

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

Regular Board Meeting
Wednesday, January 22, 2020
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, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Unrepresented Employees
 - 2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
- C. Adjourn Closed Session, Call Meeting to Order, 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. Communications**
 - 1. Sacramento County Office of Education: River Oaks Elementary School Named a 2020 California Distinguished School
 - 2. Sacramento County Office of Education: 2019-2020 First Period Interim Report
- 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.

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. GJUESD Arts Education Plan

LCAP GOAL 3

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

1. LCAP & New Three-Year Cycle
2. California School Dashboard Results
3. CalSCHLS Survey Update

LCAP GOAL 4

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

1. School Maintenance Plans
2. Fairsite School Readiness Center Maker Space Grand Opening

Other Reports

1. School Services of California Governor’s Budget Report 2020-21
2. Williams Uniform Complaint Process Quarterly Report

G. Recommended Actions/Routine Matters/New Business

192.048 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 13, 2019 Annual Organizational Meeting
Minutes: December 18, 2019 Special Board Meeting**

**c. Payment of Warrants –
Certificated/Classified Payrolls Dated: 12/10/2019,
12/13/2019, 1/1/2020, 1/10/2020
Vendor Warrant Numbers: 20325888-20325937; 20326903-
20326974; 20328407-20328458, 20329304-20329321;
20330146-20330205; 20330786-20330857; 20331619-
203316600**

d. Personnel

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

e. Donations

f. Master Contract for Non-Public School: Aldar Academy

g. School Bus Driver Training Contract

h. Out of State Conference Attendance: Jennifer Collier,
Extended Learning Supervisor

192.049	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
192.050	Board Consideration of Approval of 2018-19 School Accountability Report Card (SARC) for McCaffrey Middle School, Greer, Lake Canyon, Marengo Ranch, River Oaks and Valley Oaks Elementary Schools	MOTION
192.051	Board Consideration of Approval of GJUESD 2018-19 Audit Report by Christy White Associates	MOTION
192.052	Board Consideration of Approval of Architectural and Engineering Services with PBK for New Track at McCaffrey Middle School	MOTION
192.053	Board Consideration of Approval of Resolution #4 To Reduce Or Eliminate Classified Staff Due To Lack Of Work/Lack Of Funds	MOTION
192.054	Board Consideration of Approval of Lease-Leaseback Preconstruction Services Agreement with S+B James Construction Management Company for River Oaks Elementary School	MOTION
192.055	Board Consideration of Approval of School Transportation Consultation Services Agreement for Professional Services with Timothy W. Purvis, Pupil Transportation Information, LLC (PTI)	MOTION
192.056	Board Consideration of Approval of Board Policy (BP) 9010 Public Statements	MOTION
192.057	Board Consideration of Approval of Galt Elementary Faculty Association (GEFA) Contract Language Re: Article VII, Evaluation Procedures	MOTION

H. Public Comments for topics not on the agenda

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

I. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics
3. Learning & Equity Considerations
4. CSBA Social Media & Training for School Boards

J. Adjournment

The next regular meeting of the GJUESD Board of Education: February 26, 2020

Board agenda materials are available for inspection 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



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	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, Lois Yount, 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:	January 22, 2020	Agenda Item: Communications
Presenter:	Karen Schauer	Action Item: Information Item: XX
<p>1. Sacramento County Office of Education: River Oaks Elementary School Named a 2020 California Distinguished School</p> <p>River Oaks Elementary School has been named a 2020 CA Distinguished School by the California Department of Education based upon 1) closing the achievement gap at a school with at least 40 percent poverty rate 2) two-year (2016-17 and 2017-18) state assessment growth for high needs learners and 3) Dashboard indicator results for academic, suspension, and chronic absenteeism.</p> <p>The summary of the River Oaks model program was shared at the December 13, 2019 board meeting and is attached. The summary involves personalized instruction with responsive support and opportunities within a learner-centered school climate.</p> <p>2. Sacramento County Office of Education: 2019-2020 First Period Interim Report</p>		

Sacramento Office of Education County

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003
PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA
(916) 228-2500 • www.scoe.net

David W. Gordon
Superintendent

December 18, 2019

BOARD OF EDUCATION

Bina Lefkowitz
President

Paul A. Keefer, MBA, Ed.D.
Vice President

Joanne Ahola

O. Alfred Brown, Sr.

Heather Davis

Harold Fong, M.S.W.

Karina Talamantes

Donna Gill, Principal
River Oaks Elementary School
905 Vintage Oak Avenue
Galt, CA 95632

Dear Principal Gill:

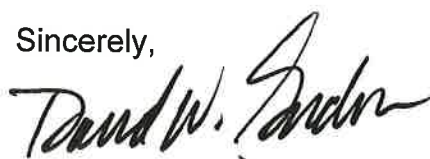
Congratulations on having River Oaks Elementary School named a 2020 California Distinguished School by the California State Board of Education!

The award recognizes schools that are considered to be some of the state's most exemplary public schools that best represent exemplary and quality educational programs.

You, your staff, students, parents, and community are to be commended for making River Oaks Elementary a model for schools throughout the state.

Please accept, from the Sacramento County Board of Education and the Sacramento County Office of Education, our best wishes upon this wonderful achievement.

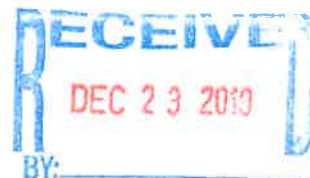
Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/TH

cc: Karen Schauer, Ed.D., Superintendent
Grace Malson, Board President





River Oaks Elementary School: Model of Program and Practice

“All Systems Go - We’re ready to BLAST off to the future!” with responsive, personalized instruction, supports and opportunities in a learner-centered school climate.



Model Program and Practice Overview

Since its opening in 1992, River Oaks Elementary School has established an exceptional culture of high student achievement coupled with a shared philosophy that all students can learn. We have successfully embraced the transition to the CCSS using a whole child approach to education. Our students consistently meet federally mandated standards via a multi-faceted approach that focuses on Social Emotional Learning (SEL) through a personalized growth model, which addresses the diverse needs of all individuals within our school community.

In support of Galt Joint Union Elementary School District’s (GJUESD) Local Control Accountability Plan (LCAP) Goals 1 and 2 state, “the implementation of California State Standards in classrooms and other learning spaces will close the achievement gap through a variety of blended learning environments and strengths-based personalized growth plans for every learner.” In an ongoing effort to address these goals, the River Oaks (RO) team continues to implement educational supports that work towards closing the achievement gap for every learner, with a focus on the specific needs of our English Learners (ELs), students with disabilities, and families who receive free and reduced meals.

River Oaks staff is unique in our ability to foster cohesiveness and flexibility by working as a team, so that all learners can reach their potential. Because we believe that all learners are capable of growth, we are able to depend on each other for help and clarification. This in turn supports the achievement of personalized goals by looking beyond traditional methods of teaching to meet the various needs of our learners. Throughout the school year, classroom, district, and state assessment data is collected and analyzed during academic conferences to monitor learner growth and make instructional decisions. In our on-going work to close the achievement gap, the Multi-Tiered Systems of Support (MTSS) is another critical component used to identify appropriate educational supports for students not meeting grade level benchmarks. Monthly team meetings that include teachers, specialists, and administrators serve as platforms to discuss and review both qualitative and quantitative data and determine strategic interventions that address both social-emotional and academic accommodations.

The River Oaks team works tirelessly to create a climate that challenges students to become lifelong learners through the use of a growth mindset model. Fluid, leveled, math and reading groups partnered with an English Language Development (ELD) program aligned with our district’s rigorous curriculum, meet the individual needs of students and push them to the next level in their learning, a critical step in closing the achievement gap, by providing each child with what they need. Goals and actions are set based on a learner’s abilities as measured by the adaptive Measures of Academic Progress (MAP) Assessments through the Northwest Evaluation Association (NWEA). These assessments serve as one tool to monitor personal growth toward the CCSS and place students at the appropriate levels with online learning resources.

David W. Gordon
Superintendent

January 14, 2020

BOARD OF EDUCATION

Bina Lefkovitz
President

Paul A. Keefer, MBA, Ed.D.
Vice President

Joanne Ahola

O. Alfred Brown, Sr.

Heather Davis

Harold Fong, M.S.W.

Karina Talamantes

Dr. Karen Schauer, Superintendent
Galt Joint Union School District
1018 C Street, Suite 210
Galt, CA 95632

SUBJECT: 2019-2020 First Period Interim Report

Dear Superintendent Schauer:

After submission of the First Period Interim Report, the County Superintendent of Schools is required to review the report for adherence to the State-adopted Criteria and Standards pursuant to Education Code sections 42130-31 and 33127. The district filed a First Interim Report with a **positive** certification. Based on the multi-year projections and assumptions provided by the district, it appears the district will meet its 3% unrestricted reserve requirement for the current fiscal year and two subsequent fiscal years. We concur with the district's **positive** certification with the following comments:

- The multi-year projections submitted project that the unrestricted General Fund balance will decrease by \$914,403 in 2019-2020, by \$557,043 in 2020-2021, and by \$312,564 in 2021-2022.
- The district is projecting a decrease of 50 ADA in 2019-2020.

We are requesting that the district provide the following:

- Notify us immediately, and provide for our review, any changes to the budget.
- Continue to closely monitor future enrollment trends and inform us of budget adjustments should enrollment trends fluctuate.

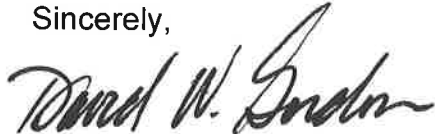


Dr. Karen Schauer, Superintendent
January 14, 2020
Page 2

We would like to thank your staff for their cooperation during our review process.

If you have any questions or concerns regarding this review, please feel free to call Debra Wilkins at (916) 228-2294.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/TS/dw

cc: Grace Malson, Board President, GJUSD
Lois Yount, Business Services Director, GJUSD
Tracy Stinson, Fiscal Services Supervisor, GJUSD
Tamara Sanchez, Associate Superintendent, SCOE
Debra Wilkins, District Fiscal Services Director, SCOE



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

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.

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. GJUESD Arts Education Plan

LCAP GOAL 3

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

1. LCAP & New Three-Year Cycle
2. California School Dashboard Results
3. CalSCHLS Survey Update

LCAP GOAL 4

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

1. School Maintenance Plans
2. Fairsite School Readiness Center Maker Space Grand Opening

Other Reports

1. School Services of California Governor's Budget Report 2020-21
2. Williams Uniform Complaint Process Quarterly Report



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. **GJUESD Arts Education Plan**

Jennifer Collier, Extended Learning Supervisor and Claudia Del Toro-Anguiano, Curriculum Director

Sacramento County Office of Education, Sacramento Metropolitan Art Consortium and Galt Joint Union Elementary School District (GJUESD) worked together to develop, design and establish the first GJUESD Arts Education Plan that spans five years.

GJUESD vision is to align arts with best practices in a wide variety of **creative** skill building opportunities throughout the school day and after school. Learners will develop **communication** and **critical thinking** skills alongside science, social studies, language arts and mathematics. As instruction includes many forms of art expression, learners will successfully **collaborate** and share ideas, theories, and solutions. Arts integration promotes a desire to make a positive impact on our **community**.

District Arts Lead: Jennifer Collier

Arts Lead Teachers: Alicia Marquez, Chelsea Crager, Katie Mooney, Teresa Michel, and Heidi Freedman

Galt Joint Union Elementary School District Arts Integration Plan



GJUESD Arts Team

Jennifer Collier, Extended Learning Supervisor, District Arts Lead
Claudia Del Toro-Anguano, Director of Curriculum

Alicia Marquez, Preschool Teacher, Arts Lead Teacher
Katie Mooney, Kindergarten Teacher, Arts Lead Teacher
Chelsea Crager, First Grade Teacher, Arts Lead Teacher
Teresa Michel, Third Grade Teacher, Arts Lead Teacher
Heidi Freedman, Special Education Teacher, Arts Lead Teacher
Arianne Aguilera, Choir and Drama Teacher
Nancy Severn, Music and Band Teacher
Omar Anzaldua, Music and Band Teacher
Robin Richman, Music and Band Teacher
Karen Albert, Technology-Media Arts Teacher

Artist Residencies provided in partnership with
Sacramento Metropolitan Arts Consortium, Any Given Child Program and
Sacramento County Office of Education

Vision Statement

The GJUESD vision is to align arts with best practices in a wide variety of **creative** skill building opportunities throughout the school day and after school. Learners will develop **communication** and **critical thinking** skills alongside science, social studies, language arts and mathematics. As instruction includes many forms of art expression, learners will successfully **collaborate** and share ideas, theories, and solutions. Arts integration will promote a desire to make a positive impact on the **community**.

Based on the Kennedy's Center definition of Arts Integration

Art Integration is an **approach to teaching** in which students construct and demonstrate **understanding** through an **art form**. Students engage in a **creative process** which **connects** an art form and another subject area and meets **evolving objectives** in both.

Purpose

Galt Joint Union Elementary School District recognizes that each child is an individual with independent creative needs. The goal is to provide all learners with creative experiences through the form of dance, music, theater arts, and visual arts.

This document describes an action plan to further the implementation of the California Arts Integration Programs in the Galt Joint Union Elementary School District. The goals herein align with the vision specifying that GJUESD is committed to preparing all learners to be successful and responsible community members and will provide a rigorous and supportive academic experience. Included in this plan is a detailed matrix promoting exemplary arts program in which all learners have the opportunity to develop their appreciation, skills, and literacy in the arts. Through mastery of the arts, learners become effective communicators. Learners will possess the successful creative and collaborative skills to enhance and expand their academic and life experiences. The intrinsic motivation of the arts, inspires learners to pursue and dream of their best and relevant future.

The GJUESD Arts Lead Teacher Team participated in Sacramento County Office of Education (SCOE) professional development, communities of practice, youth and parent listening circles, and stakeholder input. We have identified **5 Key Focus Areas** that embody the vision for arts education in the district. In order to enhance arts education, access and opportunities in the district, these strategic actions will help achieve each focus area.

5 Key Focus Areas and Goals

- 1. Focus Area: Arts Mindset and Culture**
Goal: Create arts culture and mindset that leads to valuing the arts. This will provide learners with access and opportunities to share voice and mastery through creative expression.
- 2. Focus Area: California Arts Standards**
Goal: Develop and expand comprehensive and strategic best practices in core academic areas including Visual Arts, Music, Theatre, Dance, and Media Arts. These best practices will be incorporated with layers of Career Technical Education, Family Engagement, Youth Development principles, Strengths-based practices and Social and Emotional Learning.
- 3. Focus Area: Professional Development**
Goal: Build a network of Arts Lead Teachers and coaches to support discovery of current arts integration and support refinement to include additional arts opportunities. Provide engaging and applicable professional development opportunities for teachers and support staff.
- 4. Focus Area: Arts Access and Facilities**
Goal: Designate multiple facilities to create, showcase and demonstrate artistry from all learners. We will identify and support sustainable funding that will continuously support arts education.
- 5. Focus Area: Partnerships with Stakeholders and Community**
Goal: Build positive relationships and networks with schools and local community partners. Inspire a high quality of life by communicating the advocacy art education, which instills creativity as a way of life and mindset.

Rationale

“**Succeed in Life...** Low income students who are highly engaged in the arts are more than twice as likely to graduate college as their peers with no arts education. **Succeed in School...** Students who are involved in the arts are... 4 times more likely to participate in a math or science fair. 3 times more likely to win an award for school attendance. 4 times more likely to be recognized for academic achievement. **Succeed in Work...** 72% of business leaders say that creativity is the number one skill they are seeking when hiring. **Stay in School...** Low socioeconomic status (SES) students with a high participation in the arts have a dropout rate of 4%, but their peers with a low participation in the arts have a drop out rate of 22%.”
- Arts Education Navigator: Facts and Figures, published Feb. 26, 2013

GJUESD Arts Integration Plan 2019-2023

Communication - Critical Thinking - Creativity - Collaboration - Community



Focus Area 1. Arts Mindset and Culture

Goal: Create arts culture and mindset that leads to valuing the arts. This will provide learners with access and opportunities to share voice and mastery through creative expression.

Timeline	Action Step	Outcome	Person(s) Responsible	Evidence	Funding Implications
Year 1	Discover to what extent each school is offering a comprehensive arts education (dance, music, theater, visual arts).	Explore existing classes, programs and areas of need at each site.	District Arts Lead	Written report	None
Year 1-2	Meet with a committee of arts teachers, school administrators, community members and learners to determine ways to provide more access to arts activities and electives.	Discussion and brainstorm possible solutions, ideas and feedback to provide increased access to the arts.	District Arts Lead	Written Report	Substitutes/ Teacher hourly
Year 1-2	Communicate, utilize, and increase opportunities to incorporate Art Organization into arts learning for students, e.g. Any Given Child. Encourage teachers, principals and parents to use and promote these resources.	Learners experience more artistic productions. Learners have increased knowledge of career pathways. Learners increase their understanding of communication through the arts	District Arts Lead Art Organizations	Learner and Family attendance	Transportation Costs Possible program costs (entry fees) Substitutes/ Teacher hourly
Year 1-5	Find ways to support cultural arts experiences on PreK-8 campuses, e.g. mariachi band, folkloric dance, etc.	Learners have opportunities to create and perform culturally significant art.	District Arts Lead Fairsite Preschool Teachers and Staff	Learner and Family attendance	Possible program costs (entry fees) Substitutes/ Teacher hourly

GJUESD Arts Integration Plan 2019-2023

Communication - Critical Thinking - Creativity - Collaboration - Community



Focus Area 2. California Arts Standards

Goal: Develop and expand comprehensive and strategic best practices in core academic areas including Visual Arts, Music, Theatre, Dance, and Media Arts. These best practices will be incorporated with layers of Career Technical Education, Family Engagement, Youth Development principles, Strengths-based practices and Social and Emotional Learning.

Timeline	Action Step	Outcome	Person(s) Responsible	Evidence	Funding Implications
Year 1-5	Develop plans and layers of support with teachers and support staff to include Career Technical Education, Strengths-based practices and Social and Emotional Learning.	Refine best practices by identifying the areas to integrate support in the arts. Learners will have access to multiple formats to express creativity and mastery	Arts Lead Teachers Administration Psychologists, Social Workers and Councilors	Written Report Professional Learning Community Report	Substitutes/ Teacher hourly
Year 1-5	Create/Utilize stand-alone arts lessons and arts integrated lessons at the PreK-8 level (dance, visual art, theatre) for general classroom teachers, e.g. Any Given Child	More learners receive standards-based arts instruction. Teachers receive Peer to Peer Coaching.	Arts Lead Teachers Administration Art Organizations	Video Docs Professional Learning Community Report	Substitutes/ Teacher hourly
Year 1-2	Real World Arts Experiences Field trips to local agencies. Apple, Inc., local Colleges, Theatres, Museums, Symphony, and the like.	Engagement in goal setting and designing the personalized pathway most meaningful and relevant to each and every learner.	District Arts Lead Administration Art Organizations	Attendance Personalized Learning Plan Goals PreK-8	Transportation Costs Possible Fees/ Admission
Year 1-2	Pilot and expand after school visual art programs at targeted elementary schools taught by art specialists. Positive relationship building with families.	Offer a wide variety of youth engagement arts activities, indicated by youth voice and choice with families.	District Arts Lead ASES Coordinators BFLC Technicians Art Organizations	Attendance Youth Survey Parent Survey	Possible fees/ supplies

GJUESD Arts Integration Plan 2019-2023

Communication - Critical Thinking - Creativity - Collaboration - Community



Focus Area 3. Professional Development

Goal: Build a network of Arts Lead Teachers and coaches to support discovery of current arts integration and support refinement to include additional arts opportunities. Provide engaging and applicable professional development opportunities for teachers and support staff.

Timeline	Action Step	Outcome	Person(s) Responsible	Evidence	Funding Implications
Year 1-5	Provide training opportunities for PreK-8 teachers in arts instruction and techniques to integrate the arts across content areas.	Refined instruction in the arts will be more consistent and better integrated in PreK-8 classrooms.	Arts Lead Teachers Art Organizations	Learner attendance In class Professional Development	Substitutes/ Teacher hourly Possibly fees
Year 1-5	“Peer to Peer Coaching” Mastery of best practices shared in a network of teachers, supporting and integrating arts education throughout lesson plans.	Network of lead teachers providing connections, positive relationship building, professional development, and communications.	District Coaches Arts Lead Teachers Administration/ Director of Curriculum	Improved use of instructional minutes and outcomes.	Substitutes/ Teacher hourly
Year 1-2	Work with site administrators to support and evaluate arts programs at their sites with an understanding of the district vision and plan.	Communication and direction for arts instruction and priorities are clear and measurable.	District Arts Lead Administration/ Director of Curriculum	Improved use of instructional minutes and outcomes.	None
Year 1-5	Visit local school district with Arts Integration Plans to observe specific best practices for implementation. Attend Sacramento Office of Education Professional Development Workshops.	New perspective of arts Integration in alternate offerings, settings and formats. Inspiring to engage with like-minded educators and leaders. Advocacy for arts education evident in neighboring school districts	PreK-8 Teachers Administration District Arts Lead	Improved outlook and encouragement to persist and be consistent in Arts Education.	Transportation Fees Possible fees/ Admission Substitutes/ Teacher hourly

GJUESD Arts Integration Plan 2019-2023

Communication - Critical Thinking - Creativity - Collaboration - Community



Focus Area 4. Arts Access and Facilities

Goal: Designate multiple facilities to create, showcase and demonstrate artistry from all learners. We will identify and support sustainable funding that will continuously support arts education.

