical: Electrical		X		<p>B1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (TEACHER HAS WRITTEN IN PERMANET MARKER ACROSS ENTIRE COUNTERTOP). 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>B3/ POD: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT.</p> <p>B4: 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS LOCKER ROOM: 7. TWO LIGHT BALLASTS ARE OUT. 8. ONE TOILET IS OUT OF ORDER. 9. FAUCETS HAVE A LOW.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE BROKEN/MISSING. 5. RED FLUID ON AND TRACKED THROUGH OUT FLOOR. 7. EXHAUST FAN IS NOT WORKING.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING.</p> <p>BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. ONE HAND DRYER HAS NO POWER.</p> <p>C2: 4. CARPET TRIM IS MISSING AT THE CARPET/TILE SEAM. 5. UNSECURED ITEMS STORED TOO HIGH. 7. ELECTRICAL APPKIANCES IN CLOSE PROXIMITY TO WATER SOURCE.</p> <p>D7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 13. ACTIVE ROOF LEAK.</p> <p>E1: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E4: 7. CORD IS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD.</p> <p>E7/ POD: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. LIGHT DIFFUSER IS LOOSE.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER TOP IS MISSING. 7. EXHAUST FAN IS NOT WORKING. BOTH HAND DRYERS HAVE NO POWER.</p> <p>KITCHEN: 4. WATER DAMAGE TO THE CEILING. 7. ONE LIGHT BALLAST IS OUT.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. EIGHT LIGHT BALLASTS ARE OUT.</p> <p>MENS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. 9. FAUCETS HAVE A LOW FLOW.</p> <p>P1: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL.</p> <p>P3: 7. CORD IS CREATING A TRIP HAZARD. 12. DRY ROT ON WINDOW TRIM.</p> <p>P7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>PRINCIPAL SECRETARY: 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>S4: 7. ONE LIGHT BALLAST IS OUT. CORD IS CREATING A TRIP HAZARD.</p> <p>S6: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE.</p> <p>WOMENS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>WORK ROOM: 7. ONE LIGHT BALLAST IS OUT.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		B4: 7. CORD IS CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>B8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HANDLE IS STRIPPED AND HAS A CONSTANT DRIP.</p> <p>BOYS LOCKER ROOM: 7. TWO LIGHT BALLASTS ARE OUT. 8. ONE TOILET IS OUT OF ORDER. 9. FAUCETS HAVE A LOW.</p> <p>D5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN FLOWS ONTO COUNTER TOP.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 9. FAUCET HANDLE IS MISSING AND FLOWS ONTO FLOOR.</p> <p>MENS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. ONE LIGHT BALLAST IS OUT. 9. FAUCETS HAVE A LOW FLOW.</p> <p>P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>S3/ POD: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW.</p> <p>S5: 9. ONE FAUCET HAS NO FLOW.</p> <p>S7/ POD: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT THE FITTING.</p> <p>WOMENS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 9. ONE FAUCET HAS A LOW FLOW.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>B2: 2. DIRTY VENTS. 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>B5: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>C5: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>D3: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D8: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/10/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>E1: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E4: 7. CORD IS CREATING A TRIP HAZARD. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P12: 10. PLUG IN AIR FRESHENER.</p> <p>P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>STUDENT STORE: 10. FIRE EXTINGUISHER HAS (2015) TAG.</p>
Structural: Structural Damage, Roofs	X			<p>B5: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>BAND: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK.</p> <p>C6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. ACTIVE ROOF LEAK.</p> <p>CHOIR: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK.</p> <p>D2/ POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK.</p> <p>D6/ POD: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK.</p> <p>D7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 13. ACTIVE ROOF LEAK.</p> <p>E2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. ACTIVE ROOF LEAK.</p> <p>P3: 7. CORD IS CREATING A TRIP HAZARD. 12. DRY ROT ON WINDOW TRIM.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>P1: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. BACK WINDOW DOES NOT OPEN.</p> <p>P7: 4. CARPET IS TORN. 15. DOOR LOCK IS STICKING.</p>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/10/2017				
Overall Rating	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, which 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); and
- 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	47	47	42	43	48	48
Mathematics (grades 3-8 and 11)	30	35	29	36	36	37