Timeline	Action Step	Outcome	Person(s) Responsible	Evidence	Funding Implications
Year 1-5	Continue to offer McCaffrey Middle School Players Productions. The musical theatre and drama experience engages 75 + middle school annually.	Middle School learners are challenged to reach and share their skills and talent to express artistry and creativity on the stage before nearly every learner in the district.	Director and Music Producers Heidi Freedman and Arianne Aguilera Administration	Improved attendance and engagement in life skills and the 4 C's	Stipend to Director and Music Producer Play production fees
Year 1-5	Continue to offer Arts Integration in the Bright Future Learning Centers in every school, during school time and after school.	Positive learner engagement and attitude toward school and attendance. Learners will have a safe place to practice and perform creativity in multiple formats.	District Arts Lead Extended Learning Supervisor Bright Future Learning Center Technicians	Improved perspective to relate and access core academic areas of learning.	Bright Future Learning Center Budget Possibly Fees
Year 1-5	Continue to offer Arts Integration in the After School Education and Safety programs at Greer Elem. Valley Oaks Elem. and McCaffrey Middle schools.	Positive learner engagement and attitude toward school and attendance. Learners will have a safe place to practice and perform creativity in multiple formats.	District Arts Lead Extended Learning Supervisor ASES Coordinators and staff	Improved perspective to relate and access core academic areas of learning.	After School Education and Safety Program Budget Possibly Fees
Year 1-5	Expand Music, Band and Choir for PreK-8 learners, continuing to provide support to current programs and productions.	Development of early and often mindset to include the arts in communicate, critical thinking, collaboration, creativity and impact community to promote success in career and life.	Music, Band and Choir Teachers PE Teachers Tech. Teachers Administration Curriculum Dir. Superintendent	Improved goal setting and connection to future careers and success in life.	Possibly additional teaching staff

GJUESD Arts Integration Plan 2019-2023

Communication - Critical Thinking - Creativity - Collaboration - Community



Focus Area 5. Partnerships with Stakeholders and Community

Goal: Build positive relationships and networks with schools and local community partners. Inspire a high quality of life by communicating the advocacy art education, which instills creativity as a way of life and mindset.

Timeline	Action Step	Outcome	Person(s) Responsible	Evidence	Funding Implications
Year 1-2	Promote communication with families, learners and the community about arts integration and sustainability. Social Media, district survey, website and Podcasts	Stakeholders will be informed in a timely manner to promote and support arts education in the local community and abroad.	District Arts Lead Public Information Officer Superintendent	Increased positive engagement and attendance with the community Analytic Report	Possibly Social Media Fees
Year 1-2	Access current and potential community partners districtwide and at each school.	Published list of identified partners and resources to support learners in arts education.	District Arts Lead	Published list	None
Year 1-5	Reach out to current Partnerships and potential Partners in the Arts Industry to support Career Technical Education and a wide variety of career opportunities.	Meaningful connection to real world careers and jobs. Field Trips for career experiences for learner PreK-8.	District Arts Lead Administration Superintendent	Learners have two arts related Field Trips per school year min. Attendance	Transportation Costs Possibly Fees/ Admission
Year 1-5	Continue and develop Community of Practice Partnership with Sacramento County Office of Education and the Sacramento Metropolitan Arts Consortium and Any Given Child Program	Sustain network relationships to support Arts Integration, best practices and professional development. Continue to receive and review Arts Integration offerings from Arts Organizations/ Professionals	District Arts Lead	New Arts offerings and opportunities for GJUESD	Miles

ARTS INTEGRATION PLAN

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

**COMMUNICATION - CRITICAL THINKING - CREATIVITY
COLLABORATION - COMMUNITY**



Galt Joint Union Elementary School District

GJUESD vision is to align arts with best practices in a wide variety of **creative** skill building opportunities throughout the school day and after school. Learners will develop **communication** and **critical thinking** skills alongside science, social studies, language arts and mathematics. As instruction includes many forms of art expression, learners will successfully **collaborate** and share ideas, theories, and solutions. Arts integration will promote a desire to make a positive impact on our **community**



Arts Integration is
an **APPROACH** to **TEACHING**
in which students construct and demonstrate
UNDERSTANDING
through an **ART FORM**.

Students engage in a
CREATIVE PROCESS which
CONNECTS an art form and another subject area
and meets **EVOLVING OBJECTIVES** in both.



The GJUESD Arts Lead Teacher Team participated in Sacramento County Office of Education (SCOE) professional development, communities of practice, youth and parent listening circles, and stakeholder input. We have identified **5 Key Focus Areas** that embody the vision for arts education in the district. In order to enhance arts education, access and opportunities in the district, these strategic actions will help achieve each focus area.



5 Key Focus Areas

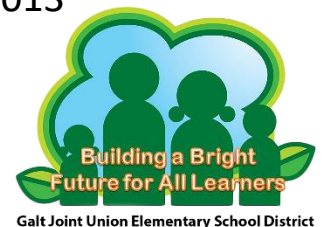
- 1. Arts Mindset and Culture**
- 2. California Arts Standards**
- 3. Professional Development**
- 4. Arts Access and Facilities**
- 5. Partnerships with Stakeholders and Community**



Succeed in Life... Low income students who are highly engaged in the arts are more than twice as likely to graduate college as their peers with no arts education.

Succeed in School... Students who are involved in the arts are... 4 times more likely to participate in a math or science fair. 3 times more likely to win an award for school attendance. 4 times more likely to be recognized for academic achievement.

- Arts Education Navigator: Facts and Figures, published Feb. 26, 2013



Succeed in Work... 72% of business leaders say that creativity is the number one skill they are seeking when hiring.

Stay in School... Low socioeconomic status (SES) students with a high participation in the arts have a dropout rate of 4%, but their peers with a low participation in the arts have a drop out rate of 22%.

- Arts Education Navigator: Facts and Figures, published Feb. 26, 2013

As we Grow And Learn Together

Communication - Critical Thinking - Creativity - Collaboration - Community





LCAP GOAL 3

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

1. **LCAP & New Three-Year Cycle**

Presenter: Karen Schauer, Superintendent

Trainings are being conducted by the Sacramento County Office of Education to assist districts with preparing redesigned or modified LCAP plans. The current LCAP goals can be modified, maintained, combined or reduced, but must consider the eight state priority areas with metrics. Background on the state priority areas with metrics alignment is attached.

At this time, GJUESD is working with stakeholder committees and teams to examine and discuss data sets to identify: strengths, needs and questions. Data include: CA Dashboard, CalSCHLS survey and other local measures. Timelines include board approval of the LCAP with aligned SPSA school plans by June 2020.

Special Board Meeting Dates:

- February 12, 2020: Study Session regarding CalSCHLS survey results
- May 12, 2020: Study Session regarding LCAP
- June 17, 2020: Public Hearing for LCAP and Budget

District Committee Meeting Dates for District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) for Special Education:

- February 4, 2020 (DAC & PAC)
- February 6, 2020 (DELAC)
- April 14, 2020 (DAC & PAC)
- April 16, 2020 (DELAC)
- May 5, 2020 (DAC, PAC & DELAC)
- May, 19, 2020 (DAC, PAC & DELAC)

2. **California School Dashboard Results**

Presenter: Karen Schauer, Superintendent and Claudia Del Toro-Anguiano

The California School Dashboard (Dashboard) is an online tool that shows how schools and school districts are performing on both state and local indicators. The Dashboard uses multiple measures and places the focus on equity for all students.

During the October board meeting, results of **local indicators** were shared prior to uploading to the state's website. All five local indicators now show a ranking of 'met.'

In December, the Dashboard became public and provided performance levels on the **state indicators** which, for our district, include: academic performance for English language arts and mathematics, suspension rate, chronic absenteeism and English learner progress.

GJUESD 2019 Dashboard Results:

Academic Performance

English Language Arts	Yellow Performance
Mathematics	Yellow Performance
Suspension Rate	Orange Performance
Chronic Absenteeism	Orange Performance
English Learner Progress	Medium Status

The Dashboard provides a more complete picture of how our schools are meeting the needs of the learners we serve. Additional reports display the performance levels of specific student groups which will assist our district in identifying strengths, challenges and areas in need of improvement. Student groups must indicate 30 or more students (for current and previous year) to show a performance level (color). The only exception is with foster and homeless students in which these two student groups only need to indicate 15 or more students in that student group to show a performance level (color).

Attachments:

1. District 'snapshot' of performance levels for our district, individual schools and individual student groups.
2. [Getting to Know the California School Dashboard](#) summary page.

3. **Cal SCHLS Survey Update**

Presenter: Karen Schauer, Superintendent

Survey reports at the district and school levels have been completed and will be available on the GJUESD website including the attached survey summaries in English and Spanish. District stakeholders are beginning to examine district and school level reports through committee meetings. A special board meeting is scheduled for Wednesday, February 12th with a CalSCHLS consultant.

School district staff, parents and students in grades 5-8 completed the survey. Survey participation included:

- 623 parents
- 305 employees
- 1150 students

District level survey reports are included for board review.

District and Charter Schools LCFF Priority – LCAP Metric – Dashboard Crosswalk

State Priority	Metrics reported in LCAP	California School Dashboard	
		State Indicator (prepopulated)	Local Indicator (self-reported)
1 Basics	<ul style="list-style-type: none"> Teachers appropriately assigned and fully credentialed Access to standards-aligned instructional materials Facilities are maintained 		Basic Services
2 State Standards	<ul style="list-style-type: none"> Implementation of SBE-adopted standards Programs/services that enable English Learners to access the CA Standards and ELD Standards 		Implementation of State Standards
3 Parent Involvement and Family Engagement	<ul style="list-style-type: none"> Efforts by district to seek parent input in decision making Promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs Efforts by district and each school site to engage families by treating them as partners. 		Parent and Family Engagement
4 Pupil Achievement	<ul style="list-style-type: none"> Standardized assessments (CAASPP Grades 3-8, 11) 	Academic Indicator	
	<ul style="list-style-type: none"> A-G completion CTE completion A-G completion & CTE completion Percentage of pupils passing AP exam (3+) Percentage of pupils demonstrating college preparedness on statewide assessment 		
5 Pupil Engagement	<ul style="list-style-type: none"> EL Progress (ELPAC) EL reclassification rate 	English Learner Progress Indicator	
	<ul style="list-style-type: none"> School attendance rate 		
	<ul style="list-style-type: none"> Chronic absenteeism rate 	Chronic Absenteeism Indicator	
	<ul style="list-style-type: none"> Middle school dropout rate High school dropout rate 		
	<ul style="list-style-type: none"> High school graduation rate 	Graduation Rate Indicator	
6 School Climate	<ul style="list-style-type: none"> Pupil suspension rate 	Suspension Rate Indicator	
	<ul style="list-style-type: none"> Pupil expulsion rate 		
	<ul style="list-style-type: none"> Other local measures, including safety and school connectedness surveys of students, parents, and teachers 		School Climate
7 Course Access	<ul style="list-style-type: none"> A broad course of study Programs/services developed and provided to unduplicated students and individuals with exceptional needs 		Access to a Broad Course of Study
8 Other Pupil Outcomes	<ul style="list-style-type: none"> Pupil outcomes in a broad course of study 	College/Career Indicator	

**California School Dashboard
GJUESD Snapshot**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
All Students														
Chronic Absent	orange	orange	red	orange	yellow	green	green	yellow	yellow	orange	orange	orange	orange	orange
Suspension	orange	orange	orange	orange	blue	blue	blue	green	blue	yellow	orange	green	orange	orange
ELA	yellow	yellow	green	yellow	green	yellow	green	yellow	green	green	yellow	yellow	orange	orange
Math	yellow	yellow	green	yellow	green	green	green	yellow	green	green	orange	yellow	orange	yellow
ELPI		48.1%M		49.4%M		46.1%M		38.1%L		53.1%M		43.5%L		62.6%H
English Learners														
Chronic Absent	orange	orange	orange	yellow	green	green	yellow	green	yellow	orange	green	orange	yellow	orange
Suspension	orange	green	orange	orange	blue	blue	blue	blue	blue	blue	yellow	green	red	green
ELA	yellow	yellow	yellow	yellow	yellow	orange	yellow	orange	yellow	orange	yellow	yellow	red	yellow
Math	orange	yellow	green	orange	yellow	yellow	yellow	orange	yellow	yellow	orange	yellow	red	orange
SED														
Chronic Absent	orange	orange	red	red	orange	yellow	green	orange	green	orange	orange	red	orange	yellow
Suspension	yellow	orange	yellow	red	blue	blue	blue	orange	green	orange	orange	green	orange	orange
ELA	yellow	orange	yellow	orange	yellow	orange	yellow	orange	green	orange	yellow	yellow	orange	yellow
Math	orange	yellow	green	orange	yellow	yellow	yellow	yellow	green	yellow	orange	yellow	orange	yellow
SWD														
Chronic Absent	orange	orange	red	red	orange	yellow	yellow	green	orange	red	orange	orange	yellow	orange
Suspension	orange	orange	orange	yellow	yellow	blue	blue	yellow	yellow	orange	red	green	orange	red
ELA	orange	orange		orange	yellow	yellow	orange	yellow	yellow	orange	red	orange	red	red
Math	red	orange		yellow	yellow	yellow	red	yellow	orange	orange	red	orange	red	orange
White														
Chronic Absent	green	orange	red	orange	green	blue	green	green	orange	orange	orange	yellow	yellow	red
Suspension	orange	yellow	orange	orange	blue	blue	blue	blue	yellow	green	red	yellow	orange	orange
ELA	green	green	green	orange	blue	green	blue	green	green	green			yellow	green
Math	green	green	green	yellow	green	blue	green	green	blue	green			yellow	blue
Hispanic														
Chronic Absent	orange	orange	red	orange	yellow	orange	green	orange	orange	orange	orange	red	orange	orange
Suspension	orange	orange	orange	orange	blue	blue	blue	orange	blue	yellow	orange	green	orange	orange
ELA	yellow	orange	green	yellow	yellow	orange	yellow	orange	green	orange	yellow	yellow	orange	orange
Math	orange	yellow	green	yellow	yellow	green	yellow	orange	green	yellow	orange	yellow	orange	yellow

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.
 ELPI: English Learner Progress Indicator- Key: Very High (65%+), High (55%-65%), Medium (45%-55%), Low (35%-45%), Very Low (less than 35%)

**California School Dashboard
GJUESD Snapshot**

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
African American														
Chronic Absent	red	yellow												
Suspension	blue	blue												
ELA														
Math														
Asian														
Chronic Absent	orange	yellow												
Suspension	orange	orange												
ELA	blue	green												
Math	green	yellow												
2 or More Races														
Chronic Absent	yellow	green												
Suspension	green	orange												
ELA	green	green												
Math	green	green												
Foster														
Chronic Absent														
Suspension														
ELA														
Math														
Homeless														
Chronic Absent	yellow	red									orange	orange		
Suspension	green	orange									green	red		
ELA	orange	yellow												
Math	orange	yellow												
Filipino														
Chronic Absent	green	green												
Suspension	blue	blue												
ELA														
Math														

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.
ELPI: English Learner Progress Indicator- Key: Very High (65%+), High (55%-65%), Medium (45%-55%), Low (35%-45%), Very Low (less than 35%)

The California School Dashboard (<https://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

11 Measures of School Success

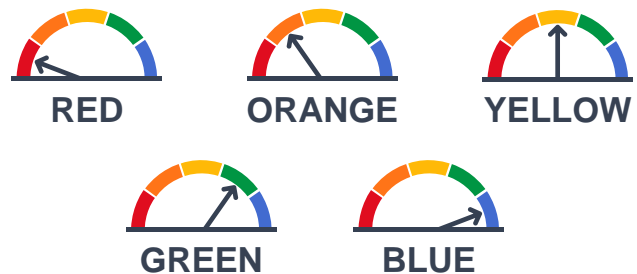
State Measures

Six state measures allow for comparisons across schools and districts based on information collected statewide.

- **High School Graduation Rate**
- **Academic Performance**
- **Suspension Rate**
- **English Learner Progress**
- **College/Career Readiness**
- **Chronic Absenteeism**

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state measures.



The performance level (color) is based on current and prior year data.

Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher qualifications, safe and clean buildings, textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety, connection to the school
- **Parent Involvement and Engagement**
- **Access to Courses**

Districts receive one of three ratings for each of the four local measures:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local measures.



CaISCHLS SURVEY

CaISCHLS Survey Summary

1. Parent Survey Summary
2. Staff Survey Summary
3. Elementary Survey Summary
4. Middle School Survey Summary

Galt Joint Union Elementary School District
CaSCHLS PARENT SURVEY RESULTS
 Summary of Key Indicators

Key Indicators			
	All Parents <i>% Agree/Strongly Agree</i>	K-6 Parents <i>% Agree/Strongly Agree</i>	Middle School Parents <i>% Agree/Strongly Agree</i>
Parental Involvement			
School allows input and welcomes parents' contributions	78	81	60
School encourages me to be an active partner with the school in educating my child	83	89	66
School actively seeks the input of parents before making important decisions	59	63	40
Parents feel welcome to participate at this school	84	89	60
School Supports for Students			
School promotes academic success for all students	87	88	82
School is a safe place for my child	86	90	70
School motivates students to learn	86	88	78
School has adults who really care about students	87	88	76
School provides opportunities for meaningful student participation	74	77	61
Fairness, Rule Clarity and Respect for Diversity			
School enforces school rules equally	72	73	65
School clearly communicates consequences of breaking rules	84	83	90
School treats all students with respect	85	86	78
School promotes respect of all cultural beliefs and practices	66	68	57
Substance Abuse and Bullying			
Student alcohol and drug use is NOT a large problem	68	74	41
Student tobacco use is NOT a large problem	66	71	41
Student vaping or e-cigarette use is NOT a large problem	65	73	32
Harrassment or bullying of students is NOT a large problem	65	67	51
Facilities			
School has clean and well-maintained facilities/properties	89	90	81

Galt Joint Union Elementary School District
CaSCHLS PARENT SURVEY RESULTS
 Summary of Key Indicators

Custom Questions			
	All Parents <i>% Agree/Strongly Agree</i>	K-6 Parents <i>% Agree/Strongly Agree</i>	Middle School Parents <i>% Agree/Strongly Agree</i>
This school personalizes learning to meet my child's academic strengths and needs	66	69	47
This school personalizes learning to meet my child's talents, interests and emotional needs	61	64	42
The Fairsite School Pre-Kindergarten center supports children to become ready for school and explore future dreams	64	68	47
The Fairsite School Pre-Kindergarten Center continues to improve family supports and opportunities to help their children be successful in school	63	67	44
The Fairsite School Pre-Kindergarten Center provides a variety of culturally diverse learning opportunities to children and families	54	57	35

Galt Joint Union Elementary School District
CalSCHLS STAFF SURVEY RESULTS
 Summary of Key Indicators

Key Indicators			
	All Staff	Elementary	Middle
	% Agree/Strongly Agree	% Agree/Strongly Agree	% Agree/Strongly Agree
School Supports for Students			
Caring Adult Relationships	95	96	91
High Expectations by Adults in School	95	96	91
Opportunities for Student Participation	86	92	79
Promotion of Parent Involvement	93	97	84
Student Learning Environment	93	95	84
Facilities upkeep	83	83	82
Social Emotional Supports at School	87	89	73
Adequate Counseling/Support Services	84	86	75
Anti-bullying climate	89	91	76
School Supports for Staff			
Staff Working Environment	84	86	73
Staff Collegiality	87	89	74
School Safety			
Safe for Staff	92	93	86
Safe for Students	94	95	83
Sufficient Resources for a Safe Campus	86	88	67
Fairness, Rule Clarity and Respect for Diversity			
Fairness and Rule Clarity	90	93	79
Respect for Diversity	93	95	85
Student Behavior			
Student readiness to learn	78	84	48
Cutting classes/truancy NOT a problem	92	93	83
Harrasment/bullying NOT a problem	82	86	59
Substance Abuse and Mental Health			
Alcohol and drug use a problem	13	2	71
Tobacco use a problem	11	1	61
Vaping/e-cigarette use a problem	16	2	80
Student depression a problem	22	17	49

Galt Joint Union Elementary School District
CalSCHLS STAFF SURVEY RESULTS
 Summary of Key Indicators

<i>Special Education Module</i>			
	All Staff	Elementary	Middle
	% Agree/Strongly Agree	% Agree/Strongly Agree	% Agree/Strongly Agree
Barriers to Effective Service Delivery			
Works to reduce instructional interruptions	80	79	80
Effectively schedules mandated activities	88	88	88
Integration and Collaboration			
Integrates SPED into daily operations	90	87	97
Encourages general and special education teaming	83	83	84
Provides sufficient time to collaborate on service delivery	57	57	54
Views service to students with IEPS as shared responsibility	77	77	73
Student Expectations and Supports			
Supports alternative modes of communication	83	84	80
Provides sufficient resources for SPED programs	65	68	54
Personnel Supports			
Has positive environment for staff serving students with IEPS	84	87	73
Climate encourages continued service to students with IEPs	86	86	84
Provides adequate access to technology	82	82	80
Has good communication with district personnel	76	79	62

Galt Joint Union Elementary School District
CalSCHLS STAFF SURVEY RESULTS
 Summary of Key Indicators

Custom Questions			
	All Staff	Elementary	Middle
	% Agree/Strongly Agree	% Agree/Strongly Agree	% Agree/Strongly Agree
This school personalizes or tailors learning to meet each learner's academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement	76	81	52
This school personalizes or tailors learning experiences to engage learners by using that learner's talents, interests and aspirations to inspire individual goal accomplishment	73	78	49
This school personalizes or tailors learning, supports or opportunities to reflect youth voice and choice in what, how, when and where they learn	68	72	46
The Fairsite School Pre-Kindergarten Center supports children to become ready for school and explore future dreams.	55	60	36
The Fairsite School Pre-Kindergarten Center continues to improve outreach and support for all families to help their children be successful in school	56	60	40
provides a variety of culturally diverse learning opportunities to children and families.	47	51	24
District leadership recognizes the academic and emotional needs of students across the district	65	70	43
District leadership supports teachers and staff to maximize learning, supports and opportunities	59	62	46
District leadership communicates and implements core programs clearly and consistently with fidelity	54	57	41
District leadership recognizes barriers to learning and aligns or acquires resources	53	55	45

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
ELEMENTARY 2019-2020

Key Indicators of School Climate and Student Well-Being

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School Engagement and Supports				
School connectedness	–	–	77	75
Academic motivation	–	–	87	85
Caring adults in school	–	–	79	74
High expectations-adults in school	–	–	90	86
Meaningful participation	–	–	38	44
Facilities upkeep	–	–	88	83
Parent involvement in schooling	–	–	84	78
Social and emotional learning supports	–	–	81	78
Anti-bullying climate	–	–	79	74
School Safety				
Feel safe at school	–	–	85	82
Feel safe on way to and from school	–	–	87	87
Been hit or pushed	–	–	39	34
Mean rumors spread about you	–	–	37	48
Called bad names or target of mean jokes	–	–	41	49
Saw a weapon at school	–	–	9	13
School Disciplinary Environment				
Rule clarity	–	–	88	88
Students well behaved	–	–	55	52
Students treated fairly when break rules	–	–	59	55
Students treated with respect	–	–	91	86
Substance Use and Physical/Mental Health				
Alcohol or drug use	–	–	11	23
Marijuana use	–	–	1	1
Cigarette use	–	–	0	1
Vaping	–	–	1	2
Late bedtime (after 10 pm)	–	–	13	24
Experienced sadness	–	–	15	24

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
ELEMENTARY 2019-2020

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Covitality	–	–	80	77
Belief in self	–	–	88	87
Belief in others	–	–	80	79
Empathy	–	–	83	80
Engaged living	–	–	69	63
Growth mindset	–	–	81	82
Collaboration	–	–	81	81
Problem solving	–	–	73	68

Covitality Domain and Subdomains	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Belief in self	–	–	88	87
Self-efficacy	–	–	89	88
Persistence	–	–	87	85
Belief in others	–	–	80	79
School supports	–	–	85	79
Peer supports	–	–	75	79
Emotional competence				
Empathy	–	–	83	80
Engaged living	–	–	69	63
Optimism	–	–	76	70
Gratitude	–	–	89	84
Zest	–	–	41	34

Custom Question

This school encourages me to know and use my strengths to do what I do best.

	Grade 5 %	Grade 6 %
Strongly agree	62	47
Agree	29	35
Neither agree nor disagree	6	15
Disagree	1	2
Strongly disagree	3	2

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
MIDDLE SCHOOL 2019-2020

Summary of Key Indicators

Key Indicators of School Climate and Student Well-Being

	Grade 7	Grade 8
	%	%
School Engagement and Supports		
School connectedness	66	57
Academic motivation	75	72
Chronic truancy (twice a month or more often)	3	1
Caring adult relationships	68	60
High expectations	78	72
Meaningful participation	35	24
Facilities upkeep	50	37
Promotion of parent involvement in school	60	51
School Safety		
School perceived as very safe or safe	60	56
Experienced any harassment or bullying	35	34
Had mean rumors or lies spread about you	30	36
Been afraid of being beaten up	25	17
Been in a physical fight	13	11
Seen a weapon on campus	12	17
Substance Use and Physical/Mental Health		
Current alcohol or drug use	9	16
Current marijuana use	3	8
Current binge drinking	2	4
Very drunk or “high” 7 or more times, ever	1	4
Been drunk or “high” on drugs at school, ever	3	6
Current cigarette smoking	1	1
Vaping	4	7
Sleep deprivation (less than 8 hours)	33	44
Experienced chronic sadness/hopelessness	26	32
Considered suicide	13	18

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
MIDDLE SCHOOL 2019-2020

Key Indicators of School Climate

School Climate Scales

	Grade 7	Grade 8
	%	%
Supports for learning	68	59
Student learning engagement	30	26
Fairness and respect for diversity	50	34
Racial/Ethnic conflict	11	13
Appreciation of racial/ethnic differences	54	43
Clarity of rules	77	65
Disciplinary harshness	45	52
Student peer relationships	43	38
Supports for social and emotional learning	60	46
Anti-bullying climate	44	37
Supports for college and career planning	43	36
Quality of physical environment	48	37
Time for lunch	54	43

Key Indicators of Social Emotional Health

	Grade 7	Grade 8
	%	%
Covitality	71	64
Belief in self	67	60
Belief in others	77	71
Emotional competence	73	65
Engaged living	66	59
Social emotional distress	26	31
Growth mindset	67	66
Goals	80	76
Collaboration	71	61
Problem solving	54	52

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
MIDDLE SCHOOL 2019-2020

Covitality Domains and Subdomains

	Grade 7	Grade 8
	%	%
Belief in self	67	60
Self-efficacy	77	71
Self-awareness	73	64
Persistence	50	45
Belief in others	77	71
School supports	78	71
Family connectedness	80	69
Peer supports	74	72
Emotional competence	73	65
Emotional regulation	76	67
Empathy	75	70
Behavioral self-control	70	58
Engaged living	66	59
Optimism	64	55
Gratitude	72	67
Zest	63	55

Custom Questions

This school encourages me to know and use my strengths to do what I do best.

	Grade 7	Grade 8	Total
	%	%	%
Strongly agree	36	24	30
Agree	32	30	31
Neither agree nor disagree	22	29	26
Disagree	5	9	7
Strongly disagree	5	7	6



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. **School Maintenance Plans**

Presenter: Lois Yount, Business Director

- McCaffrey Middle School
- Fairsite School Readiness Center
- District Office
- Maintenance/Operations/Transportation (MOT)

McCaffrey Middle School and Fairsite School Readiness Center plans are attached. District Office and MOT will be available at the board meeting.

2. **Fairsite School Readiness Center Maker Space Grand Opening**

Presenter: Donna Mayo-Whitlock, Educational Services Director and Kuljeet Nijjar, Special Education Administrator/ECE Coordinator

The new Maker Space room, funded through Central Valley Foundation grant, held a grand opening on Tuesday, January 14, 2020 with Good Day Sacramento coverage. The video link is:

https://youtu.be/F7_xDf182t8



McCaffrey Middle School - Established 2003
5 Year Routine Maintenance Plan

Location	Size and Year of HVAC Unit	Flooring Type and Age	2020-21 Upgrades	2021-22 Upgrades	2022-23 Upgrades	2023-24 Upgrades	2024-25 Upgrades
Room B1	4 Ton/2003	Carpet/2003			Replace Carpet	Replace HVAC	
Room B2	4 Ton/2003	Carpet/2019				Replace HVAC	
Room B4	4 Ton/2003	Carpet/2003			Replace Carpet	Replace HVAC	
Room B5	4 Ton/2003	Carpet/2017				Replace HVAC	
Room B6	4 Ton/2003	Carpet/2003			Replace Carpet	Replace HVAC	
Room B8	4 Ton/2003	Carpet/2003			Replace Carpet		Replace HVAC
Room C1	4 Ton/2003	Carpet/2017					Replace HVAC
Room C2	4 Ton/2003	Carpet/2003				Replace Carpet	Replace HVAC
Room C4	4 Ton/2003	Carpet/2003				Replace Carpet	Replace HVAC
Room C5	4 Ton/2003	Carpet/2003				Replace Carpet	Replace HVAC
Room C6	4 Ton/2003	Carpet/2003				Replace Carpet	
Room C8	4 Ton/2003	Carpet/2003					Replace Carpet
Room D1	4 Ton/2003	Carpet/2003					Replace Carpet
Room D3	4 Ton/2003	Carpet/2003					Replace Carpet
Room D4	4 Ton/2003	Carpet/2003					Replace Carpet
Room D5	4 Ton/2003	Carpet/2019					
Room D7	4 Ton/2003	Carpet/2019					

Room D8	4 Ton/2003	Carpet/2003					
Room E1	4 Ton/2003	Carpet/2003					
Room E2	4 Ton/2003	Carpet/2018					
Room E4	4 Ton/2003	Carpet/2019					
Room E5	4 Ton/2003	Carpet/2017					
Room E6	4 Ton/2003	Carpet/2003					
Room E8	4 Ton/2003	Carpet/2003					
Room P1	3.5 Ton/2004	Carpet/2014					
Room P2	3.5 Ton/2004	Carpet/2014					
Room P3	3.5 Ton/2004	Carpet/2014	Replace Carpet				
Room P4	3.5 Ton/2004	Carpet/2014					
Room P5	3.5 Ton/2004	Carpet/2018					
Room P6	3.5 Ton/2004	Carpet/2018					
Room P7	3.5 Ton/1997	Carpet/2009	Replace HVAC				
Room P8	3.5 Ton/1997	Carpet/2009	Replace HVAC				
Room P9	3.5 Ton/1997	Carpet/2014	Replace Carpet		Replace HVAC		
Room P10	3.5 Ton/1997	Carpet/2015			Replace HVAC		
Room P11	3.5 Ton/1997	Carpet/2013	Replace Carpet		Replace HVAC		
Room P12	3.5 Ton/1997	Carpet/2018			Replace HVAC		

Room S1	4 Ton/2003	VCT/2016					
Room S2	4 Ton/2003	VCT/2016					
Room S4	4 Ton/2003	VCT/2016					
Room S5	4 Ton/2003	VCT/2016					
Room S6	4 Ton/2003	VCT/2016					
Room S8	4 Ton/2003	VCT/2016					
Tech Room	4 Ton/2003	Carpet/2003					
KDOG Room	4 Ton/2003	Carpet/2003					
Band Room	7.5 Ton/2003	Carpet/2003					
Choir Room	5 Ton/2003	Carpet/2017					
Student Restrooms		Original Tile					
Admin	5 Ton/2003 (2)6 Ton/2003	Small Offices: 2003 Main Office: 2003 Nurse Office: 2003 Staff Room: 2016					
Admin Bathrooms		Original Tile and Linoleum					
BFLC	3 Ton/2003 6 Ton/2003 7.5 Ton/2003	Carpet/2018					
BFLC Bathrooms		Original Linoleum					
Multi-Purpose	30 Ton/2003	VCT/2008					
Multi-Purpose Bathrooms		Original Tile					
Stage	15 Ton/2003	VCT/2003					

Kitchen	10 Ton/2003	Original Linoleum	Replace Linoleum				
Gymnasium	Office: 3 Ton/2003 Lockers: (2) MAU/2003 Gym: 25 Ton/2003	Original Wood Floor: Sealed with Polyurethane/2019	Resurface Gym Floor & Replace Office HVAC				

Portables 1-6: 2004

Portables 7-12: FS 2009

			2020-21 Upgrades	2021-22 Upgrades	2022-23 Upgrades	2023-24 Upgrades	2024-25 Upgrades
Parking Lots	Asphalt Slurry/2017						
Blacktop Area	Restriping/2016				Asphalt Slurry		
Exterior Painting	Original			Exterior Painting			
Exterior Painting Portables	Original			Exterior Painting & Replace Dry Rot			
Roofing	Original						
Fire & Intrusion System	Original						
Refrigerator and Freezer	Freezer Condenser: 2008 Fridge Condenser: 2019						
Cement Repairs	ongoing		as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)

Estimated Costs	\$ 100,000.00	\$ 200,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
------------------------	---------------	---------------	---------------	---------------	---------------



Fairsite Preschool & School Readiness Center - Established 1956 & 2009
5 Year Routine Maintenance Plan

Location	Size and Year of HVAC Unit	Flooring Type and Age	2020-21 Upgrades	2021-22 Upgrades	2022-23 Upgrades	2023-24 Upgrades	2024-25 Upgrades
Room 1	5 Ton/1996	VCT/2019	Replace HVAC				
Room 2	5 Ton/1996	VCT/2012	Replace HVAC				
Room 3	5 Ton/1996	VCT/2016 Carpet/2001		Replace HVAC			
Room 4	5 Ton/1996	Carpet/2018		Replace HVAC			
Room 5	5 Ton/1997	Carpet/2018			Replace HVAC		
Room 6	5 Ton/1997	Carpet/2017			Replace HVAC		
Room 7	5 Ton/2015	Carpet/2017					
Room 8	5 Ton/1997	Carpet/2017				Replace HVAC	
Room 10	5 Ton/1995	Carpet/2008				Replace HVAC	
Room 11	5 Ton/1995	Carpet/2016					Replace HVAC
Room 12	5 Ton/1995	Carpet/1997	Replace Carpet				Replace HVAC
Room 14	5 Ton/1995	Carpet/1997	Replace Carpet				
Room 15	3 Ton/1993	Carpet/1998	Replace Carpet				
Room 16	4 Ton/2019	Carpet/1996		Replace Carpet			
Room 17	4 Ton/1990	Carpet/2008					
Room 18	3.5 Ton/2005	Carpet/2004					
Room 19	1.5 Ton/1998	Carpet/1998		Replace Carpet			

Room 20	1.5 Ton/1995	Carpet/1996		Replace Carpet			
Rooms 10, 11, 12, 14, 19, 20	Need Upgrades to Duct Work & Thermostats			Need Upgrades to Duct Work & Thermostats			
Room 22	4 Ton/2000	Carpet/2010					
Room 25	3 Ton/1992	Carpet/1998			Replace Carpet		
Room 26	3 Ton/2001	Carpet/1997			Replace Carpet		
Room 27	3 Ton/1994	Carpet/1999			Replace Carpet		
Room 28	3 Ton/2005	Carpet/1996			Replace Carpet		
Room 29	3 Ton/2009	Carpet/1997				Replace Carpet	
Room 30	3 Ton/2006	Carpet/1998				Replace Carpet	
Room 32	3 Ton/2005	Carpet/1999				Replace Carpet	
Room 34	3 Ton/1987	Maintenance Shop					
Room 36	3 Ton/1987	Maintenance Shop					
Health Office (Room 9)	2.5 Ton/2011	Carpet/1997					Replace Carpet
Admin	(2) 3 Ton/1994	VCT/Carpet/1996					Replace Carpet/VCT
Work Room	3 Ton/2018	Carpet/2017					
Multi Purpose	(2) 5 Ton/1999	VCT/1997					

			2020-21 Upgrades	2021-22 Upgrades	2022-23 Upgrades	2023-24 Upgrades	2024-25 Upgrades
Parking Lots	Asphalt Slurry Restriped Parking Lot/2019						
Main Playground	Asphalt/2016	Play Structure/2015					
Playground	Asphalt Slurry/1999		Reasphalt				
Exterior Painting	2004						
Roofing	Original Multi Roof Replaced/2011						
Fire & Intrusion System	2004						
Freezer	Condenser/2005						
Bathrooms (13)	(2) 2019 (2) 2004 (9) Original		Upgrade Bathrooms	Upgrade Bathrooms	Upgrade Bathrooms	Upgrade Bathrooms	Upgrade Bathrooms
Cement Repairs	ongoing		as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)

Estimated Costs	\$ 75,000.00	\$ 100,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
------------------------	---------------------	----------------------	---------------------	---------------------	---------------------



OTHER REPORTS

OTHER REPORTS

1. **School Services of California Governor's Budget Report 2020-21**

Presenter: Lois Yount, Business Director

2. **Williams Uniform Complaint Process Quarterly Report**

Presenter: Karen Schauer, Superintendent

The 2020-21 Governor’s Budget Proposal

Governor Gavin Newsom is proposing a \$157 billion General Fund Budget for the upcoming fiscal year, a 2.23% increase over the current year. The total State Budget proposed by the Governor measures at \$222.2 billion. He uses a significant amount of one-time funds as a way to provide flexibility during times of economic uncertainty. Being fiscally prudent, examples of proposed flexibility are found in the education budget where nearly 60% of the \$3 billion in available new revenue is proposed for new or the extension of one-time investments.

Economic Outlook

The 2020–21 revised revenue forecast is over \$5 billion more than the 2019–20 State Budget Act projection. Personal income tax is up by \$1.2 billion, corporation tax is up by \$700 million, and revenue from the sales and use tax is projected to be \$1.1 billion over the 2019 enacted State Budget estimates.

Governor Newsom continues to build additional reserves beyond the \$16 billion currently set aside in the Rainy Day Fund. An additional \$1.9 billion transfer is proposed in the budget year and an additional \$1.4 billion over time, bringing the Rainy Day Fund to \$19.4 billion by 2023–24.

Proposition 98

CURRENT- AND PRIOR-YEAR MINIMUM GUARANTEE

The Proposition 98 minimum guarantee has increased from the 2019 State Budget Act for both 2018–19 and 2019–20 due largely to an increase in property tax revenue in 2018–19 and increased General Fund revenues in both years.

For the current year, Governor Newsom’s State Budget proposal acknowledges an increase of \$517 million from the 2019–20 State Budget Act—

raising the Proposition 98 guarantee to an estimated \$81.6 billion, up from \$81.1 billion. The 2018–19 year reflects a more modest increase of \$301.5 million, raising the minimum guarantee from \$78.1 billion to \$78.4 billion.

2020–21 MINIMUM GUARANTEE

For 2020–21, the Governor’s State Budget proposes a Proposition 98 guarantee of \$84 billion, an increase of \$3 billion year over year. As expected, given the continued declines in enrollment, the guarantee is projected to be based on Test 1—funding based on education’s proportion of the General Fund in 1986–87.

Cost-of-Living Adjustments and ADA

The estimated statutory cost-of-living adjustment (COLA) for K–12 education programs in 2020–21 is 2.29%, and is applied to the Local Control Funding Formula (LCFF) base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers, the American Indian Early Childhood Education program, and the Mandate Block Grant.

Statewide, average daily attendance (ADA) is expected to continue declining. The State Budget proposal reduces Proposition 98 funding in 2019–20 due to an ADA decline greater than projected in the 2019–20 State Budget Act, and in 2020–21 from a further projected ADA decline in 2020–21.

	2019-20	2020-21	2021-22	2022-23
Statutory COLA	3.26%	2.29%	2.71%	2.82%

Local Control Funding Formula

The Governor’s 2020–21 State Budget proposal includes an increase of \$1.2 billion in Proposition 98 funding for the LCFF reflecting the 2.29% COLA. This brings LCFF funding to \$64.2 billion.

LCFF TARGET ENTITLEMENTS FOR SCHOOL DISTRICTS AND CHARTER SCHOOLS

The target base grants by grade span for 2020–21 are increased over 2019–20 by 2.29% to reflect the estimated statutory COLA:

Grade Span	2019–20 Target Base Grant per ADA	2.29% COLA	2020–21 Target Base Grant per ADA
TK*–3	\$7,702	\$176	\$7,878
4–6	\$7,818	\$179	\$7,997
7–8	\$8,050	\$184	\$8,234
9–12	\$9,329	\$214	\$9,543

*TK=Transitional Kindergarten

Special Education

Following the investment in the 2019–20 State Budget for Assembly Bill (AB) 602 equalization (\$152 million) and one-time flexible funding to school districts based on the number of preschoolers with disabilities (\$493 million)—the 2020–21 State Budget continues to provide investments in special education. Governor Newsom’s State Budget for 2020–21 proposes to use all of last year’s \$645 million to fund a new special education base grant this year while still allocating funds through Special Education Local Plan Areas. All but one hundred local educational agencies (LEAs) will receive an increase in base funding through this funding, and those LEAs will be held harmless.

Similarly to the 2019–20 State Budget, the Budget proposes \$250 million one-time funding to school districts based on the number of preschoolers ages three to five years with exceptional needs served. Details for the use of these funds are forthcoming, but the expectation is that the funds would be used to increase or improve services.