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	906	886	97.79	47.29
Male	459	448	97.6	42.86
Female	447	438	97.99	51.83
Black or African American	18	18	100	50
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	52.38
Filipino	--	--	--	--
Hispanic or Latino	513	500	97.47	41
Native Hawaiian or Pacific Islander	--	--	--	--
White	331	325	98.19	55.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	527	517	98.1	37.52
English Learners	188	181	96.28	18.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	116	107	92.24	15.89
Students Receiving Migrant Education Services	44	43	97.73	32.56
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	906	890	98.23	35.28
Male	459	450	98.04	36.22
Female	447	440	98.43	34.32
Black or African American	18	18	100	27.78
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	52.38
Filipino	--	--	--	--
Hispanic or Latino	513	505	98.44	27.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	331	324	97.89	45.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	527	520	98.67	26.15
English Learners	188	186	98.94	11.83
Students with Disabilities	116	107	92.24	11.21
Students Receiving Migrant Education Services	44	43	97.73	25.58
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81	55	63	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19	24.2	32.5

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to participate in their child’s education by monitoring student progress through Personal Learning Plans (PLP), the Parent Portal and student planners. Teachers also communicate through newsletters, email, the Remind app, teacher created websites and phone calls. The school also seeks parental participation in the the School Site Council as well as targeted topic parent meetings (held in both English and Spanish). Many opportunities to participate in school functions including music, sports and clubs are available for all parents. Parents are enthusiastic about doing their part to create a great school.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.1	6.4	5.4	3.3	3.0	2.2	3.8	3.7	3.6
Expulsions	0.6	0.1	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 though out 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. Parents are encouraged to volunteer on campus. Safety drills are practiced on a trimester basis to insure students and adults no the course action to take take in an emergency situation.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	16	24		22	16	24		25	8	27	2
Mathematics	26	10	14	7	26	3	25	2	28	5	21	4
Science	28	2	27	1	28		30		30		27	3
Social Science	28	2	25	3	30		23	6	29	1	28	2

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	905
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	16.4	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,493	\$3,322	\$7,171	\$73,050
District	N/A	N/A	\$7,154	\$74,352
Percent Difference: School Site and District	N/A	N/A	0.2	-1.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	9.1	-1.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Various supplemental services and opportunities are in place at McCaffrey Middle School to support and assist students. These include:

- ASES (After School Education and Safety) program
- Before and after school tutoring
- AVID (Advancement Via Individual Determination) program
- Instructional assistants for additional student support
- Focused study skills exploratory for targeted students
- Various clubs and sport programs
- Innovation Lab housed within the BFLC (Bright Future Learning Center)
- Math support during advisory period
- Various partnerships including NASA, NGSS Early Implementers, CALLI (Literacy), Washington State University, the Salmon Project

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,379	\$47,034
Mid-Range Teacher Salary	\$67,851	\$73,126
Highest Teacher Salary	\$87,645	\$91,838
Average Principal Salary (Elementary)	\$110,777	\$116,119
Average Principal Salary (Middle)	\$114,499	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$157,343	\$178,388
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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. The district offered three staff development for the 2015-16, 2016-17 and the current 2017-18 school year.

Currently McCaffrey Middle School is part of the CALLI (California Language and Learning Innovation Collaboration) grant. We are focused on literacy for all students with a special attention paid to our English Language Learners. Professional development this year revolves around writing.

Along with CALLI, science teachers continue to be heavily involved as early implementers with the new NGSS. Language Arts teachers will continue to receive PD in the new Amplify program.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: 171.861 Board Consideration of Approval of 2018-2019 School Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:

Working with union representatives (GEFA and CSEA) and the Galt High School District, the GJUESD calendar is recommended for approval. In past years, GJUESD has communicated with Galt High School District to more closely align calendars.

The school year start and end dates with holiday breaks are summarized for GJUESD and GJUHS. The high school dates are proposed at this time.