Early Childhood and Preschool

The Governor announced a sweeping proposal to establish a Department of Early Childhood Development under the Health and Human Services

Agency, and shift all but the California State Pre-school Program from the Department of Education into the new department, beginning in July 2021. As it relates to programs affecting public agency providers, the Governor's State Budget proposals include the following investments:

- \$75 million in Proposition 98 funding to expand the Inclusive Early Education Expansion program that provides one-time grants to construct or modernize preschool facilities that serve children with disabilities
- Increases the provider reimbursement rates for General Child Care and State Preschool by a 2.29% COLA
- Proposes future changes in the State School Facility Program if voters approve the \$15 billion statewide school bond (Proposition 13) to provide facility grant enhancements to expand preschool programs on school campuses
- Proposes diverting a portion of the funds allocated for school districts to retrofit and construct facilities to support full-day kindergarten programs to instead construct preschool facilities at schools

Teacher Investments

The State Budget proposal includes over \$900 million in one-time Proposition 98 funds to address California's persistent educator shortage and crisis in the following programs:

- \$350 million to expand the existing Educator Workforce Investment Grant Program
- \$193 million for the Workforce Development Grant Program
- \$175 million to expand the Teacher Residency Program
- \$100 million to provide \$20,000 stipends for teachers who participate in the California Teacher Credential Award Program

- \$64.1 million to expand the Classified School Employees Credentialing Program

Community Schools

In reinforcing efforts to serve the whole child, the 2020–21 State Budget proposes to invest \$300 million in one-time Proposition 98 funds to establish Community School grants accessible by LEAs that employ the community school model.

School Nutrition

The Governor proposes to increase funding for school nutrition by an ongoing \$60 million Proposition 98 appropriation and proposes a \$10 million Proposition 98 fund to train school food service workers in promoting healthier and more nutritious meals.

Computer Science

The Governor proposed investing \$15 million in one-time funds for grants to support training approximately 10,000 K–12 teachers to earn a supplementary authorization on their credential to teach computer science.

System of Support

The 2020–21 State Budget proposal reinforces the statewide system of support with a one-time \$300 million investment to establish Opportunity Grants and expand the capacity of the California Collaborative for Educational Excellence. The grants are for the lowest-performing schools and school districts to pair with federal Title I resources to provide integrated and intensive interventions to close achievement gaps.

POCKET BUDGET 2020–21

A Summary Analysis of the Governor's Proposed 2020–21 State Budget for California's Schools

Prepared By:



January 2020

*Public Education's Point of Reference
for Making Educated Decisions*

© 2020 SCHOOL SERVICES OF CALIFORNIA INC.

Permission to reprint is granted by School Services of California Inc.
1121 L Street, Suite 1060 | Sacramento, CA 95814
(916) 446-7517 | Fax (916) 446-2011 | Email: ssc@sscal.com

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.



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.048 Board Consideration of Approval of Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes: December 13, 2019 Annual Organizational Meeting Minutes: December 18, 2019 Special Board Meeting c. Payment of Warrants – <u>Certificated/Classified Payrolls Dated:</u> 12/10/2019, 12/13/2019, 1/1/2020, 1/10/2020 <u>Vendor Warrant Numbers:</u> 20325888-20325937; 20326903-20326974; 20328407-20328458, 20329304-20329321; 20330146-20330205; 20330786-20330857; 20331619-203316600 d. Personnel <ul style="list-style-type: none"> 1. Resignations/Retirement 2. Leave of Absence Requests 3. New Hires e. Donations f. Master Contract for Non-Public School: Aldar Academy g. School Bus Driver Training Contract h. Out of State Conference Attendance: Jennifer Collier, Extended Learning Supervisor 	

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

Annual Organizational Board Meeting
December 13, 2019

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

Board Members Present

Grace Malson
John Gordon
Matthew Felix
Thomas Silva
Wesley Cagle

Administrators Present

Gerardo Martinez	Karen Schauer
David Nelson	Claudia Del Toro-Anguiano
Jennifer Porter	Lois Yount
Donna Gill	Donna Mayo-Whitlock
Judith Hayes	Stephanie Simonich

MINUTES

- A.** Present for Closed Session: Karen Schauer, Claudia Del Toro-Anguiano, Lois Yount, Donna Mayo-Whitlock, Chris Keiner, Grace Malson, John Gordon, Matthew Felix, Thomas Silva, Wesley Cagle

- B. Closed Session** was called to order at 6:00 p.m. by Grace Malson to discuss the following items:
 - 1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

 - 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

- C. Closed Session Adjourned** at 7:04 p.m. The open meeting was called to order at 7:09 p.m. by Grace Malson followed by the flag salute. She announced upon the motion of Grace Malson, seconded by Thomas Silva, by a unanimous vote the governing Board voted to dismiss a probationary certificated employee.

- D. Public Comments**
There were no public comments.

- E. Recognition of Board of Trustee Service**
Karen Schauer recognized Grace Malson for her service as Board President.

F. 192.036 Annual Organization of the Board/Election of Officers

Annual Org

A motion was made by John Gordon to nominate Grace Malson, President and Thomas Silva Vice President, seconded by Wesley Cagle and unanimously carried.

A motion was made by Grace Malson to nominated Wesley Cagle, Clerk and John Gordon, Board Representative, seconded by Matthew Felix and unanimously carried.

G. 192.037 Board Committee Member Reorganization for 2020

Board Committee

Thomas Silva recommended Grace Malson stay on the Galt Schools JPA Board due to the volume of information being shared.

A motion was made by Grace Malson for committee appointments to remain unchanged, seconded by John Gordon and unanimously carried.

Appointments are as follows:

Committee	Member	Member	Alternate
CAST (City and Schools Together)	John Gordon	Grace Malson	Wesley Cagle
Galt Schools JPA (Joint Powers Authority)	Grace Malson	Thomas Silva	Matthew Felix
Transportation	Wesley Cagle	Thomas Silva	Matthew Felix
SCSBA (Sacto County School Boards Association)	John Gordon		Grace Malson
Board Policy	Grace Malson		

H. Reports

LCAP GOAL 3

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

1. Lake Canyon Elementary School Administrative Team Learning Walk

Karen Schauer, Superintendent, reported district leadership is participating in monthly learning walks at GJUESD schools. On December 3, 2019 administrators participated in the fourth Learning Walk for the 2019-20 school year at Lake Canyon Elementary School. The observations support continuous improvement through best practice sharing. Dr. Schauer acknowledged administrators for their efforts and highlighted the level of engagement and rigor observed at the elementary schools.

Judith Hayes, Principal, stated that a lot of training goes into systems and routines related to behavior management.

2. River Oaks Elementary Distinguished School Nomination

Karen Schauer, Superintendent, announced River Oaks Elementary School has been nominated by the California Department of Education as a 2020 CA Distinguished School for their efforts to close the achievement gap, state assessment growth for high needs learners and CA Dashboard indicator results. Final awardees will be announced on December 16, 2020.

Donna Gill, Principal, stated River Oaks Elementary School is 1 of 3 schools in the state nominated in 2018 and 2020 for a sustained level of achievement.

LCAP GOAL 4

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

1. California School Boards Association (CSBA) Conference Report

Thomas Silva, Board Member, shared key information from the CSBA Annual Education Conference. He indicated he attended great presentations from school districts such as Cajon Valley Union School District and Arcadia Unified School District in addition to an excellent presentation by Karen Schauer and John Gordon.

John Gordon, Board Member and Karen Schauer, Superintendent, joined Addison Covert and Meghan Russel, Parker and Covert LLP, in presenting a CSBA workshop entitled 21st Century Learning: Education Beyond Classroom Walls.

Mr. Silva stated it was a great opportunity to grow and learn as a school board member.

John Gordon shared information from the Delegate Assembly. He indicated conversation focused on full and fair funding of public schools. CSBA has supported a ballot proposal for the last 4-5 years. The CSBA Full and Fair Funding Coalition has decided to defer its ballot measure to 2022 in order to avoid conflict with other measures that aim to benefit public schools.

John Gordon stated he presented another CSBA workshop entitled Everybody Counts; Understanding the 2020 Census and its Implications for Schools. Mr. Gordon represented both GJUESD and the National School Boards Association during his presentation.

2. 5 Year School Maintenance Plans

Lois Yount, Business Services Director, shared school maintenance plans for Valley Oaks and Greer Elementary Schools. She indicated the plan represents what the District may be able to complete in the next 5 years working with approximately \$100,000 per school per year.

Ms. Yount stated that funding at Valley Oaks will be used to add a play structure, painting portables and a fire intrusion system.

Ms. Yount stated that the majority of funding for Greer will be used for HVAC needs. Additional needs will be addressed using Marengo Ranch hardship funds.

Ms. Yount indicated she will bring the last four maintenance plans to the Board in January.

3. Measure K Bond Update

Lois Yount reported Marengo Ranch Elementary is still an active project.

Pending weather conditions, the project will be done at the end of January.

River Oaks Elementary is the next project. The District has advertised and received two bids. A recommendation will be brought to the Board in January.

Ms. Yount reported a Cashflow balance of about \$5 million.

Ms. Yount reported the Bond Oversight Committee met last week. She anticipates the last Bond Oversight Committee meeting will be held in September when all bond funds have been spent.

I. Recommended Actions/Routine Matters/New Business

192.038 Karen Schauer recognized the donations.

Consent
Calendar

A motion was made by John Gordon to approve the Consent Calendar, seconded by Wesley Cagle and unanimously carried.

- a. Approval of the Agenda
- b. Minutes: November 20, 2019
- c. Payment of Warrants –
Certificated/Classified Payrolls Dated: 11/15/19, 11/26/19
Vendor Warrant Numbers: 20321634; 20321634-20321691;
20323007-20323076; 20323827-20323838; 20324604-
20324671

d. Personnel

Resignations/Retirements

Name	Position	Effective Date	Site
Becerra, Ruben	Custodian	11/22/2019	Valley Oaks
Landa-Tapia, Mayra	Yard Supervisor	12/20/2019	Marengo Ranch
Ochoa, Bianca	Teacher	12/06/2019	River Oaks
Stump, Queenmary	Yard Supervisor	12/04/2019	Marengo Ranch

Leave of Absence Requests

Name	Position	Effective Date	Site
Aceves, Sarah	Teacher	02/08/2020 – 06-04-2020	River Oaks
Flores, Rufina	Teacher	11/18/2019 – 12/20/2019	Valley Oaks

New Hires/Reassignment

Name	Position	Site
Bachman, Madeline	Special Education Instructional Assistant	River Oaks
Diosado, Elizabeth	Classified Substitute	NA
Gomez, Mariah	Special Education Instructional Assistant	River Oaks
Griffin, Fredrick	Classified Substitute	NA
Laquaila, Kayla	Classified Substitute	NA
Ma, Sydney	Yard Supervisor	Greer
Salim, Samia	Instructional Assistant	River Oaks

Sullivan, Glenda	Yard Supervisor	Greer
Torres, Jodi	Yard Supervisor	Transportation
Winters, Zackery	Classified Substitute	NA

192.039 Consent Calendar (Continued) – Items Removed for Later Consideration

CC
Items
Removed

192.040 Board Consideration of Approval of 2019/20 GJUESD Single Plans for Student Achievement

Single
Plans

Donna Whitlock, Educational Services Director, stated the Single Plans reflect site-based implementation of the district LCAP. She indicated principals will make minor adjustments with their School Site Councils as the District begins a new LCAP cycle. The plans will be brought back to the June board meeting with the LCAP.

Thomas Silva, Board Member, commented that chronic absenteeism seems to be a concern at every school site.

Donna Whitlock stated all sites have identified this as a critical area. The District is looking at Multi-tiered system of supports (MTSS).

Stephanie Simonich, Principal stated new actions have been put into place at Greer Elementary due to strategies that came out of a meeting social-workers attended. Example, 12 kindergarteners that were chronically absent last year are not this year.

Donna Whitlock stated that principals and social workers are working to support chronically absent students. They now know them by name.

Donna Gill, Principal, stated a lot of these students are tardy in addition to chronic illness and independent study contracts. River Oaks Elementary is starting to do home visits and implement attendance campaigns to support students.

David Nelson, Principal stated very few of students who are chronically absent are sick. A majority have serious family matters. Additionally, at Valley Oaks Elementary a lot of students are on independent study packets. If students do not complete the work, they become unexcused absences.

Donna Whitlock stated that although kindergarten is not required, it does count against the District when students are chronically absent.

Thomas Silva asked what new curriculum the District is considering for special education.

Donna Whitlock responded that the District is considering My Math as teachers chose it unanimously. Language Live was also purchased. Assessments mirror some of the assessments on the Smarter Balanced Assessment Consortium (SBAC).

A motion was made by Thomas Silva to approve the 2019/20 GJUESD Single Plans for Student Achievement, seconded by John Gordon and unanimously approved.

- | | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 192.041 | Public Hearing of Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and Unrepresented Employees | PUBLIC HEARING
Non Rep
Comp |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

There was no public comment.

- | | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 192.042 | A motion was made by Wesley Cagle to approve Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and Unrepresented Employees, seconded by Grace Malson and unanimously carried. | Non Rep
Comp |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

- | | | |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 192.043 | A motion was made by Thomas Silva to approve the 2019/20 First Period Interim Budget Report, seconded by John Gordon and unanimously carried. | 1 st Period |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

- | | | |
|---------|------------------------------------------------------------|------------------------------------|
| 192.044 | First Reading of Board Policy (BP) 9010, Public Statements | 1 st Reading
BP 9010 |
|---------|------------------------------------------------------------|------------------------------------|

Karen Schauer, Superintendent, stated this has been a pending agenda item related to social media.

Thomas Silva, Board Member, stated he attended a CSBA workshop regarding this subject that was very informative. He indicated there are different types of social media accounts that are used differently. He suggested a special study session meeting to discuss this further.

Grace Malson, Board President, agreed that a study session would be great.

- J. Public Comments** for topics not on the agenda
Public comment should be limited to five minutes or less pending Board President approval.

- K. Pending Agenda Items**
1. School District Properties
 2. Low Performing Block Grant: Mathematics Focus
 3. Learning & Equity Considerations

- L. Adjournment 8:25 p.m.**

Wesley Cagle, Clerk

Date

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

Special Board Meeting
December 18, 2019

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

Board Members Present

Grace Malson
Thomas Silva
Wesley Cagle
John Gordon
Matthew Felix

Administrators Present

Karen Schauer
Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Lois Yount

MINUTES

A. 6:00 p.m. – Open Session: Galt Joint Union Elementary School District Office

B. Public Comments

There were no public comments.

C. New Business

192.045 Public Hearing of Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and California School Employees Association and its Galt Joint Union School District Chapter No. 362

**PUBLIC
HEARING
CSEA TA**

There was no public comment.

192.046 A motion was made by Wesley Cagle to approve Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and California School Employees Association and its Galt Joint Union School District Chapter No. 362, seconded by Toms Silva and unanimously carried.

CSEA TA

192.047 A motion was made by Wesley Cagle to approve GJUESD Board Member Compensation Restoration with an adjustment to \$240 per month based upon parity research and Education Code retroactive to July 1, 2019. Seconded by John Gordon. The motion passed by a vote of 4 ayes by Grace Malson, Thomas Silva, Wesley Cagle and John Gordon and a 1 no vote by Matthew Felix.

**Board
Comp**

D. Pending Agenda Items

1. School District Properties

2. Low Performing Block Grant: Mathematics Focus
3. Learning & Equity Considerations

E. Adjournment 6:32 p.m.

Wesley Cagle, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Bowles, Merlena	Behavior Management Technician	1/03/2020	McCaffrey
Eldridge, Brenda	Cashier	1/03/2020	McCaffrey
Felguerez Garcia, Maria	Yard Supervisor	1/10/2020	Marengo Ranch
Helmrich, Vicki (Retirement 26 Years)	Campus Monitor	4/03/2020	McCaffrey
Jauregui, Kathleen (Retirement 19 Years)	Instructional Asst., Special Education	1/13/2020	McCaffrey
Sayre, David (Retirement 36 Years)	Warehouse/Delivery Driver	4/30/2020	District Office
Wheeler, Kimber	Bus Driver Trainer	12/10/2019	Transportation

Leave of Absence Requests

Name	Position	Effective Date	Site
Begley, Lynnette	Bus Driver	1/06/2020-3/09/2020	Transportation
Ceremony, Micheal Ann	Yard Supervisor	2/19/2020-4/01/2020	River Oaks
Dermon, Emily	Teacher	2/15/2020-4/03/2020	McCaffrey
Magana, Aurelia	Bilingual Office Asst.	1/06/2020-4/01/2020	Marengo Ranch
McEvoy, Caitlin	Teacher	8/13/2020-6/04/2021	Valley Oaks
Rodriguez, Oscar	Yard Supervisor	1/06/2020-6/04/2020	Marengo Ranch

New Hires/Reassignment

Name	Position	Site
Allen, Katie	Certificated Substitute	N/A
Gardner, Shazana	Teacher	McCaffrey
Gray, Katie	Classified Substitute	N/A
Hannah, Kristy	Custodian	Valley Oaks
Marchand, Cierra	Instructional Asst., Special Education	Marengo Ranch
Noah, Barry	Classified Substitute	N/A
Nuno, Ayana	Behavior Consultant	District Office
Ocampo, Danielle	Classified Substitute	N/A
Rojas De Ramirez, Maria	Yard Supervisor	Marengo Ranch
Swofford, Stacy	Teacher	Valley Oaks
Valencia, Eileen	Yard Supervisor	Marengo Ranch



CONSENT CALENDAR Donations

Donations

Presenter: Karen Schauer, Superintendent

1. Jennifer Collier, Extended Learning Supervisor, acquired a University of California, Davis donation of 2,350 littleBits Snap the Gap STEM Kits valued at \$119,850 for grades 4-8.



CONSENT CALENDAR

Non Public Schools/Agencies Contracts

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

1. Aldar Academy



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

Aldar Academy

SACRAMENTO COUNTY SELPA

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT

2019-2020

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

GALT JOINT UNION ELEMENTARY

District SCHOOL DISTRICT
Contract Year 2019-2020

X Nonpublic School
 Nonpublic Agency

Type of Contract:

 x 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.

TABLE OF CONTENTS

I. GENERAL PROVISIONS

1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT	3
7. DEFINITIONS	4

II. ADMINISTRATION OF CONTRACT

8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	7
15. INSURANCE	7
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	10
18. SUBCONTRACTING	10
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION	11
22. GENERAL PROGRAM OF INSTRUCTION	12
23. INSTRUCTIONAL MINUTES	13
24. CLASS SIZE	13
25. CALENDARS	14
26. DATA REPORTING	15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	15
28. STATEWIDE ACHIEVEMENT TESTING	15
29. MANDATED ATTENDANCE AT LEA MEETINGS	15
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS	16
31. STUDENT DISCIPLINE	18
32. IEP TEAM MEETINGS	18

33. SURROGATE PARENTS AND FOSTER YOUTH	19
34. DUE PROCESS PROCEEDINGS	19
35. COMPLAINT PROCEDURES	19
36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	20
37. TRANSCRIPTS	20
38. LEA STUDENT CHANGE OF RESIDENCE	21
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM	21
40. PARENT ACCESS	21
41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT	21
42. LICENSED CHILDREN’S INSTITUTION (“LCI”) CONTRACTORS AND RESIDENTIAL TREATMENT CENTER (“RTC”) CONTRACTORS	22
43. STATE MEAL MANDATE	23
44. MONITORING	23
 IV. <u>PERSONNEL</u>	
45. CLEARANCE REQUIREMENTS	24
46. STAFF QUALIFICATIONS	24
47. CALSTRS RETIREMENT REPORTING	25
48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	25
49. STAFF ABSENCE	26
50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME	26
 V. <u>HEALTH AND SAFETY MANDATES</u>	
51. HEALTH AND SAFETY	27
52. FACILITIES AND FACILITIES MODIFICATIONS	27
53. ADMINISTRATION OF MEDICATION	27
54. INCIDENT/ACCIDENT REPORTING	28
55. CHILD ABUSE REPORTING	28
56. SEXUAL HARASSMENT	28
57. REPORTING OF MISSING CHILDREN	28
 VI. <u>FINANCIAL</u>	
58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	29
59. RIGHT TO WITHHOLD PAYMENT	30
60. PAYMENT FROM OUTSIDE AGENCIES	31
61. PAYMENT FOR ABSENCES	31
62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY	32
63. INSPECTION AND AUDIT	32
64. RATE SCHEDULE	33
65. DEBARMENT CERTIFICATION	34
EXHIBIT A: RATES (NON-PUBLIC SCHOOL (NPS) ONLY)	36
EXHIBIT B: RATES (NON-PUBLIC AGENCY (NPA) ONLY)	39

2019-2020

CONTRACT NUMBER: 8

LEA: GALT JOINT UNION ELEMENTARY SCHOOL
DISTRICT

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Aldar Academy

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on January 6, 2020, between the GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (hereinafter referred to as the local educational agency “LEA” or “District”) and Aldar Academy (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”), and 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 a 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 California 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 and 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. Any suspension or revocation of CDE certification shall also be good cause for the immediate suspension or termination of this Master Contract by LEA, at LEA's discretion.