	Elementary District	Proposed High School District
Start	August 16	August 16
End	June 6	June 6
Thanksgiving Break	November 19-23	November 19-23
Winter Break	December 21- January 4	December 21- January 4
Spring Break	April 15-22	April 15-19
New Teacher	August 9 & 10	August 9
Teacher Workday	August 13, 14 & 15	August 14 & 15

Galt Joint Union Elementary School District

2018-2019 SCHOOL CALENDAR

DRAFT

July-18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August-18						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September-18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October-18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November-18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December-18						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January-19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February-19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March-19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30


April-19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May-19						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	


June-19						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29


 New Teacher Work Days- August 9, 10


 Teacher Work Day- August 13, 14 & 15


 Professional Learning Days- Sept. 4,
Oct 22 & March 18

 First Day of School - August 16, 2018

 Last Day of School - June 6, 2019

 Minimum Day - Oct. 11, 12, Nov. 9,
Nov. 26-30, Dec. 20, March 1, June 6
Parent Conf. Nov. 26-30

 Legal Holidays - July 4, Sept. 3, Nov. 11, Nov. 22,
Dec. 25, Jan. 1, Jan. 21, Feb. 11, Feb. 18, May 27

 School not in session-Sept. 3, Nov. 12, Nov 19-23
Dec. 21 - Jan. 4, Jan. 21 Feb. 11 & 18,
April 15-22, May 27

Galt Joint Union School District
2018- 2019 School Calendar

DRAFT

Schools Sites & District Office

District Office
1018 C Street, Suite 210
Galt, CA 95632
(209) 744-4545

Fairsite Preschool
902 Caroline Street
Galt, CA 95632
(209) 745-2506

Lake Canyon Elementary School
800 Lake Canyon Avenue
Galt, CA 95632
(209) 744-5200

Marengo Ranch Elementary School
1000 Elk Hills Drive
Galt, CA 95632
(209) 745-5470

Robert L. McCaffrey Middle School
997 Park Terrace Drive
Galt, CA 95632
(209) 745-5462

River Oaks Elementary School
905 Vintage Oak Avenue
Galt, CA 95632
(209) 745-4614

Valley Oaks Elementary School
21 C Street
Galt, CA 95632
(209) 745-1564

Vernon E. Greer Elementary School
248 West A Street
Galt, CA 95632
(209) 745-2641

Dates to Remember

August 9 & 10, 2018	New Teacher Workdays
August 13-15, 2018	Teacher Workdays - no students
August 16, 2018	First day of school
September 3, 2018	Labor Day
September 4, 2018	Professional Learning Day – no students
Oct. 11 & 12, 2018	Minimum day (1-8 th grades)
October 22, 2018	Professional Learning Day - no students
November 9, 2018	End of 1 st trimester - minimum day (TK - 8 th)
Nov. 12, 2018	Veterans Day observance (school not in session)
Nov. 22, 2018	Thanksgiving Day
Nov. 19 - 23, 2018	Thanksgiving Break
Nov. 26 - 30, 2018	Parent Conferences -minimum day (1 - 8 th grades)
Dec. 20, 2018	Minimum day (TK-8 th grades)
Dec. 21 - Jan. 4, 2019	Winter Break
January 1, 2019	New Year's Day
January 21, 2019	Martin Luther King, Jr. Day
February 11, 2019	Lincoln's Birthday observance
February 18, 2019	President's Day
March 1, 2019	End of 2 nd Trimester – minimum day (TK - 8 th)
March 18, 2019	Professional Learning Day – no students
April 15 – 22, 2019	Spring Break
May 27, 2019	Memorial Day
May 31, 2019	Last day of Preschool
June 6, 2019	End of 3 rd Trimester
June 6, 2019	Last day of school – minimum day (TK-8)



Galt Joint Union Elementary School District

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209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 1/24/18	Agenda Item: 171.862 Board Consideration of Approval of GJUESD Resolution #10 Calling for Full and Fair Funding of California's Public Schools
Presenter: Tom Barentson	Action Item: XX Information Item:
<p>The following is information that has been provided to our District by the California School Boards Association. Even with a positive 2018-19 Proposed Education Budget, California still is in the bottom 20% of the United States in Education funding. We are recommending that our District supports this resolution, to give our students the best opportunity to meet their educational and career goals.</p>	

Resolution Calling for Full and Fair Funding of California's Public Schools

WHEREAS, California has the sixth largest economy in the world, and the largest Gross Domestic Product (GDP) of any state in the nation; and

WHEREAS, despite California's leadership in the global economy, the state falls in the nation's bottom quintile on nearly every measure of public K-12 school funding and school staffing; and

WHEREAS, California ranks 45th nationally in the percentage of taxable income spent on education, 41st in per-pupil funding, 45th in pupil-teacher ratios and 48th in pupil-staff ratios; and

WHEREAS, K-12 school funding has not substantially increased, on an inflation-adjusted basis, for more than a decade; and

WHEREAS, under the Local Control Funding Formula (LCFF), state funding for K-12 schools has only this year recently returned to levels predating the Great Recession of 2007; and

WHEREAS, the modest revenue increases since the implementation of LCFF have been eroded by rapidly increasing costs for health care, pensions, transportation and utilities; and

WHEREAS, 58 percent of California's public school students are eligible for free and reduced-price lunch — 13 percent above the national average — and 23 percent of California students are English learners, more than twice the national average; and

WHEREAS, California's investment in public schools is out of alignment with its wealth, its ambitions, its demographics and the demands of a 21st-century education; and

WHEREAS, in 2007, a bipartisan group of California leaders commissioned a report titled *Getting Down to Facts*, which stated it would take an additional \$17 billion annually to meet the State Board of Education achievement targets for K-12 schools; and

WHEREAS, in 2016, a California School Boards Association (CSBA) report, *California's Challenge: Adequately Funding Education in the 21st Century*, updated the *Getting Down to Facts* data and determined that, adjusting for inflation, an additional \$22 billion to \$40 billion annually would be required to provide all public school students with access to a high-quality education; and

WHEREAS, California funds schools at roughly \$1,961 per student less than the national average, which translates to approximately \$3,462 per student when adjusted for California being a high-cost state; and

WHEREAS, California trails the average of the top 10 states by almost \$7,000 in per-pupil funding; and

WHEREAS, in *Robles-Wong v. State of California*, a group of plaintiffs led by CSBA argued that California's school funding system violated Article IX of the State Constitution by denying all students access to an education that prepares them for economic security and full participation in our democratic institutions; and

WHEREAS, the California Supreme Court declined to hear the case by a 4-3 margin, prompting Justice Goodwin H. Liu to write: "It is regrettable that this court, having recognized education as a fundamental right in a landmark decision 45 years ago [*Serrano v. Priest* (1971) 5 Cal.3d 584], should now decline to address the substantive meaning of that right."; and

WHEREAS, in order to prepare our students for participation in a democratic society and an increasingly competitive, technology-driven global economy, California must fund schools at a level sufficient to support student success; and

WHEREAS, despite its vast wealth, California has consistently underfunded public education while widening its scope, adding new requirements and raising standards without providing appropriate resources to prepare all students for college, career and civic life; and

WHEREAS, if California is to close opportunity and achievement gaps and create a public school system that offers consistently high levels of education, the State must provide schools with the resources to meet the needs of their specific populations;

NOW, THEREFORE BE IT RESOLVED, that the governing board of the _____

_____ urges the State Legislature to fund California public schools at the national average or higher by the year 2020, and at a level that is equal to or above the average of the top 10 states nationally by 2025 and to maintain, at a minimum, this level of funding until otherwise decreed.

Adopted this _____ day of the month of _____ in 2018.