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, taking into consideration all of the surrounding facts and circumstances, 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, 2019 to June 30, 2020 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. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2020. (Cal. Code Regs., tit. 5, § 3062(d).) In the event a subsequent Master Contract is not renegotiated by June 30, 2020, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. 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 California 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 the 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 a 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” requirements of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful by OAH consistent with applicable state and federal law. 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. In accordance with Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person holds a certificate, permit, or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and 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 the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, title 5, sections 3064 and 3065 and California 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. (Cal. Code Regs., tit. 5, § 3001(r).)
- 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:
- i. a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child;
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child;
 - iii. 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;
 - iv. a surrogate parent; or
 - v. 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, behavior intervention aides, 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; all budgetary information, including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited, statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents and other 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. 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. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA.

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 Services 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 this Master 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)). Notwithstanding the foregoing, this Master Contract may be terminated immediately, without twenty days prior notice and at the LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's certification. If this Master Contract is terminated with twenty days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract on the date of termination. If the Master Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract within five (5) business days. ISAs are void upon termination of this Master Contract, except as provided in Sections 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 – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- 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. **Commercial 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 accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to 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 as named additional insureds and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA. All premiums on all insurance policies 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 FACILITY (“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** including both bodily injury and property damage, with limits of at least \$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.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right, in its sole discretion, to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

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), 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 the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when developing subcontracts for the provision of special education and/or related services (including but not limited to, 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 effecting 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. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to the LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements effecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, designation of NPS or NPA, and the location of the school or agency submitting the certificate. 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.

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. Such action shall constitute sufficient good cause for termination of this Master Contract.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by Federal or state law, or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics. (Gov. Code §§ 12936, 12940 *et seq.*)

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 a 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 a trained behaviorist or trained equivalent on staff to design or plan behavior interventions 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 California 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.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

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 agrees 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, 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 California 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 California Education Code sections 56521.1 and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support (“MTSS”) to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Master Contract.

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 Federal and state law and 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, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall also ensure that all of its staff members are trained at least annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. CONTRACTOR shall maintain accurate behavior management training records documenting all training completed by all of CONTRACTOR’s employees. Evidence of all trainings shall be submitted to the LEA at least annually at the beginning of the school year, and also within 6 days of any new hire.

Pursuant to California 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. CONTRACTOR shall ensure that all staff are trained on the use of emergency interventions. 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. Consistent with Paragraph 44 of this Master Contract, LEA may observe and/or audit CONTRACTOR’s implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and LEA shall be notified within one school day, if an emergency intervention is used or serious property damage occurs. The residential care provider shall also be notified, if appropriate. CONTRACTOR shall complete a behavior emergency report (“BER”) when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to student, self, or others. A BER is also required if (a) a non-violent physical intervention was used to protect the safety of student, self, or others; or (b) a physical intervention has not been used, but an injury or serious property damage has occurred. Use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. 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 immediately be forwarded to LEA for administrative action. CONTRACTOR shall also notify the LEA and Parents 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 a LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, coordinate with the LEA to schedule an IEP team meeting to review the BER, 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 a functional behavioral assessment, not developing an interim plan, or both.

Consistent with the requirements of California Education Code section 56521.1(h), if a BER is written regarding a 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, the student shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, that may require an IEP team meeting.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall 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.

CONTRACTOR must review and revise all restraint practices when they have an adverse effect on a student or 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. LEA may require a review of restraint practices at any time, including but not limited to, in response to an emergency intervention report via telephone, in response to observations or audit by LEA staff, in response to a Parent's concern, or in response to BERs forwarded to LEA for administrative action.

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify that (a) CONTRACTOR has reviewed the BERs for each student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used when there is a clear or present danger; and (d) BERs have been properly completed and forwarded to LEA as required by this Master Contract.

Failure to comply with any of the requirements of Paragraph 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Master Contract.

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, grade, race, ethnicity, and gender; 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 California 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 a 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 approved by LEA solely at LEA's discretion, for all IEP planning and progress reporting. LEA shall provide training for any nonpublic school and nonpublic agency to ensure access to SEIS or the comparable program/system designated and approved for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or on the LEA-approved 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 LEA-approved 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 by LEA or OAH consistent with applicable law.

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 California 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 section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"), 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 (4) 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 LEA representatives 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 a LEA student ten (10) days prior to the 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. CONTRACTOR shall provide sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team 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 five (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, including evaluations to obtain present levels of performance, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours are limited 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. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Master Contract.

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 the 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 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 California 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.

CONTRACTOR 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 ensure 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 or nonpublic agency service provider. Moreover, for services provided

in a pupil's home as specified in the IEP, CONTRACTOR must ensure 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 California Education Code sections 56366(a)(2)(C) and 56366.9, California 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 California 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); California Education Code section 56031 and Title 5, California Code of Regulations section 3001 *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 LEA representatives 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, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own on-site review of a NPS using the LEA's Quality On-Site NPS Review Rubric.

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 standards-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 California 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 CDOJ and the 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 to LEA 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 Master 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 California 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 3001(r), 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.* 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 a 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.*).

CONTRACTOR shall ensure that all staff are appropriately trained, consistent with the terms of this Master Contract. CONTRACTOR shall maintain records of all staff trainings, including levels of certification, and provide evidence of such training at least annually at the beginning of the school year, within six (6) days of any new hire, and upon request.

47. CALSTRS RETIREMENT REPORTING

CONTRACTOR shall identify to the LEA any employee (or the CONTRACTOR, if the CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

48. 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 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.

49. 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.

50. 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 ensure that the parent or a 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

51. 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 California 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 a 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.

52. 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.

53. 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 a 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 a 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 a 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.

54. INCIDENT/ACCIDENT REPORTING

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

55. 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 California 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*. In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, 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.

56. 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 pursuant to California Government Code section 12950.1.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR ensures 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 et. seq. 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

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

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

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. If the CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that the nonpublic school's enrollment procedures include verification of immunizations (including adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade.

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 re-billing 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 re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. 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, trained, 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 of this Master Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) 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, trained, 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).

60. 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.

61. 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.

62. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency, including fire, flood, earthquake, war, or epidemic, consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure - If the CONTRACTOR NPS is closed due to emergency and the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with a signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure - If both CONTRACTOR and LEA are closed due to emergency, on days the LEA is funded, CONTRACTOR shall receive payment consistent with a signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

63. 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. Access for inspection and audit may include unannounced inspections by LEA.

CONTRACTOR shall provide LEA access to all records, including but not limited to those documents identified 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. Copies of 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.

64. 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. They 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 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.

Any Nonpublic School (“NPS”) or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director, Douglas Phillips, or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

65. 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 6th day of January 2020 and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided herein.

CONTRACTOR
Aldar Academy

LEA
GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT

Nonpublic School/Agency

By: _____
Signature Date

Name and Title of Authorized
Representative

By: _____
Signature Date
By: _____
Lois Yount, 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 Whitlock / Director

Name and Title
Aldar Academy

Nonpublic School/Agency/Related Service Provider
4436 Engle Road

Address
Sacramento CA 95821

City State Zip
916-485-9685

Phone Fax
dramirez@aldaracademy.org

Email*
(*Required)

Name and Title
GALT JOINT UNION ELEMENTARY SCHOOL
DISTRICT

LEA
1018 C Street, Suite 210

Address
Galt, California 95632

City State Zip
(209)744-4545 209) 744-4553

Phone Fax
dwhitlock@galt.k12.ca.us

Email

Additional LEA Notification
(Required if Completed)

Stephanie Gutierrez, 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
sgutierrez@galt.k12.ca.us

Email

EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY – 2019-2020 CONTRACT YEAR

CONTRACTOR Aldar Academy **CONTRACTOR NUMBER** 8 **2019-2020**
(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)

	Rate	Period
A. <u>Basic Education Program/Special Education Instruction</u>	180.00	Daily
Basic Education Program/Dual Enrollment		

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)	38.00	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	90.00	Hourly
b. Educational Counseling – Group of	90.00	Hourly
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	120.00	Hourly
b. Language and Speech Therapy – Group of 2	120.00	Hourly
c. Language and Speech Therapy – Group of 3	120.00	Hourly
d. Language and Speech Therapy – Per diem	120.00	Hourly
e. Language and Speech - Consultation Rate	120.00	Hourly
(5) a. Additional Instructional Assistant - Individual (must be authorized on IEP)	38.00	Hourly
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 _____ or the date student begins attending a nonpublic school if after the date identified, and terminates at 5:00 P.M. on June 30, 2020, 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	
Parent/Guardian Last Name				Parent/Guardian First Name			
				Education Schedule – Regular School Year			
				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 – 2019-2020 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	\$ _____ 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)	
	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	\$ _____ 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)	
	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	\$ _____ 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)	
	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.	\$ _____ Per Hour
	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

Other:		\$ _____
---------------	--	----------

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

This Agreement is effective on _____ 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, 2020, unless sooner terminated as provided in the Master Contract and by applicable law.

LEA INFORMATION	
Student Services	Program Contact:
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT	Program Contact Phone: (209) 744-4545
1018 C Street, Suite 210	Program Contact Fax: (209) 744-4553
Galt, CA 95632	Program Contact E-mail: dwhitlock@galt.k12.ca.us

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 minutes	sessions minutes	sessions minutes	sessions minutes			hours		

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)



CONSENT CALENDAR School Bus Driver Training Contract

With the vacancy of the bus driver trainer/dispatcher, we have contracted with Dawn Pinasco for bus driver training services. Dawn is a retiree of the Galt Schools Transportation Department. She is currently supporting two trainees with behind the wheel practice. The Galt High School has a current posting to fill this vacancy.

Contract is attached.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
1018 C Street, Suite 210
Galt, CA 95632

CONTRACT FOR SCHOOL BUS DRIVER TRAINING

Contract made this 16th day of December, 2019 between Galt Joint Union Elementary School District, located at 1018 C Street, Suite 210, hereafter referred to as Owner and Dawn Pinasco, located at 745 Corvey Cir., Galt, CA 95632, hereafter referred to as Contractor.

RECITALS

- A. Owner owns and operates a public elementary school district at the address set forth above, and Owner desires to have the following service performed at Galt Joint Union Elementary School District: School Bus Driver Training.
- B. Contractor agrees to perform these services for Owner under the terms and conditions set forth in this contract. In consideration of the mutual promises set forth herein, it is agreed by and between Owner and Contractor:

1. DESCRIPTION OF WORK

The work to be performed by Contractor includes all services generally performed by Contractor in Contractor's usual line of business, including, but not limited to, the following:
Classroom/ Behind the wheel training/ In-Service Training.

2. PAYMENT

Owner agrees to pay Contractor for all work performed by Contractor, effective December 16, 2019, as needed until the trainer vacancy is filled, at the rate of \$75.00 per hour. Invoices shall be submitted to accounts payable. Allow two weeks turnaround for payment.

3. REALTIONSHIP OF PARTIES

The parties intend that an independent contractor-owner relationship will be created by this contract. Owner is interested only in the results to be achieved, and the conduct and control of the work will lie solely with Contractor. Contractor is not to be considered an agent or employee of Owner for any purpose, and the employees of Contractor are not entitled to any of the benefits that Owner provides for Owner's employees. It is understood that Owner does not agree to use Contractor exclusively. It is further understood that Contractor is free to contract for similar services to be performed for other owners while under contract with Owner.

4. LIABILITY

The work to be performed under this contract will be performed entirely at Contractor's risk, and Contractor assumes all responsibility for the condition of tools and equipment used in the performance of this contract. Contractor agrees to indemnify owner for any and all liability or loss arising out of

Contractor's gross negligence or willful misconduct in the performance of the terms of this contract.

5. MATERIALS AND EQUIPMENT

Owner shall furnish all materials and equipment for the training.

6. DURATION

The contract shall remain in force for a term of school year 2019-2020 from the date of the signing of the contract. Either party may cancel this contract upon written notice.

7. RIGHT OF TERMINATION OF CONTRACT FOR UNREASONABLE DELAYS

In the event of a breach by the contractor of any of the provisions of this contract, or in the event of unreasonably slow progress, inattention, incompetency, or carelessness in the performance of any particular job or work contracted for by this contract, or in the event that the Contractor shall conduct the work in any manner as, in the sole opinion of the representative of the Owner, shall endanger the Owner's property or surrounding property, the Owner shall have the right to terminate the contract immediately.

8. WAIVER OR MODIFICATION OF TERMS

No waiver, alteration, or modification of any of the provisions of this agreement shall be binding unless in writing and signed by duly authorized representatives of Owner and Contractor.

9. GOVERNING LAW

This agreement shall be governed by the laws of the State of California.

In witness whereof, the parties have executed this agreement the day and year first above written.



Director of Business Services, Lois Yount

12/16/19

Date



Contractor, Dawn Pinasco

12/18/19

Date



CONSENT CALENDAR Out of State Conference Attendance

Jennifer Collier, Extended Learning Supervisor, has the opportunity to attend the Gallup at Work Summit in Omaha, NE from June 1-3, 2020. The summit will provide Strengths Coaching re-certification training. Conference registration expenses will be covered through AB1808 Classified Professional Development funds. This is an opportunity for coaches of all disciplines and experience levels to NETWORK with other successful coaches, SHARE coaching techniques and LEARN the latest strengths-based development strategies from coaching experts.

Board approval is recommended.



Galt Joint Union Elementary School District

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: January 22, 2020	Agenda Item: 192.049 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.050 Board Consideration of Approval of 2018-19 School Accountability Report Card (SARC) for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, McCaffrey Middle School, Valley Oaks Elementary and Vernon E. Greer Elementary
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 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

While we are in the 2019-2020 school year, the information in the SARCs reflect the required accountability reporting for 2018-19.

The Facility Inspection Tool (FIT) report ratings for each site are included in the SARCs. These inspections are completed annually in February. Maintenance, custodians and site administrators receive copies of the reports and work through the year to repair any deficiencies noted.

As of January 17, 2020, the *California Physical Fitness Test* results had not been released by the California Department of Education. this section will be completed upon the release of the test results.

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." The school accountability report cards are accessible on the district's website and that the information is updated annually. The Spanish translation is posted alongside the English.

Lake Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith P Hayes
Email Address	jhayes@galt.k12.ca.us
Website	http://lc-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34673480107946

Entity	Contact Information
District Name	Galt Joint Union Elementary School District
Phone Number	209.744.4545
Superintendent	Karen Schauer
Email Address	kschauer@galt.k12.ca.us
Website	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2019-20)

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We provide varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent. Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	66
Grade 2	80
Grade 3	87
Grade 4	66
Grade 5	75
Grade 6	89
Total Enrollment	554

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	1.8
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.7
White	38.1
Two or More Races	2
Socioeconomically Disadvantaged	51.1
English Learners	19.3
Students with Disabilities	12.6
Homeless	1.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	27	29	186
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

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

School Facility Conditions and Planned Improvements (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

Year and month of the most recent FIT report: 1/15/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	56	49	50	50	50
Mathematics (grades 3-8 and 11)	41	48	38	41	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	313	98.43	1.57	56.23
Male	163	161	98.77	1.23	52.17
Female	155	152	98.06	1.94	60.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	171	98.84	1.16	47.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	118	117	99.15	0.85	67.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	177	173	97.74	2.26	44.51
English Learners	94	92	97.87	2.13	34.78
Students with Disabilities	51	51	100.00	0.00	27.45
Students Receiving Migrant Education Services	21	21	100.00	0.00	38.10
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	315	99.06	0.94	47.94
Male	163	161	98.77	1.23	49.07
Female	155	154	99.35	0.65	46.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	173	100.00	0.00	36.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	118	117	99.15	0.85	63.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	177	175	98.87	1.13	36.57
English Learners	94	94	100.00	0.00	28.72
Students with Disabilities	51	51	100.00	0.00	27.45
Students Receiving Migrant Education Services	21	21	100.00	0.00	38.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 and workshops 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.2	0.0	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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. 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 2018. This extensive plan was highlighted at a spring 2019 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	35		4	1	14	6	2		14	5	2	
1	42	1	3	2	38	4		2	39		3	2
2	41		3	2	47		3	2	40	4		2
3	35	1	3	2	39		3	2	43		4	2
4	51		3	2	37	1	2	2	40	1	1	3
5	41		2	1	37	1	3	1	36	1	2	1
6	32	2	4	2	25	3	2	1	28	3	4	1
Other**	18	1			21	1	1					

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11195	2975	8220	72364
District	N/A	N/A	8436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	-2.6	-4.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	9.1	-7.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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. - 4:00 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
Email Address	jporter@galt.k12.ca.us
Website	http://mg-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6114185

Entity	Contact Information
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
Email Address	kschauer@galt.k12.ca.us
Website	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2019-20)

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 members may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	89
Grade 1	79
Grade 2	67
Grade 3	87
Grade 4	72
Grade 5	68
Grade 6	70
Total Enrollment	532

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	3
Filipino	0.6
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	0.8
White	46.4
Two or More Races	3.8
Socioeconomically Disadvantaged	45.9
English Learners	10
Students with Disabilities	14.7
Foster Youth	0.6
Homeless	1.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	28	30	186
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019 - August

Galt Joint Union Elementary held a Public Hearing on Aug. 28, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, adopted in 2017	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements (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 members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Bond and Renovation

During the 2019 school year, construction commenced to address much needed renovation to the school's brick exterior issues.

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

Year and month of the most recent FIT report: 1/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	55	49	50	50	50
Mathematics (grades 3-8 and 11)	38	39	38	41	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	295	99.33	0.67	55.25
Male	148	147	99.32	0.68	48.30
Female	149	148	99.33	0.67	62.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	45.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	135	100.00	0.00	64.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	72.73
Socioeconomically Disadvantaged	147	146	99.32	0.68	38.36
English Learners	51	50	98.04	1.96	30.00
Students with Disabilities	42	40	95.24	4.76	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	296	99.66	0.34	38.85
Male	148	148	100.00	0.00	39.19
Female	149	148	99.33	0.67	38.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	132	99.25	0.75	29.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	135	100.00	0.00	48.15
Two or More Races	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	147	147	100.00	0.00	26.53
English Learners	51	51	100.00	0.00	17.65
Students with Disabilities	42	41	97.62	2.38	12.20
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to participate in their child's education by monitoring schoolwork and homework each day, volunteering, and communicating with us. Communication through our Parent Portal, Facebook, Twitter, Blackboard Connect, and classroom connection systems such as Class Dojo and Bloomz provide many ways to keep families involved. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Learner Advisory Committee), and School Site Council. Events such as Family Bingo Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a positive school community.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.0	0.5	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	4		16	3	3		14	4	3	
1	42	1	2	2	38		3	2	39	4		2
2	34		4	2	39	4		2	40		3	2
3	35		4	2	38	1	2	2	43		4	2
4	39		3	2	47		2	2	42	1	2	2
5	35	2	3	2	38		2	1	44		2	1
6	28	4	3	1	33	2	3	2	31	2	2	1
Other**	9	3			6	3			12	2	1	

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11619	3346	8273	77543
District	N/A	N/A	8436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	-2.0	2.5
State	N/A	N/A	\$7,506.64	\$77,619.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	9.7	-0.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 BFCLC 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 offers three staff development days.

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.

McCaffrey Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	rrammer@galt.k12.ca.us
Website	https://mc-gjuesd-ca.schoolloop.com
County-District-School (CDS) Code	34 67348 0100040

Entity	Contact Information
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
Email Address	kschauer@galt.k12.ca.us
Website	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2019-20)

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. To create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.

As a CALLI (California Language and Learning Innovations Collaborations) school, our vision is for students to produce authentic writing that demonstrates deepened content understanding.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	423
Grade 8	461
Total Enrollment	884

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	0.9
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0.2
White	30.4
Two or More Races	2.1
Socioeconomically Disadvantaged	61.3
English Learners	11.4
Students with Disabilities	12.4
Foster Youth	0.2
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	45	45	43	186
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

Galt Joint Union Elementary held a Public Hearing on August 28th 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, adopted in 2017	Yes	0
Mathematics	College Preparatory Math, adopted in 2015	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (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 one 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

Year and month of the most recent FIT report: 1/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	49	49	50	50	50
Mathematics (grades 3-8 and 11)	33	37	38	41	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	862	839	97.33	2.67	49.05
Male	443	429	96.84	3.16	43.69
Female	419	410	97.85	2.15	54.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	70.00
Filipino	--	--	--	--	--
Hispanic or Latino	546	535	97.99	2.01	42.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	258	250	96.90	3.10	60.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	16	94.12	5.88	56.25
Socioeconomically Disadvantaged	528	512	96.97	3.03	39.65
English Learners	225	216	96.00	4.00	21.76
Students with Disabilities	103	97	94.17	5.83	13.54
Students Receiving Migrant Education Services	49	49	100.00	0.00	32.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	862	848	98.38	1.62	37.26
Male	443	434	97.97	2.03	34.33
Female	419	414	98.81	1.19	40.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	55.00
Filipino	--	--	--	--	--
Hispanic or Latino	546	543	99.45	0.55	30.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	258	251	97.29	2.71	49.40
Two or More Races	17	16	94.12	5.88	43.75
Socioeconomically Disadvantaged	528	520	98.48	1.52	28.65
English Learners	225	224	99.56	0.44	14.29
Students with Disabilities	103	97	94.17	5.83	7.22
Students Receiving Migrant Education Services	49	49	100.00	0.00	30.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.4	6.8	8.2	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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. Safety drills are practiced with Galt PD on a trimester basis to insure students and adults know the course action to take take in an emergency situation.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	8	27	2	25	10	24	6	28	1	26	7
Mathematics	28	5	21	4	30	1	21	8	29	2	23	5
Science	30		27	3	31		21	9	31		21	9
Social Science	29	1	28	2	31		22	8	30		21	9

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	884.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11910	3505	8405	77665
District	N/A	N/A	8436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	-0.4	2.7
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	11.3	0.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Various supplemental services and opportunities are in place at McCaffrey Middle School to support and assist students. These include:

- MAC (McCaffrey Advisory Committee)
- 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 including a credentialed an additional full time math teacher providing math support to high needs learners.
- 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
- EAOP (Early Academic Outreach Program) through U.C. Davis
- PLUS (Peer Leaders Uniting Students)
- ATOD is a peer to prevention program which aims to reduced student use of Alcohol, Tobacco and Other Drugs.
- Strategies for Change (now known as Well Space Health) is a counseling service providing mental health services and individual and group counseling for youth.
- Too Good for Violence is delivered through teacher volunteers in the fall of each year. This usually numbers around 11 classes. This service builds positive peer relations and prevents youth violence.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2016-17, 2017-18, 2018-19 school years and two staff development days for the 2019-20 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 Amplify program as needed.

River Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	dgill@galt.k12.ca.us
Website	http://ro-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 610654

Entity	Contact Information
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
Email Address	kschauer@galt.k12.ca.us
Website	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2019-20)

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, 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 has been recognized as a California Distinguished School in 1995, 2002, 2008, 2018, and 2020.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	93
Grade 1	85
Grade 2	70
Grade 3	85
Grade 4	68
Grade 5	75
Grade 6	83
Total Enrollment	559

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	4.8
Filipino	1.1
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.9
White	39.4
Two or More Races	0.9
Socioeconomically Disadvantaged	60.5
English Learners	18.4
Students with Disabilities	15.2
Homeless	3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	28	29	186
Without Full Credential	1	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2019-20)

Year and month in which data were collected: August, 2019

Galt Joint Union Elementary held a Public Hearing on August 28, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-18	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

Year and month of the most recent FIT report: 1/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	57	49	50	50	50
Mathematics (grades 3-8 and 11)	58	54	38	41	38	39

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.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	308	99.68	0.32	57.14
Male	139	138	99.28	0.72	52.17
Female	170	170	100.00	0.00	61.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	171	170	99.42	0.58	47.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	109	109	100.00	0.00	69.72
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	196	195	99.49	0.51	48.21
English Learners	97	96	98.97	1.03	44.79
Students with Disabilities	41	41	100.00	0.00	21.95
Students Receiving Migrant Education Services	12	12	100.00	0.00	58.33
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	38.46

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	309	100.00	0.00	54.37
Male	139	139	100.00	0.00	53.24
Female	170	170	100.00	0.00	55.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	171	171	100.00	0.00	45.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	109	109	100.00	0.00	66.97
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	196	196	100.00	0.00	46.43
English Learners	97	97	100.00	0.00	45.36
Students with Disabilities	41	41	100.00	0.00	21.95
Students Receiving Migrant Education Services	12	12	100.00	0.00	50.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	46.15

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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:

- Before and after school and summer meals provided free to all students
- 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.5	0.8	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	20	2	2		18	2	3		18	1	4	
1	44	2	1	2	28	4		1	42	1	3	2
2	37	3	1	2	44	1	3	2	41		3	2
3	40	1	2	2	34	1	3	2	40	4		2
4	48		3	2	29	4	2	2	35	1	2	1
5	34	1	7	1	41	1	2	1	36	1	2	1
6	40	1	4	2	37	1	3	3	34	2	2	3
Other**	15	3	1	1	20	4		1	22	3		1

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11778	3522	8255	73837
District	N/A	N/A	8436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	-2.2	-2.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	9.5	-5.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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. - 4:00 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 during the current 19-20 school year; three PD days during the 18-19 school year, three P.D days and 24 hours of planning during the 17-18 school year, three PD 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.

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 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	209-745-1564
Principal	David Nelson
Email Address	dnelson@galt.k12.ca.us
Website	http://vo-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 6033310

Entity	Contact Information
District Name	Galt Joint Union Elementary School District
Phone Number	209-744-4545
Superintendent	Dr. Karen Schauer
Email Address	kschauer@galt.k12.ca.us
Website	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (School Year 2019-20)

Valley Oaks Vision Statement:

At Valley Oaks, we envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students being encouraged by parents, staff, and community to do their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking, and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating their identified strengths
- Students and staff are modeling the Four School Rules and Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community
- Students and staff taking pride in their work EVERYDAY

Valley Oaks Mission Statement:

Education is the shared responsibility of everyone: Students, Teachers, Parents and the Community.
 Valley Oaks Elementary is committed to: Growing And Learning Together

Principal's Message

Welcome to 21st century learning at Valley Oaks - where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with constantly updated technology through the individual use of Chromebooks for 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. Students participate daily in high quality literacy instruction and deliberate practice of literacy skills, 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 teenagers and young 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 2018-19)

Grade Level	Number of Students
Kindergarten	86
Grade 1	87
Grade 2	82
Grade 3	66
Grade 4	81
Grade 5	85
Grade 6	96
Total Enrollment	583

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.2
Hispanic or Latino	83.4
Native Hawaiian or Pacific Islander	0.9
White	13.6
Two or More Races	0.2
Socioeconomically Disadvantaged	87.8
English Learners	50.3
Students with Disabilities	13.7
Foster Youth	0.2
Homeless	5.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	25	29	186
Without Full Credential	2	3	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

Galt Joint Union Elementary held a Public Hearing on August 28, 2019, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The 2017-2018 school year marked the first year of K-6 ELA/ELD Adoption, Benchmark Advance, used by all students in all grades. Additionally, all students in grades TK-6 have access to personalized blended learning opportunities through his/her own Chromebook and personalized programs and applications.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017	Yes	0
Mathematics	Hybrid program in place with Eureka Math and Illustrative Math - 2016-17	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (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 are being used to help modernize, update, and provide safety improvements for Valley Oaks. In the summer of 2018 and during the 2018-2019 school year, significant modernization efforts were made to the Kindergarten/1st grade, 2nd grade, and 4th grade buildings - improvements which include new HVAC units, new roofs, new gutters/drains, new exterior structure repair and new paint. Additionally, the entire Multi-Use room, from Kitchen to gymnasium to stage area have all undergone significant modernization efforts, both in the exterior and interior, including new HVAC, fire sprinkler install, new LED lighting, new flooring throughout, new walls, doors, ceiling, complete bathroom remodel, complete kitchen remodel, and all underground/above ground infrastructure efforts to make all of it happen. Additionally, the roof, wood exteriors (soffits), gutters and drains, as well as exterior lighting are all being completely replaced.

Cleaning Process

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

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

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

Year and month of the most recent FIT report: 1/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	37	49	50	50	50
Mathematics (grades 3-8 and 11)	23	31	38	41	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	333	98.52	1.48	36.94
Male	186	182	97.85	2.15	31.87
Female	152	151	99.34	0.66	43.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	279	98.24	1.76	33.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	44	100.00	0.00	52.27
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	300	295	98.33	1.67	34.92
English Learners	210	205	97.62	2.38	29.76
Students with Disabilities	47	45	95.74	4.26	13.33
Students Receiving Migrant Education Services	35	34	97.14	2.86	26.47
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	42.86

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	336	99.41	0.59	30.65
Male	186	185	99.46	0.54	28.11
Female	152	151	99.34	0.66	33.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	284	282	99.30	0.70	27.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	44	100.00	0.00	47.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	300	298	99.33	0.67	27.85
English Learners	210	208	99.05	0.95	25.48
Students with Disabilities	47	45	95.74	4.26	8.89
Students Receiving Migrant Education Services	35	35	100.00	0.00	31.43
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	31.82

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Valley Oaks Elementary School parents play an important role in their child's education through participation in Back to School Night, Parent/Teacher/Student Conferences, Valley Oaks Parent Teacher Organization (PTO), Open House, Family Science Night, Family Literacy Night, Family Math Night, VO Annual Art Show, Children's Day (Dia del Nino), Environmental Living Programs, Outreach Parenting Programs (Nurturing Parenting), 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.5	3.6	2.4	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 (fire drills and lockdown drills), 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, and must pass a Megan's Law background check in order to be in the classroom or go on field trips. Surveillance cameras are placed strategically around the entire campus to ensure student and staff safety. Security fencing and gates have been installed around the entire school, with entrance to the school being limited to the front doors of the main office.

The School Safety Plan was last reviewed and approved at the local School Board of Education meeting on February 27, 2019. It was shared with VO staff on April 29, 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	3	1		15	3	3		29		4	2
1	34	3		2	39	3	1	2	43	2	2	2
2	37	4		2	37		3	2	41	3	1	2
3	40	3	1	2	38	4		2	39		3	2
4	49	1	3	2	44		3	2	47	1	2	2
5	42		3	3	51		3	2	32		2	1
6	47	1	3	3	28	2	3	1	49	1	3	2
Other**	16	1			12	1			86			2

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	583.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12143	3167	8,976	74,942
District	N/A	N/A	8,436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	6.2	-0.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	17.8	-3.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

During the fiscal year 2018-2019, 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, Minute to Win It club, Pokemon Club, Crochet Club, Yoga Club, Ballet Club, Sewing Club, Stop-Motion Club, BeyBlade Club, etc.), and Extended Day programs. Additionally, significant funding is set aside for Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA), who work mainly with students in K-3 grades, with some work in grades 4-6 - with a focus on early literacy instruction, reading practice, and mathematics. Bilingual Instructional Assistants also work with our Newcomer (new to the U.S.) and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2017-2018, 2018-2019, and the 2019-2020 school years, three (3) Staff Development Days were provided throughout the school year. In 2017-2018, due to the adoption of new ELA/ELD curriculum, the Staff Development days were 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. In 2018-2019, staff development was provided in the areas of Next Generation Science Standards (NGSS), including the planning and instruction of NGSS to students at all grade levels. In 2019-2020, staff development was provided in the areas of Writing Instruction and creation of Writing Prompts, Early Literacy Instruction (SIPPS), and Personal Learning Plans (Growth and Achievement). In addition, professional development has been provided in the areas of crisis prevention training, suicide prevention/positive school climate, CPR/First Aid, and Mandated Reporting.

New teachers and teachers seeking additional assistance are supported by induction providers and mentors. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Teachers who teach in bilingual settings are encouraged to attend a portion or all of a yearly conference for bilingual educators, called CABE, and meet regularly throughout the year to discuss the transitional bilingual program.

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, 2018-2019, and 2019-2020 refresher SIPPS courses were made available to all and new teachers attended SIPPS training courses, provided by the district coach. Additionally, teachers were encouraged to participate in Massive Online Open Courses (MOOC) that were held at Valley Oaks and many took these courses.

Regular continuous improvement in the area of Next Generation Science Standards (NGSS) is being achieved through regular "Learning Events", after school, for all teachers. District level coaches and site-based science lead teachers have presented valuable information, training, and refreshers to our Stinger Staff.

Vernon E. Greer Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vernon E. Greer Elementary School
Street	248 W. A Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-2641
Principal	Stephanie Simonich
Email Address	ssimonich@galt.k12.ca.us
Website	http://gr-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0119420

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

School Description and Mission Statement (School Year 2019-20)

Vernon E. Greer Elementary School is committed to achieving academic excellence by implementing goal setting practices and capitalizing on learner talents and strengths to personalize learning. We strive to create a safe and welcoming environment which fosters the development of caring, responsible, and engaged learners that are prepared to meet the challenges of being citizens in a culturally diverse, technologically advanced, and scientifically progressive society. Our dedicated staff, supportive families, and generous community work collaboratively to build a bright future for all learners.

At Vernon E. Greer Elementary, we strive to...

Create well rounded, engaging, and academically challenging learning experiences which capitalize on talents, strengths, and interests.

Use goal setting practices to achieve personal growth towards meeting or exceeding grade level standards in preparation for college and career.

Develop crucial life skills through social and emotional lessons.

Deepen mathematical knowledge in order to develop financial literacy.

Balance informational and literary texts while fostering reading, writing, listening, and speaking skills.

Participate in professional development as models of lifelong learning.

Acknowledge talents, strengths, and interests when collaborating as a professional learning community.

Communicate and collaborate with families so learners reach their greatest potential.

We are very proud of the many hours parents and community members provide to us each month. Parents are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. We 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 progress. The PLP profile includes learner strengths, interests, and goals.

Individual strengths and talents are recognized. Teachers are committed to becoming strengths-based educators. Through strengths spotting activities, our primary learners identify talents that can be productively applied. Our intermediate learners complete the GALLUP Strength Survey to identify their top three talents. At Vernon E. Greer Elementary, educators are discovering their own talents and developing and applying strengths as they help learners do the same in learning and completing academic tasks to optimal levels of personal excellence.

The teachers and support staff at Vernon E. Greer Elementary are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of local and state assessments drive instruction.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	69
Grade 2	55
Grade 3	65
Grade 4	64
Grade 5	67
Grade 6	65
Total Enrollment	463

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.1
Asian	0.9
Filipino	2.2
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.4
White	35.9
Two or More Races	3
Socioeconomically Disadvantaged	66.3
English Learners	22.9
Students with Disabilities	10.8
Foster Youth	0.2
Homeless	1.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	22	25	186
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

Galt Joint Union Elementary held a Public Hearing in October 2019 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	6th Glencoe/McGraw Hill- Science Focus, adopted in 2007 K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

Year and month of the most recent FIT report: 1/17/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	49	49	50	50	50
Mathematics (grades 3-8 and 11)	47	44	38	41	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	260	100.00	0.00	49.23
Male	138	138	100.00	0.00	42.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	122	122	100.00	0.00	56.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	158	100.00	0.00	49.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	81	100.00	0.00	50.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	182	182	100.00	0.00	41.76
English Learners	81	81	100.00	0.00	43.21
Students with Disabilities	35	35	100.00	0.00	22.86
Students Receiving Migrant Education Services	13	13	100.00	0.00	38.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	260	99.62	0.38	44.23
Male	138	137	99.28	0.72	40.88
Female	123	123	100.00	0.00	47.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	158	157	99.37	0.63	43.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	82	82	100.00	0.00	43.90
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	0.55	36.81
English Learners	81	81	100.00	0.00	33.33
Students with Disabilities	35	35	100.00	0.00	37.14
Students Receiving Migrant Education Services	13	13	100.00	0.00	53.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Vernon E. Greer Elementary School parents and guardians play an important role in their child's education through participation in the following programs:

The School Site Council helps develop the School 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	2.1	2.8	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Vernon E. Greer Elementary School Safety Plan was last updated in February 2019.

Student safety is a priority at Vernon E. Greer Elementary School. All gates remain locked throughout most of the school day with admittance to the campus only through the main office. Any visitor is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors to our school to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the school day to monitor student safety in crosswalks, on campus, on the playground, and in the cafeteria. Staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members.

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school-wide "Emergency Handbook" outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and a shelter-in-place plan. These emergency drills are conducted regularly.

The district takes great effort to ensure that Vernon E. Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis. In addition, school safety inspections are periodically conducted by the Schools Insurance Authority of Sacramento County.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	6			13	6			11	7	1	
1	35	3		2	29	3		2	41		3	2
2	38		3	2	37	2	1	2	34	3		2
3	35	3		2	36	3		2	39		3	2
4	41		3	2	42		2	2	48		1	3
5	50		3	2	43		1	2	49			4
6	36	1	3	2	32	1	4	2	50		2	2
Other**	32		1		9	1						

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11651	3206	8444	76700
District	N/A	N/A	8436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	0.1	1.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	11.8	-1.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 skills. The instructional assistants focus supports and interventions in our TK-3rd grade classrooms. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Our paraprofessionals are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches.

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.

Our school social worker programs 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, are available to address health problems that interfere with the learning process.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Professional learning is an important part of the planned school program at Vernon E. Greer Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies. The district provided three professional learning days for certificated staff in 2015-2016, 2016-2017, 2017-2018, and in the current 2018-19 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 has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs. Our site leadership team plays an important part in the implementation of the personalization model and for increasing professional capacity. Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

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



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.051 Board Consideration of Approval of GJUESD 2018-19 Audit Report by Christy White Associates
Presenter: Lois Yount	Action Item: XX Information Item:

Education Code 41020 requires an independent annual financial and compliance audit of a school's financial and internal controls. The 2018-19 Fiscal Year Audit has been completed by Christy White Associates and will be presented by Michael Ash, CPA & Partner with Christy White Associates.

There was a finding with attendance reporting. The second period attendance report was overstated by 118.12 ADA due to an error in calculation. The District discovered the error in August 2019 and attempted to revise but was informed that CDE was not accepting changes to the second period report any longer. The District's budget was never projected using the overstated ADA.

The District revised the second period report on December 13, 2019.

Board approval is recommended.

Fiscal Impact: None

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

AUDIT REPORT
JUNE 30, 2019



Galt Joint Union Elementary School District

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
TABLE OF CONTENTS
JUNE 30, 2019**

FINANCIAL SECTION

Independent Auditors' Report.....	1
Management's Discussion and Analysis.....	3
Basic Financial Statements	
Government-wide Financial Statements	
Statement of Net Position.....	10
Statement of Activities.....	11
Fund Financial Statements	
Governmental Funds – Balance Sheet.....	12
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position.....	13
Governmental Funds – Statement of Revenues, Expenditures, and Changes in Fund Balances.....	14
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities.....	15
Fiduciary Funds – Statement of Net Position	17
Notes to Financial Statements.....	18

REQUIRED SUPPLEMENTARY INFORMATION

General Fund – Budgetary Comparison Schedule	53
Schedule of Changes in Total OPEB Liability and Related Ratios	54
Schedule of the District's Proportionate Share of the Net Pension Liability - CalSTRS	55
Schedule of the District's Proportionate Share of the Net Pension Liability - CalPERS	56
Schedule of District Contributions - CalSTRS	57
Schedule of District Contributions - CalPERS	58
Notes to Required Supplementary Information	59

SUPPLEMENTARY INFORMATION

Schedule of Expenditures of Federal Awards.....	61
Schedule of Average Daily Attendance (ADA)	62
Schedule of Instructional Time	63
Schedule of Financial Trends and Analysis	64
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements	65
Schedule of Charter Schools	66
Schedule of First Five Program Expenditures	67
Combining Statements – Non-Major Governmental Funds	
Combining Balance Sheet	68
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances	69
Local Education Agency Organization Structure	70
Notes to Supplementary Information	71

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
TABLE OF CONTENTS
JUNE 30, 2019**

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*73
Report on Compliance For Each Major Federal Program; and Report on Internal Control Over Compliance
Required by the Uniform Guidance.....75
Report on State Compliance77

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Summary of Auditors' Results.....80
Financial Statement Findings81
Federal Award Findings and Questioned Costs82
State Award Findings and Questioned Costs83
Summary Schedule of Prior Audit Findings.....84

FINANCIAL SECTION



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

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, 2019, 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.