Motion made by: _____

Second made by: _____

List members voting "aye:" _____

List members voting "no:" _____

List members abstaining: _____

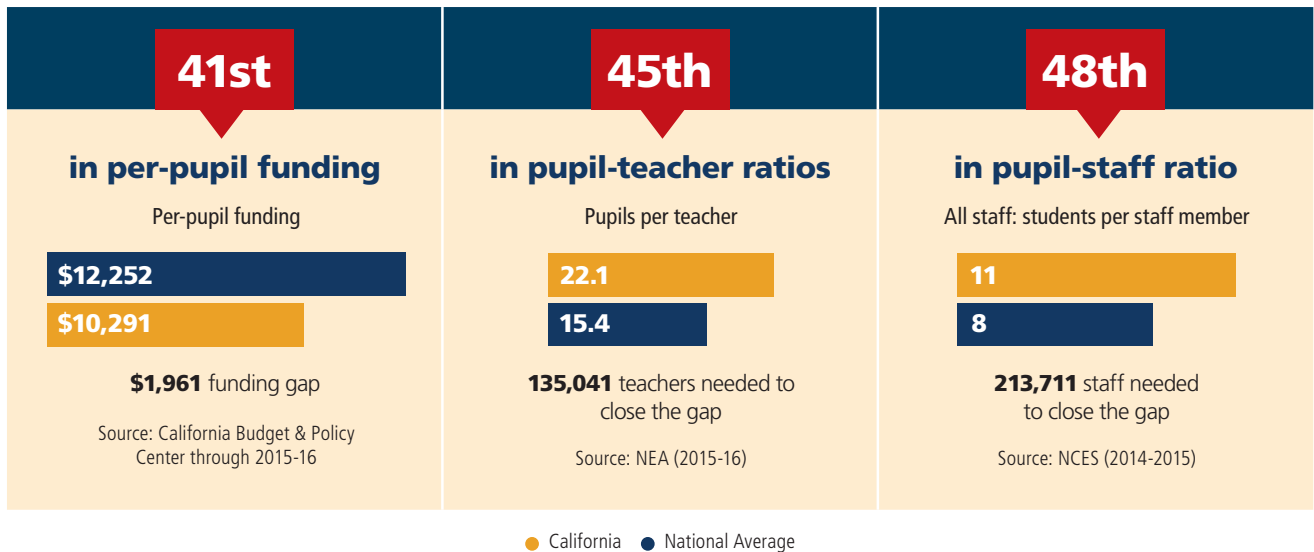
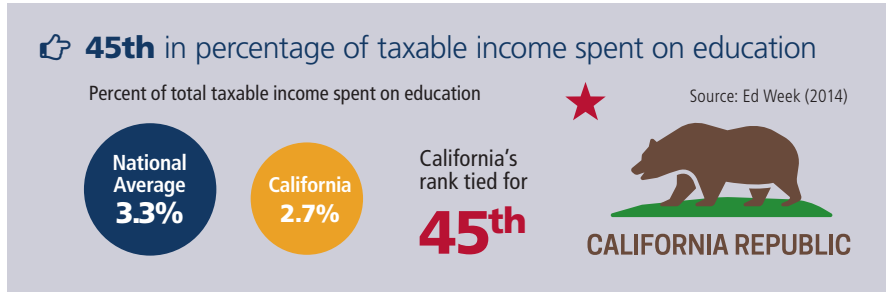
List members not present: _____

Behind the Numbers

The cold, hard facts of California public school funding



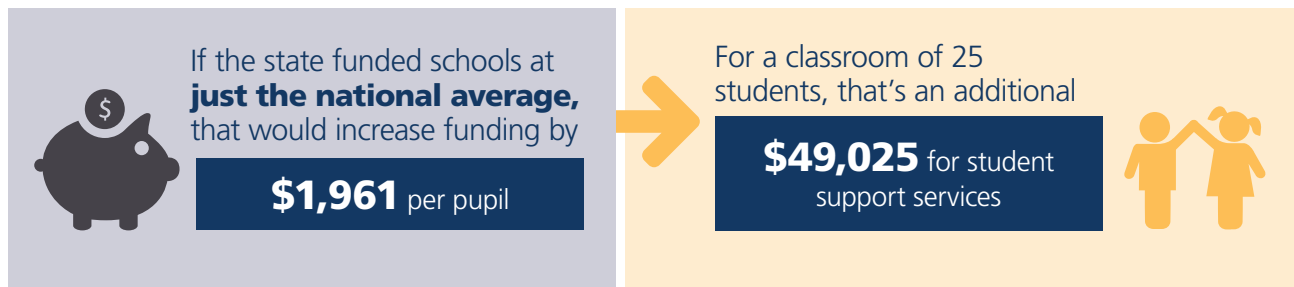
- California has the 6th largest economy in the world and the largest GDP of any state, yet ranks near the bottom in nearly every measure of school funding or school staffing.