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, 2019, 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.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

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 changes in total OPEB liability and related ratios, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Galt Joint Union Elementary School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

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 21, 2019 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 the effectiveness of Galt Joint Union Elementary School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Galt Joint Union Elementary School District's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
November 21, 2019

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

INTRODUCTION

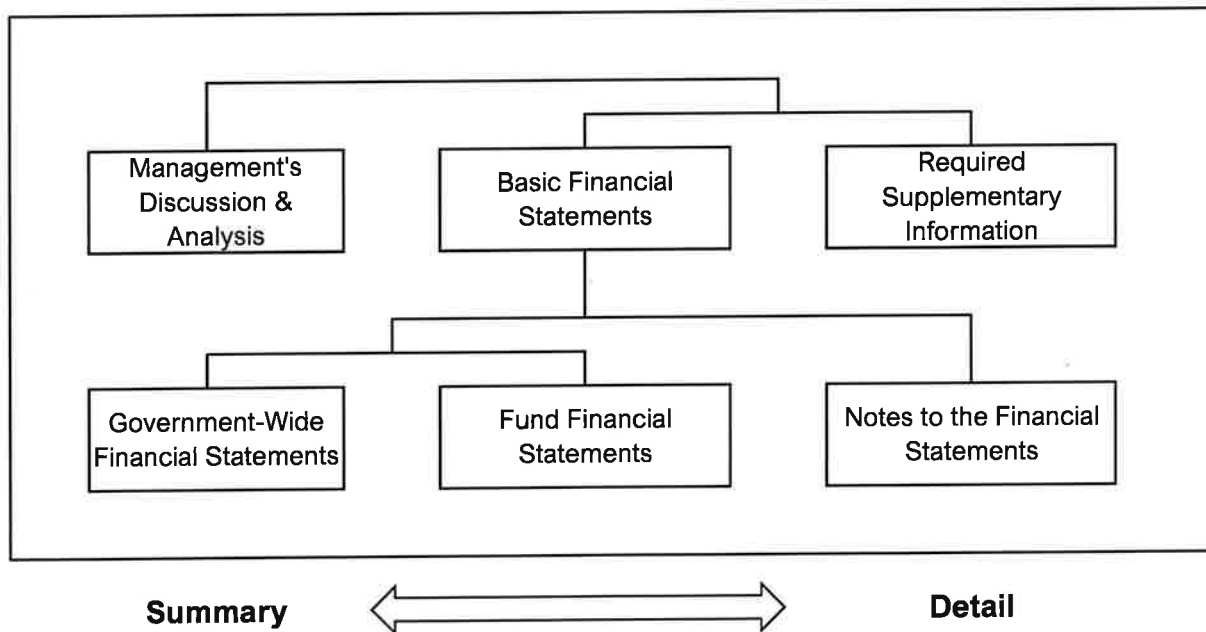
Our discussion and analysis of Galt Joint Union Elementary School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2019. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- ▶ The District's net position was \$(21,445,855) at June 30, 2019. This was a decrease of \$2,634,624 from the prior year.
- ▶ Overall revenues were \$45,628,833 which were exceeded by expenses of \$48,263,457.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financials Section



**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2019**

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, 2019**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$(21,445,855) at June 30, 2019, as reflected in the table below. Of this amount, \$(40,576,928) 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		
	2019	2018	Net Change
ASSETS			
Current and other assets	\$ 20,263,761	\$ 18,083,603	\$ 2,180,158
Capital assets	30,307,935	23,215,535	7,092,400
Total Assets	50,571,696	41,299,138	9,272,558
DEFERRED OUTFLOWS OF RESOURCES	11,745,355	12,772,720	(1,027,365)
LIABILITIES			
Current liabilities	4,253,635	4,323,514	(69,879)
Long-term liabilities	75,230,888	64,596,962	10,633,926
Total Liabilities	79,484,523	68,920,476	10,564,047
DEFERRED INFLOWS OF RESOURCES	4,278,383	3,962,613	315,770
NET POSITION			
Net investment in capital assets	14,215,960	14,998,814	(782,854)
Restricted	4,915,113	5,114,122	(199,009)
Unrestricted	(40,576,928)	(38,924,167)	(1,652,761)
Total Net Position	\$ (21,445,855)	\$ (18,811,231)	\$ (2,634,624)

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2019**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

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

	Governmental Activities		
	2019	2018	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 662,631	\$ 281,361	\$ 381,270
Operating grants and contributions	9,211,469	8,840,416	371,053
General revenues			
Property taxes	7,825,694	7,388,989	436,705
Unrestricted federal and state aid	27,236,452	25,389,391	1,847,061
Other	692,587	1,306,101	(613,514)
Total Revenues	45,628,833	43,206,258	2,422,575
EXPENSES			
Instruction	27,035,111	27,075,083	(39,972)
Instruction-related services	5,710,038	5,780,964	(70,926)
Pupil services	4,844,443	4,601,987	242,456
General administration	3,494,000	3,364,809	129,191
Plant services	4,243,691	5,003,988	(760,297)
Ancillary and community services	164,589	145,530	19,059
Debt service	861,833	609,873	251,960
Other outgo	184,075	87,375	96,700
Depreciation	1,718,080	1,855,729	(137,649)
Enterprise activities	7,597	6,700	897
Total Expenses	48,263,457	48,532,038	(268,581)
Change in net position	(2,634,624)	(5,325,780)	2,691,156
Net Position - Beginning	(18,811,231)	(13,485,451)	(5,325,780)
Net Position - Ending	\$ (21,445,855)	\$ (18,811,231)	\$ (2,634,624)

The cost of all our governmental activities this year was \$48,263,457 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$7,825,694 because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions, charges for services, unrestricted federal and state aid, and other revenues.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2019**

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	
	2019	2018
Instruction	\$ 21,491,303	\$ 21,993,247
Instruction-related services	4,299,553	4,404,160
Pupil services	2,808,967	2,708,305
General administration	2,894,338	2,989,783
Plant services	4,005,692	4,646,399
Ancillary and community services	161,870	139,618
Debt service	861,833	609,873
Transfers to other agencies	149,074	63,173
Depreciation	1,718,080	1,855,729
Enterprise activities	(1,353)	(26)
Total Expenses	\$ 38,389,357	\$ 39,410,261

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 \$18,001,598, which is more than last year's ending fund balance of \$15,277,616. The District's General Fund had \$880,746 more in operating revenues than expenditures for the year ended June 30, 2019. The District's Building Fund had \$8,484,748 less in operating revenues than expenditures for the year ended June 30, 2019. The District's Capital Facilities Fund had \$263,801 more in operating revenues than expenditures for the year ended June 30, 2019.

CURRENT YEAR BUDGET 2018-2019

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2019**

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2018-2019 the District had invested \$30,307,935 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2019	2018	Net Change
CAPITAL ASSETS			
Land	\$ 3,885,138	\$ 3,885,138	\$ -
Construction in progress	10,364,974	1,797,413	8,567,561
Land improvements	29,808	29,808	-
Buildings & improvements	58,098,239	57,805,823	292,416
Furniture & equipment	3,336,997	3,214,453	122,544
Accumulated depreciation	(45,407,221)	(43,517,100)	(1,890,121)
Total Capital Assets	\$ 30,307,935	\$ 23,215,535	\$ 7,092,400

Long-Term Liabilities

At year-end, the District had \$75,230,888 in long-term liabilities, an increase of 16% 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		
	2019	2018	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 25,865,641	\$ 16,281,420	\$ 9,584,221
Capital leases	26,735	67,609	(40,874)
Early retirement incentive	1,022,960	317,911	705,049
Compensated absences	177,053	131,984	45,069
Total OPEB liability	5,341,250	4,856,415	484,835
Net pension liability	44,395,030	44,258,870	136,160
Less: current portion of long-term liabilities	(1,597,781)	(1,317,247)	(280,534)
Total Long-term Liabilities	\$ 75,230,888	\$ 64,596,962	\$ 10,633,926

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2019**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

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

The US economy continues to grow slowly, but the State economic growth is slowing down due to low levels of available employees. However, the State is still experiencing overall economic prosperity. The State Budget for Education contained an increase of 3.26% in fiscal year 2019-20, plus \$3.15 billion in non-Proposition 98 funding for school employer pension relief.

The fiscal policy for the funding of public education changes annually, based on fluctuations in State revenues. The UCLA Anderson Forecast (June 2019) noted that the risk of recession is about 50% within the next 5-8 quarters depending on the model, the biggest economic threat being from the escalating trade war with China and Mexico. If a recession were to happen, State revenues for public education would be negatively impacted.

Landmark legislation passed in Year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). 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.

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 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, 2019. The amount of the liability is material to the financial position of the District. To address the underfunding issues, the pension plans received a one-time funding allocation from the 2019-20 State Budget and continue to raise employer rates in future years. The projected increased pension costs to school employers remain a significant fiscal factor.

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

All of these factors were considered in preparing the District's budget for the 2019-20 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, 2019**

	Governmental Activities
ASSETS	
Cash and investments	\$ 16,690,786
Accounts receivable	3,253,219
Inventory	24,960
Prepaid expenses	294,796
Capital assets, not depreciated	14,250,112
Capital assets, net of accumulated depreciation	16,057,823
Total Assets	50,571,696
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	11,622,076
Deferred outflows related to OPEB	123,279
Total Deferred Outflows of Resources	11,745,355
LIABILITIES	
Deficit cash	272,237
Accrued liabilities	2,369,126
Unearned revenue	14,491
Long-term liabilities, current portion	1,597,781
Long-term liabilities, non-current portion	75,230,888
Total Liabilities	79,484,523
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	4,278,383
Total Deferred Inflows of Resources	4,278,383
NET POSITION	
Net investment in capital assets	14,215,960
Restricted:	
Capital projects	2,372,626
Debt service	1,152,930
Educational programs	1,245,990
All others	143,567
Unrestricted	(40,576,928)
Total Net Position	\$ (21,445,855)

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, 2019**

Function/Programs	Expenses	Program Revenues		Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
GOVERNMENTAL ACTIVITIES				
Instruction	\$ 27,035,111	\$ 275,697	\$ 5,268,111	\$ (21,491,303)
Instruction-related services				
Instructional supervision and administration	1,665,334	70,722	931,139	(663,473)
Instructional library, media, and technology	514,687	-	15,340	(499,347)
School site administration	3,530,017	70,751	322,533	(3,136,733)
Pupil services				
Home-to-school transportation	791,696	1,289	28,660	(761,747)
Food services	2,064,081	103,622	1,561,746	(398,713)
All other pupil services	1,988,666	8,249	331,910	(1,648,507)
General administration				
Centralized data processing	736,943	-	19,528	(717,415)
All other general administration	2,757,057	93,246	486,888	(2,176,923)
Plant services	4,243,691	30,025	207,974	(4,005,692)
Ancillary services	10,572	-	-	(10,572)
Community services	154,017	-	2,719	(151,298)
Enterprise activities	7,597	3,497	5,453	1,353
Interest on long-term debt	861,833	-	-	(861,833)
Other outgo	184,075	5,533	29,468	(149,074)
Depreciation (unallocated)	1,718,080	-	-	(1,718,080)
Total Governmental Activities	\$ 48,263,457	\$ 662,631	\$ 9,211,469	(38,389,357)
General revenues				
Taxes and subventions				
Property taxes, levied for general purposes				6,094,919
Property taxes, levied for debt service				1,684,873
Property taxes, levied for other specific purposes				45,902
Federal and state aid not restricted for specific purposes				27,236,452
Interest and investment earnings				314,524
Interagency revenues				33,642
Miscellaneous				344,421
Subtotal, General Revenue				35,754,733
CHANGE IN NET POSITION				(2,634,624)
Net Position - Beginning				(18,811,231)
Net Position - Ending				\$ (21,445,855)

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2019**

	General Fund	Building Fund	Capital Facilities Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS					
Cash and investments	\$ 3,568,535	\$ 8,841,579	\$ 2,107,517	\$ 2,173,155	\$ 16,690,786
Accounts receivable	2,811,412	118,627	24,634	298,546	3,253,219
Due from other funds	147,475	-	-	331,539	479,014
Stores inventory	-	-	-	24,960	24,960
Prepaid expenditures	294,796	-	-	-	294,796
Total Assets	\$ 6,822,218	\$ 8,960,206	\$ 2,132,151	\$ 2,828,200	\$ 20,742,775
LIABILITIES					
Deficit cash	\$ -	\$ -	\$ -	\$ 272,237	\$ 272,237
Accrued liabilities	1,834,903	94,662	1,512	44,358	1,975,435
Due to other funds	331,539	-	-	147,475	479,014
Unearned revenue	14,282	-	-	209	14,491
Total Liabilities	2,180,724	94,662	1,512	464,279	2,741,177
FUND BALANCES					
Nonspendable	314,796	-	-	34,960	349,756
Restricted	1,161,222	8,865,544	2,130,639	2,328,921	14,486,366
Assigned	903,697	-	-	-	903,697
Unassigned	2,261,779	-	-	-	2,261,779
Total Fund Balances	4,641,494	8,865,544	2,130,639	2,363,921	18,001,598
Total Liabilities and Fund Balances	\$ 6,822,218	\$ 8,960,206	\$ 2,132,151	\$ 2,828,200	\$ 20,742,775

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, 2019**

Total Fund Balance - Governmental Funds \$ 18,001,598

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	\$ 75,715,156	
Accumulated depreciation	<u>(45,407,221)</u>	30,307,935

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:

(393,691)

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	\$ 25,865,641	
Capital leases	26,735	
Early retirement incentive	1,022,960	
Compensated absences	177,053	
Total OPEB liability	5,341,250	
Net pension liability	<u>44,395,030</u>	(76,828,669)

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	\$ 11,622,076	
Deferred inflows of resources related to pensions	<u>(4,278,383)</u>	7,343,693

Deferred outflows and inflows of resources relating to OPEB:

In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported.

Deferred outflows of resources related to OPEB	\$ 123,279	123,279
------------------------------------------------	------------	---------

Total Net Position - Governmental Activities \$ (21,445,855)

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, 2019**

	General Fund	Building Fund	Capital Facilities Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES					
LCFF sources	\$ 31,985,810	\$ -	\$ -	\$ -	\$ 31,985,810
Federal sources	2,493,428	-	-	1,586,231	4,079,659
Other state sources	5,967,596	-	2,331	736,464	6,706,391
Other local sources	2,653,275	198,621	415,080	1,826,756	5,093,732
Total Revenues	43,100,109	198,621	417,411	4,149,451	47,865,592
EXPENDITURES					
Current					
Instruction	27,115,787	-	-	447,728	27,563,515
Instruction-related services					
Instructional supervision and administration	1,679,687	-	-	-	1,679,687
Instructional library, media, and technology	466,682	-	-	-	466,682
School site administration	3,381,901	-	-	98,338	3,480,239
Pupil services					
Home-to-school transportation	636,159	-	-	-	636,159
Food services	50,758	-	-	1,862,160	1,912,918
All other pupil services	1,847,415	-	-	5,446	1,852,861
General administration					
Centralized data processing	646,176	-	-	-	646,176
All other general administration	2,141,093	-	137,106	141,873	2,420,072
Plant services	3,486,066	115,221	16,504	409,571	4,027,362
Facilities acquisition and maintenance	464,014	8,459,798	-	37,944	8,961,756
Ancillary services	11,079	-	-	-	11,079
Community services	166,357	-	-	-	166,357
Enterprise activities	7,597	-	-	-	7,597
Transfers to other agencies	75,725	-	-	-	75,725
Debt service					
Principal	40,874	-	-	1,030,000	1,070,874
Interest and other	1,993	108,350	-	639,407	749,750
Total Expenditures	42,219,363	8,683,369	153,610	4,672,467	55,728,809
Excess (Deficiency) of Revenues Over Expenditures	880,746	(8,484,748)	263,801	(523,016)	(7,863,217)
Other Financing Sources (Uses)					
Transfers in	9,669	-	-	331,499	341,168
Other sources	-	10,100,000	-	487,199	10,587,199
Transfers out	(331,499)	-	(9,669)	-	(341,168)
Net Financing Sources (Uses)	(321,830)	10,100,000	(9,669)	818,698	10,587,199
NET CHANGE IN FUND BALANCE	558,916	1,615,252	254,132	295,682	2,723,982
Fund Balance - Beginning	4,082,578	7,250,292	1,876,507	2,068,239	15,277,616
Fund Balance - Ending	\$ 4,641,494	\$ 8,865,544	\$ 2,130,639	\$ 2,363,921	\$ 18,001,598

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, 2019**

Net Change in Fund Balances - Governmental Funds \$ 2,723,982

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:	\$ 8,982,521	
Depreciation expense:	<u>(1,890,121)</u>	7,092,400

Debt service:

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

1,070,874

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:

(10,587,199)

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:

(193,411)

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.

(52,841)

**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, 2019**

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: (45,069)

Other expenditures relating to prior periods:

Certain expenditures recognized in governmental funds relate to prior periods. Typical examples are payments on structured legal settlements or retirement incentives paid over time. These expenditures are recognized in the government-wide statement of activities in the period in which the obligations were first incurred, so they must not be recognized again in the current period. Expenditures relating to prior periods were: 105,970

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was: (361,556)

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: (1,602,574)

Other liabilities not normally liquidated with current financial resources:

In the government-wide statements, expenses must be accrued in connection with any liabilities incurred during the period that are not expected to be liquidated with current financial resources. Examples include special termination benefits such as retirement incentives financed over time, and structured legal settlements. This year, expenses incurred for such obligations were: (811,019)

Amortization of debt issuance premium or discount:

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

Change in Net Position of Governmental Activities

\$ (2,634,624)

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF NET POSITION
JUNE 30, 2019**

	<u>Agency Funds</u> <u>Student Body</u> <u>Fund</u>
ASSETS	
Cash and investments	\$ 138,092
Total Assets	<u>\$ 138,092</u>
LIABILITIES	
Due to student groups	\$ 138,092
Total Liabilities	<u>\$ 138,092</u>

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019**

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, 2019**

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*).

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*).

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*).

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Special Revenue Funds (continued)

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*).

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 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, 2019**

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, 2019**

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, 2019**

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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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)

Postemployment Benefits Other Than Pensions (OPEB)

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

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

Valuation Date	June 30, 2018
Measurement Date	June 30, 2019
Measurement Period	July 1, 2018 through June 30, 2019

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

Premiums and Discounts

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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, 2019**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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

Fund Balance, continued

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

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

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

F. Interfund Activity

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

G. Estimates

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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. 84 – In January 2017, GASB issued Statement No. 84, *Fiduciary Activities*. This standard's primary objective is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. The statement is effective for periods beginning after December 15, 2018. The District has not yet determined the impact on the financial statements.

GASB Statement No. 87 – In June 2017, GASB issued Statement No. 87, *Leases*. This standard's primary objective is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. The statement is effective for periods beginning after December 15, 2019. The District has not determined the impact on the financial statements.

GASB Statement No. 88 – In April 2018, GASB issued Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*. This standard's primary objective is to improve the information that is disclosed in notes to government financial statements related to debt, including direct borrowings and direct placements. It also clarifies which liabilities governments should include when disclosing information related to debt. The statement is effective for periods beginning after June 15, 2018. The District has implemented GASB Statement No. 88 for the year ended June 30, 2019.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	<u>Governmental Activities</u>	<u>Fiduciary Funds</u>
Investment in county treasury*	\$ 16,387,549	\$ -
Cash on hand and in banks	1,000	138,092
Cash in revolving fund	30,000	-
Total cash and investments	\$ 16,418,549	\$ 138,092

*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, 2019**

NOTE 2 – CASH AND INVESTMENTS (continued)

C. General Authorizations

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

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

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$16,481,150 and an amortized book value of \$16,387,549. The average weighted maturity for this pool is 320 days.