- The state has barely restored the funding levels of schools to what they were before the great recession, yet in nearly all communities these gains are being eroded by increasing costs in health care, pensions, and utility costs that threaten educational programs and challenge school districts and county offices of education to stay financially viable.
- California's inadequate school funding hurts our students, undermines our communities, threatens our prosperity, and dims the prospects of future generations.
- If we want to prepare our students for an increasingly competitive, technology-driven global economy, we must invest at a level necessary to support student success.



- ▶ If the state funded schools at just the national average, that would increase funding by \$1,961 per pupil. For a classroom of 25 students, that's an additional \$35,000 for student support services (counselors, social workers, wellness centers), parent and community engagement, support for English learners, intervention programs, instructional support staff, class size reduction, CTE, and expanded offerings in the arts and other extracurriculars.



Source: California Budget & Policy Center through 2015-16

👉 With an additional \$1,961 per student, a 500 student school would have \$980,500 in additional revenue. This would allow the school to:

- » **Improve College and Career Counseling**, by providing a college and career counselor for every 250 students (recommended by the American School Counselor Association). This will ensure that all students are on track to graduate, meet A-G requirements, and have a robust plan for what to do post high school graduation.
Cost: \$159,948 for two counselors.¹
- » **Engage Parents**, by having teachers conduct home visits and having a parent coordinator organize educational classes for parents to learn about how they can best support their children's education.
Cost: \$87,474 to provide a stipend for teachers to conduct at least a one hour home visit per student (assuming \$15 per hour) and a parent coordinator.²
- » **Ensure Advanced Placement Success**, by placing all students in an Advanced Placement course, paying for test fees, and incorporating student supports, including tutoring, to master and practice the content. Supports can also incorporate AP preparation during summer school (see section on expanding summer learning).
Cost: \$89,500 to provide each student with one AP test fee (\$94) and an average of one hour of tutoring from a certificated teacher (\$85).
- » **Provide a Well-Rounded Education**, by supporting time for arts, physical activity, civic engagement and other topics that provide students with a well-rounded education. Funding will support part time teachers in these diverse subject areas.
Cost: \$159,948 for four half time teachers³ in the areas of art, music, physical education, and civics.
- » **Expand Summer Learning**, to ensure that all students are enrolled in a summer program that offers a rigorous curriculum that is centered on a relevant theme, coordinated by an expert teacher, and offers opportunities for hands on learning that truly immerses students in the subject matter.
Cost: \$464,425 to provide each student with a five-week summer program (\$185.77 per student per week of summer learning⁴).
- » **Expand Preschool**, to ensure that all students are enrolled in a high-quality preschool program with a qualified teacher that supports the development of cognitive, motor and other skills that will allow students to be successful once they enter Kindergarten.
Cost: \$690,201 for 81 students to enroll in a full-day, year-round program led by a teacher with a bachelor's degree in early childhood education (\$8,521 per student).⁵ *A total of \$4.3 million would be required to provide quality preschool to all 500 students.*

1. All staff are assumed to have a 79,974 cost to the school. This is based on a \$66,645 mid-point salary for certificated staff during the 2015-16 school year, plus an additional 20% in benefits. See <http://bit.ly/2jmYHcw>
2. See endnote 1

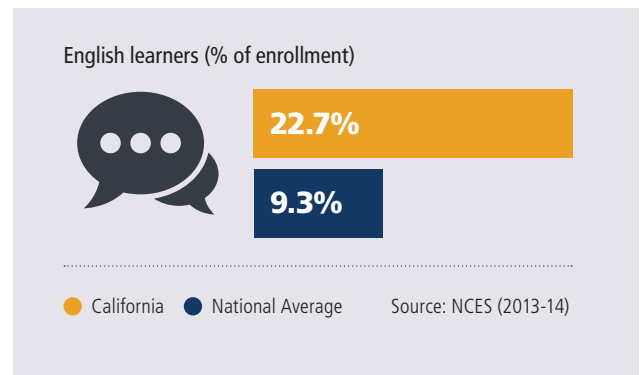
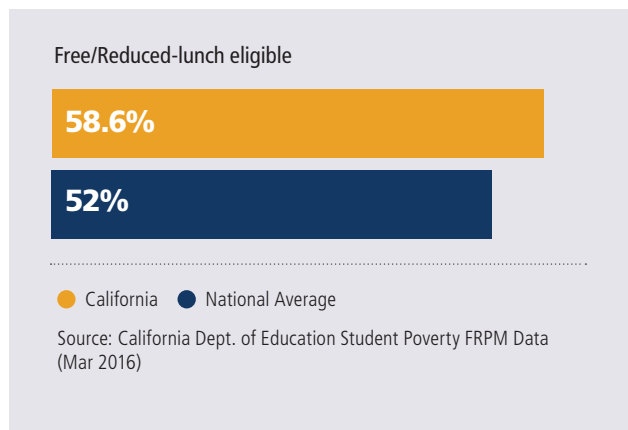
3. See endnote 1
4. Estimate by Summer Matters. See <http://bit.ly/2widdwH>
5. See estimates at <http://bit.ly/2uQwo0j>

- California has one of the worst teacher-pupil ratios in the nation...and some of the lowest overall staffing levels in the country

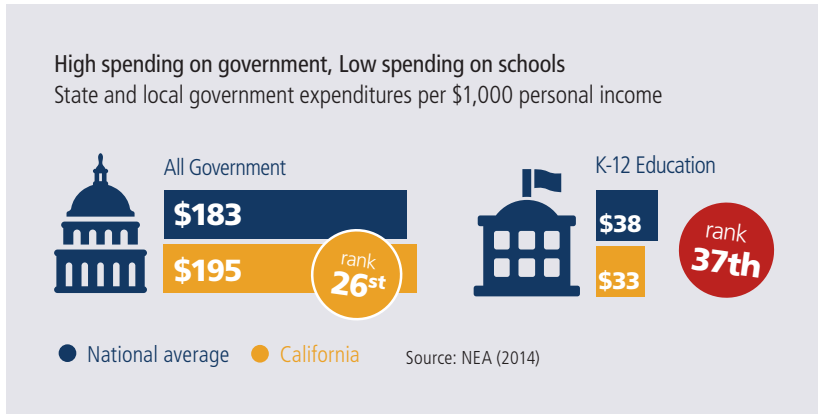
	All staff	Officials and Admin.	Principals and Asst. Principals	Instructional aides	Guidance counselors	Librarians
California	11.7	2,141	382	97.6	822	8,096
National Average	8.1	750	298	67.8	491	1,109
Difference	3.6	1,391	85	29.8	331	6,981
Additional staff to close gap	238,781	5,469	4,695	28,456	5,186	4,909
Ranking	48th	47th	44th	46th	49th	50th

- The problems posed by California’s dismal school funding levels are compounded by the high level of student need and the state’s high cost of living: 58 percent of California’s public school students are eligible for free/reduced lunch — above the national average of 52%

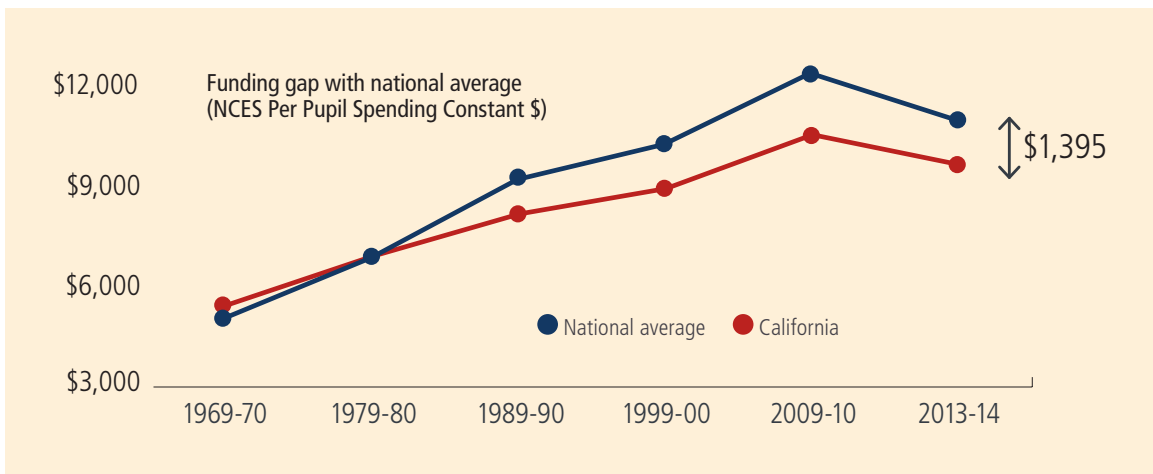
- California also has the nation’s highest percentage of English Learner students at 23% — more than twice the national average of 9%



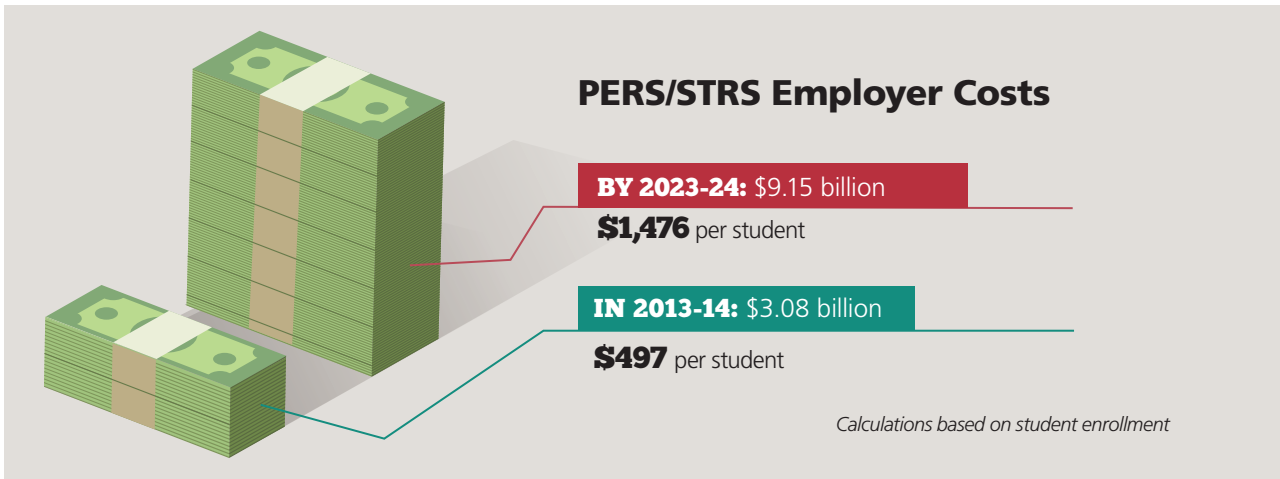
- LCFF is a step forward philosophically because it supports equity by directing more money to students with higher need. But redistribution is not a solution when the overall funding pie is much too small. California is a wealthy state with high incomes and a large, healthy economy that has chosen to invest more in other parts of government than it invests in schools.



- Funding Gaps began when the state took over school funding in the 1970's with the Serrano v. Priest decision and grew steadily post Prop 13.



- The urgency of investment in public schools is only growing as:
 - The Proposition 98 guarantee has not kept pace with the needs of public schools for our students and our state to remain competitive.
 - Employer pension contribution costs will more than double over the next five years
 - Health care, utility, transportation and special education costs continue to skyrocket
 - Unfunded mandates are introduced annually
 - The next recession grows closer



- California has consistently underfunded public education while widening its scope, adding new requirements and raising the standards for what constitutes 21st Century Learning. As a result, our schools lack the resources of those in poorer sections of the country as well as the resources needed to meet the state’s goals for students.

Districts and County Offices of Education are doing more with less, but it’s not enough. If California is serious about providing all its children with a high-quality education, we need to get serious about full and fair funding for public schools.

California School Boards Association
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