E. Credit Risk

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

NOTE 2 – CASH AND INVESTMENTS (continued)

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2019, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

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

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

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

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

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

The District's fair value measurements at June 30, 2019 were as follows:

	<u>Uncategorized</u>
Investment in county treasury	<u>\$ 16,481,150</u>
Total fair market value of investments	<u>\$ 16,481,150</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2019 consisted of the following:

	General Fund	Building Fund	Capital Facilities Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal Government					
Categorical aid	\$ 1,839,801	\$ -	\$ -	\$ 202,584	\$ 2,042,385
State Government					
Categorical aid	308,571	-	-	58,023	366,594
Lottery	105,790	-	-	-	105,790
Local Government					
Other local sources	557,250	118,627	24,634	37,939	738,450
Total	\$ 2,811,412	\$ 118,627	\$ 24,634	\$ 298,546	\$ 3,253,219

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2019 was as follows:

	Balance July 01, 2018	Additions	Deletions	Balance June 30, 2019
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 3,885,138	\$ -	\$ -	\$ 3,885,138
Construction in progress	1,797,413	8,859,977	292,416	10,364,974
Total Capital Assets not Being Depreciated	5,682,551	8,859,977	292,416	14,250,112
Capital assets being depreciated				
Land improvements	29,808	-	-	29,808
Buildings & improvements	57,805,823	292,416	-	58,098,239
Furniture & equipment	3,214,453	122,544	-	3,336,997
Total Capital Assets Being Depreciated	61,050,084	414,960	-	61,465,044
Less Accumulated Depreciation				
Land improvements	8,367	1,490	-	9,857
Buildings & improvements	41,187,800	1,716,588	-	42,904,388
Furniture & equipment	2,320,933	172,043	-	2,492,976
Total Accumulated Depreciation	43,517,100	1,890,121	-	45,407,221
Governmental Activities				
Capital Assets, net	\$ 23,215,535	\$ 7,384,816	\$ 292,416	\$ 30,307,935

Depreciation expense for the year ended June 30, 2019 was allocated to governmental functions as follows:

Instruction	\$ 22,031
Home-to-school transportation	89,161
Food services	8,748
Centralized data processing	34,000
All other general administration	2,735
Plant services	15,366
Unallocated	1,718,080
Total	\$ 1,890,121

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

NOTE 5 – INTERFUND TRANSACTIONS

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

Individual interfund receivable and payable balances at June 30, 2019 were as follows:

<u>Due To Other Funds</u>	<u>Due From Other Funds</u>		
	<u>General Fund</u>	<u>Non-Major Governmental Funds</u>	<u>Total</u>
General Fund	\$ -	\$ 331,539	\$ 331,539
Non-Major Governmental Funds	147,475	-	147,475
Total Due From Other Funds	\$ 147,475	\$ 331,539	\$ 479,014

Due from the General Fund to the Child Development Fund for contribution to the fund.	\$	83
Due from the General Fund to the Cafeteria Fund to cover negative balance.		331,456
Due from the Child Development Fund to the General Fund for indirect costs.		47,364
Due from the Cafeteria Fund to the General Fund for indirect costs.		100,111
Total	\$	479,014

B. Operating Transfers

Interfund transfers for the year ended June 30, 2019 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	\$ -	\$ 331,499	\$ 331,499
Capital Facilities Fund	9,669	-	9,669
Total Interfund Transfers	\$ 9,669	\$ 331,499	\$ 341,168

Transfer from the General Fund to the Child Development Fund for contribution to the fund.	\$	83
Transfer from the General Fund to the Cafeteria Fund to cover negative balance.		331,416
Transfer from the Capital Facilities Fund to the General Fund for administration fees.		9,669
Total	\$	341,168

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2019 consisted of the following:

	General Fund	Building Fund	Capital Facilities Fund	Non-Major Governmental Funds	District-Wide	Total Governmental Activities
Payroll	\$ 1,433,265	\$ -	\$ -	\$ 8,739	\$ -	\$ 1,442,004
Construction	-	94,662	1,512	-	-	96,174
Vendors payable	212,530	-	-	35,619	-	248,149
Unmatured interest	-	-	-	-	393,691	393,691
Apportionment	189,108	-	-	-	-	189,108
Total	\$ 1,834,903	\$ 94,662	\$ 1,512	\$ 44,358	\$ 393,691	\$ 2,369,126

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2019 consisted of the following:

	General Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal sources	\$ 14,282	\$ -	\$ 14,282
Local sources	-	209	209
Total	\$ 14,282	\$ 209	\$ 14,491

NOTE 8 – LONG-TERM DEBT

A schedule of changes in long-term debt for the year ended June 30, 2019 consisted of the following:

	Balance July 01, 2018	Additions	Deductions	Balance June 30, 2019	Balance Due In One Year
Governmental Activities					
General obligation bonds	\$ 16,045,700	\$ 10,152,841	\$ 1,030,000	\$ 25,168,541	\$ 1,100,000
Unamortized premium	235,720	487,199	25,819	697,100	25,819
Total general obligation bonds	16,281,420	10,640,040	1,055,819	25,865,641	1,125,819
Capital leases	67,609	-	40,874	26,735	26,735
Early retirement incentive	317,911	811,019	105,970	1,022,960	268,174
Compensated absences	131,984	45,069	-	177,053	177,053
Total OPEB liability	4,856,415	484,835	-	5,341,250	-
Net pension liability	44,258,870	136,160	-	44,395,030	-
Total	\$ 65,914,209	\$ 12,117,123	\$ 1,202,663	\$ 76,828,669	\$ 1,597,781

- 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, 2019**

NOTE 8 – LONG-TERM DEBT (continued)

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2019 amounted to \$177,053. 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, 2019 consisted of the following:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds Outstanding June 30, 2019
				Outstanding July 01, 2018	Additions	Deductions	
2002	August 1, 2016	5.00-9.28%	\$ 258,684	\$ 1,140,700	\$ 52,841	\$ -	\$ 1,193,541
2012	August 1, 2024	1.95%	7,880,000	5,305,000	-	610,000	4,695,000
2017	August 1, 2046	3.125-5.00%	9,600,000	9,600,000	-	420,000	9,180,000
2019	August 1, 2046	3.375%-5.00%	10,100,000	-	10,100,000	-	10,100,000
				\$ 16,045,700	\$ 10,152,841	\$ 1,030,000	\$ 25,168,541

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

Year Ended June 30,	Principal	Interest	Total
2020	\$ 1,100,000	\$ 887,860	\$ 1,987,860
2021	885,000	819,487	1,704,487
2022	880,000	797,627	1,677,627
2023	955,000	775,466	1,730,466
2024	1,040,000	750,906	1,790,906
2025 - 2029	2,623,684	5,439,317	8,063,001
2030 - 2034	2,610,000	2,950,265	5,560,265
2035 - 2039	3,990,000	2,322,207	6,312,207
2040 - 2044	5,700,000	1,444,113	7,144,113
2045 - 2047	4,450,000	267,056	4,717,056
Accretion	934,857	(934,857)	-
Total	\$ 25,168,541	\$ 15,519,447	\$ 40,687,988

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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 2020. Future minimum lease payments are as follows:

<u>Year Ended June 30,</u>	<u>Lease Payment</u>
2020	\$ 27,403
Total minimum lease payments	27,403
Less amount representing interest	(668)
Present value of minimum lease payments	<u>\$ 26,735</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>
2020	\$ 268,174
2021	268,175
2022	162,204
2023	162,204
2024	162,203
Total	<u>\$ 1,022,960</u>

E. Other Postemployment Benefits

The District's beginning total OPEB liability was \$4,856,415 and increased by \$484,835 during the year ended June 30, 2019. The ending total OPEB liability at June 30, 2019 was \$5,341,250. See Note 10 for additional information regarding the total OPEB liability.

F. Net Pension Liability

The District's beginning net pension liability was \$44,258,870 and increased by \$136,160 during the year ended June 30, 2019. The ending net pension liability at June 30, 2019 was \$44,395,030. See Note 11 for additional information regarding the net pension liability.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2019:

	General Fund	Building Fund	Capital Facilities Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable					
Revolving cash	\$ 20,000	\$ -	\$ -	\$ 10,000	\$ 30,000
Stores inventory	-	-	-	24,960	24,960
Prepaid expenditures	294,796	-	-	-	294,796
Total non-spendable	314,796	-	-	34,960	349,756
Restricted					
Educational programs	1,161,222	-	-	84,768	1,245,990
Capital projects	-	8,865,544	2,130,639	241,987	11,238,170
Debt service	-	-	-	1,858,639	1,858,639
All others	-	-	-	143,567	143,567
Total restricted	1,161,222	8,865,544	2,130,639	2,328,961	14,486,366
Assigned					
Reserve for S&C	448,474	-	-	-	448,474
Payment of retiree benefits	266,934	-	-	-	266,934
School site carryover	112,889	-	-	-	112,889
School site lottery	75,400	-	-	-	75,400
Total assigned	903,697	-	-	-	903,697
Unassigned					
Reserve for economic uncertainties	2,261,779	-	-	-	2,261,779
Total unassigned	2,261,779	-	-	-	2,261,779
Total	\$ 4,641,494	\$ 8,865,544	\$ 2,130,639	\$ 2,363,921	\$ 18,001,598

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, 2019**

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description

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

B. Benefits Provided

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

	<u>Certificated Management</u>	<u>Certificated</u>	<u>Classified</u>	<u>Classified Management</u>
Benefit types provided	Medical, dental and vision	Medical, dental and vision	Medical, dental and vision	Medical, dental and vision
Duration of Benefits	5 years but not beyond age 65*	5 years but not beyond age 65	To age 65	5 years but not beyond age 65*
Required Service	20 years	20 years	20 years	20 years
Minimum Age	55	55	60	55
Dependent Coverage	Yes	Yes	No	Ye
District Contribution %	1	1	1	1
District Cap	\$7,620 per year	\$7,620 per year	\$8,400 per year	\$7,620 per year

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

C. Plan Membership

Membership of the Plan consisted of the following:

	<u>Number of participants</u>
Inactive employees receiving benefits	24
Inactive employees entitled to but not receiving benefits*	-
Participating active employees	<u>372</u>
Total number of participants**	<u>396</u>

*Information not provided

**As of the June 30, 2018 valuation date

D. Contributions

The contribution requirements of Plan members are established and may be amended by the Galt Joint Union Elementary School District. For fiscal year 2018-19, the District contributed \$151,867 to the Plan, all of which was used for current premiums.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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

E. Total OPEB Liability

The Galt Joint Union Elementary School District's total OPEB liability of \$5,341,250 was determined by an actuarial valuation as of June 30, 2018 using the following actuarial assumptions and other inputs, applied to all periods included in the measurement and rolled forward to the measurement date of June 30, 2019.

F. Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2018 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement unless otherwise specified:

Economic assumptions:

Inflation	2.75%
Salary increases	2.75%
Investment rate of return	3.80%
Healthcare cost trend rates	4.00%

Non-economic assumptions:

Mortality:

Certificated	2009 CalSTRS Mortality Table
Classified	2014 CalPERS Active Mortality for Miscellaneous Employees Table

Retirement rates:

Certificated	2009 CalSTRS Retirement Rates Table
Classified	Hired before 1/1/2013: 2009 CalPERS Retirement Rates for School Employees. Hired after 12/31/2012: 2009 CalPERS Retirement Rates for Miscellaneous Employees 2%@60 adjusted to minimum retirement age of 52.

The actuarial assumptions used in the June 30, 2018 valuation were based on a review of plan experience from 2009 to 2014.

The discount rate was based on an index of 20 year General Obligation municipal bonds. The actuary assumed contributions would be sufficient to fully fund the obligation over a period not to exceed thirty years.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

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

G. Changes in Total OPEB Liability

	<u>June 30, 2019</u>
Total OPEB Liability	
Service Cost	\$ 330,222
Interest on total OPEB liability	173,096
Changes of assumptions	133,384
Benefits payments	<u>(151,867)</u>
Net change in total OPEB liability	484,835
Total OPEB liability - beginning	<u>4,856,415</u>
Total OPEB liability - ending	<u>\$ 5,341,250</u>
Covered-employee payroll	\$ 23,706,898
District's total OPEB liability as a percentage of covered-employee payroll	22.53%

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

The following presents the total OPEB liability of the Galt Joint Union Elementary School District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.50 percent) or one percentage point higher (4.50 percent) than the current discount rate:

	1% Decrease (2.5%)	Valuation Discount Rate (3.5%)	1% Increase (4.5%)
Total OPEB Liability	\$ 5,753,774	\$ 5,341,250	\$ 4,969,565

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

The following presents the total OPEB liability of the Galt Joint Union Elementary School District, as well as what the District's total OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (3.00 percent) or one percentage point higher (5.00 percent) than the current healthcare cost trend rate:

	1% Decrease (3.0%)	Valuation Trend Rate (4.0%)	1% Increase (5.0%)
Total OPEB Liability	\$ 5,017,799	\$ 5,341,250	\$ 5,603,057

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

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

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

For the fiscal year ended June 30, 2019, the Galt Joint Union Elementary School District recognized OPEB expense of \$513,423. At June 30, 2019, the Galt Joint Union Elementary School District reported deferred outflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>
Changes in assumptions	\$ 123,279
	<u>\$ 123,279</u>

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

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>
2020	\$ 10,105
2021	10,105
2022	10,105
2023	10,105
2024	10,105
Thereafter	72,754
	<u>\$ 123,279</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 11 – PENSION PLANS

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

	<u>Net pension liability</u>	<u>Deferred outflows related to pensions</u>	<u>Deferred inflows related to pensions</u>	<u>Pension expense</u>
STRS Pension	\$ 31,171,690	\$ 8,016,220	\$ 4,249,238	\$ 3,127,551
PERS Pension	13,223,340	3,605,856	29,145	2,689,007
Total	<u>\$ 44,395,030</u>	<u>\$ 11,622,076</u>	<u>\$ 4,278,383</u>	<u>\$ 5,816,558</u>

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

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

Benefits Provided

The CalSTRS defined benefit plan has two benefit formulas:

1. CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.
2. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2019, 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 2019 was 16.28% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$2,998,698 for the year ended June 30, 2019.

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 \$2,845,348 to CalSTRS, which included a supplemental contribution for fiscal year 2019 due to California Senate Bill No. 90.

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

At June 30, 2019, 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	\$ 31,171,690
State's proportionate share of the net pension liability associated with the District	<u>17,847,338</u>
Total	<u>\$ 49,019,028</u>

The net pension liability was measured as of June 30, 2018, 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, 2017 and rolling forward the total pension liability to June 30, 2018. 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, 2018, the District's proportion was 0.034 percent, which was a decrease of 0.001 percent from its proportion measured as of June 30, 2017.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

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

For the year ended June 30, 2019, the District recognized pension expense of \$3,127,551. In addition, the District recognized pension expense and revenue of \$608,589 for support provided by the State. At June 30, 2019, 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	\$ -	\$ 1,200,307
Differences between expected and actual experience	96,663	452,786
Changes in assumptions	4,842,437	
Changes in proportion and differences between District contributions and proportionate share of contributions	78,422	2,596,145
District contributions subsequent to the measurement date	2,998,698	-
	<u>\$ 8,016,220</u>	<u>\$ 4,249,238</u>

The \$2,998,698 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, 2020. 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>
2020	\$ 1,013,959	\$ 427,376
2021	1,013,959	877,975
2022	1,013,961	1,696,763
2023	987,819	889,141
2024	987,824	234,362
2025	-	123,621
	<u>\$ 5,017,522</u>	<u>\$ 4,249,238</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

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

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

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

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study for the period July 1, 2010–June 30, 2015.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically-linked real rates of return and the assumed asset allocation for each major asset class for the year ended June 30, 2018, are summarized in the following table:

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

*20-year geometric average

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	\$ 45,662,878	\$ 31,171,690	\$ 19,157,089

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, 2019**

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS)

Plan Description

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

Benefits Provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

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

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2019 was 18.062% of annual payroll. Contributions to the plan from the District were \$1,215,286 for the year ended June 30, 2019.

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalPERS for K-12 education. These payments consisted of state general fund contributions of approximately \$448,294 to CalPERS for fiscal year 2019 due to California Senate Bill No. 90.

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

At June 30, 2019, the District reported a liability of \$13,223,340 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, 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, 2017 and rolling forward the total pension liability to June 30, 2018. 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, 2018, the District's proportion was 0.050 percent, which did not change from its proportion measured as of June 30, 2017.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

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

For the year ended June 30, 2019, the District recognized pension expense of \$2,689,007. At June 30, 2019, 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	\$ 108,461	\$ -
Differences between expected and actual experience	866,874	-
Changes in assumptions	1,320,292	-
Changes in proportion and differences between District contributions and proportionate share of contributions	94,943	29,145
District contributions subsequent to the measurement date	1,215,286	-
	<u>\$ 3,605,856</u>	<u>\$ 29,145</u>

The \$1,215,286 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, 2020. 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>
2020	\$ 1,463,151	\$ 24,502
2021	1,022,260	2,443
2022	(16,792)	2,200
2023	(78,049)	-
	<u>\$ 2,390,570</u>	<u>\$ 29,145</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.50%
Discount Rate	7.15%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 90% of scale MP 2016.

The actuarial assumptions used in the June 30, 2017, valuation were based on the results of an actuarial experience study for the period from 1997 to 2015.

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 adjusted to account for assumed administrative expenses.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 11 – PENSION PLANS (continued)

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

Actuarial Assumptions (continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*	Real Return Years 11+**
Global Equity	50.0%	4.80%	5.98%
Fixed Income	28.0%	1.00%	2.62%
Inflation Assets	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Estate	13.0%	3.75%	4.93%
Liquidity	1.0%	0.0%	-0.92%
	<u>100.0%</u>		

*An expected inflation of 2.00% used for this period.

**An expected inflation of 2.92% used for this period.

Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the 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 7.15 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease (6.15%)	Current Discount Rate (7.15%)	1% Increase (8.15%)
District's proportionate share of the net pension liability	\$ 19,252,551	\$ 13,223,340	\$ 8,221,247

Pension Plan Fiduciary Net Position

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

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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, 2019.

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, 2019.

C. Construction Commitments

As of June 30, 2019, the District had commitments with respect to unfinished capital projects of \$5,626,723.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

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.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2019**

NOTE 14 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Other Postemployment Benefits

Pursuant to GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the District recognized deferred outflows of resources related to other postemployment benefits and deferred inflows of resources related to other postemployment benefits in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 10. At June 30, 2019, total deferred outflows related to other postemployment benefits was \$123,279 and the District did not have deferred inflows related to other postemployment benefits.

B. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 11. At June 30, 2019, total deferred outflows related to pensions was \$11,622,076 and total deferred inflows related to pensions was \$4,278,383.

REQUIRED SUPPLEMENTARY INFORMATION

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2019**

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
REVENUES				
LCFF sources	\$ 31,441,077	\$ 31,740,890	\$ 31,985,810	\$ 244,920
Federal sources	2,417,788	2,752,252	2,493,428	(258,824)
Other state sources	4,214,262	4,169,925	4,326,194	156,269
Other local sources	2,438,803	2,571,848	2,636,818	64,970
Total Revenues	40,511,930	41,234,915	41,442,250	207,335
EXPENDITURES				
Certificated salaries	19,109,072	18,863,642	18,821,440	42,202
Classified salaries	7,376,820	7,557,831	7,439,695	118,136
Employee benefits	9,472,171	9,460,260	9,378,263	81,997
Books and supplies	1,441,398	1,662,002	1,271,820	390,182
Services and other operating expenditures	3,206,368	4,205,814	3,137,855	1,067,959
Capital outlay	375,862	525,110	552,170	(27,060)
Other outgo				
Excluding transfers of indirect costs	113,776	112,772	118,592	(5,820)
Transfers of indirect costs	(128,102)	(133,281)	(141,874)	8,593
Total Expenditures	40,967,365	42,254,150	40,577,961	1,676,189
Excess (Deficiency) of Revenues Over Expenditures	(455,435)	(1,019,235)	864,289	1,883,524
Other Financing Sources (Uses)				
Transfers in	31,905	5,000	9,669	4,669
Other sources	-	10,000	10,592	592
Transfers out	(250,000)	(250,000)	(331,499)	(81,499)
Net Financing Sources (Uses)	(218,095)	(235,000)	(311,238)	(76,238)
NET CHANGE IN FUND BALANCE	(673,530)	(1,254,235)	553,051	1,807,286
Fund Balance - Beginning	3,821,509	3,821,509	3,821,509	-
Fund Balance - Ending	\$ 3,147,979	\$ 2,567,274	\$ 4,374,560	\$ 1,807,286

* 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:

- 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.
- Additional on-behalf payments of \$1,641,402 were recorded for a supplemental contribution for fiscal year 2019 due to California Senate Bill No. 90.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS
FOR THE YEAR ENDED JUNE 30, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Total OPEB Liability		
Service Cost	\$ 330,222	\$ 321,384
Interest on total OPEB liability	173,096	174,416
Changes of assumptions	133,384	-
Benefits payments	<u>(151,867)</u>	<u>(212,285)</u>
Net change in total OPEB liability	484,835	283,515
Total OPEB liability - beginning	<u>4,856,415</u>	<u>4,572,900</u>
Total OPEB liability - ending	<u>\$ 5,341,250</u>	<u>\$ 4,856,415</u>
Covered-employee payroll	\$ 23,706,898	\$ 23,769,563
District's total OPEB liability as a percentage of covered-employee payroll	22.53%	20.43%

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, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.034%	0.035%	0.036%	0.039%	0.039%
District's proportionate share of the net pension liability	\$ 31,171,690	\$ 32,411,894	\$ 29,164,417	\$ 26,425,515	\$ 22,790,430
State's proportionate share of the net pension liability associated with the District	17,847,338	19,174,759	16,605,226	13,976,147	13,761,846
Total	<u>\$ 49,019,028</u>	<u>\$ 51,586,653</u>	<u>\$ 45,769,643</u>	<u>\$ 40,401,662</u>	<u>\$ 36,552,276</u>
District's covered payroll	\$ 18,545,539	\$ 18,428,449	\$ 17,970,503	\$ 18,108,164	\$ 17,050,352
District's proportionate share of the net pension liability as a percentage of its covered payroll	168.1%	175.9%	162.3%	145.9%	133.7%
Plan fiduciary net position as a percentage of the total pension liability	71.0%	69.5%	70.0%	74.0%	76.5%

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

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, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.050%	0.050%	0.049%	0.049%	0.050%
District's proportionate share of the net pension liability	\$ 13,223,340	\$ 11,846,976	\$ 9,624,665	\$ 7,274,020	\$ 5,676,217
District's covered payroll	\$ 6,584,218	\$ 6,301,273	\$ 5,846,434	\$ 5,479,526	\$ 5,277,886
District's proportionate share of the net pension liability as a percentage of its covered payroll	200.8%	188.0%	164.6%	132.7%	107.5%
Plan fiduciary net position as a percentage of the total pension liability	70.8%	71.9%	73.9%	79.4%	83.4%

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

See accompanying note to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 2,998,698	\$ 2,660,562	\$ 2,328,603	\$ 1,958,062	\$ 1,608,005
Contributions in relation to the contractually required contribution*	(2,998,698)	(2,660,562)	(2,328,603)	(1,958,062)	(1,608,005)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 18,459,479	\$ 18,545,539	\$ 18,428,449	\$ 17,970,503	\$ 18,108,164
Contributions as a percentage of covered payroll	16.24%	14.35%	12.64%	10.90%	8.88%

*Amounts do not include on-behalf contributions

See accompanying note to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2019**

	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 1,215,286	\$ 1,012,438	\$ 875,561	\$ 690,769	\$ 644,995
Contributions in relation to the contractually required contribution*	(1,215,286)	(1,012,438)	(875,561)	(690,769)	(644,995)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 6,752,880	\$ 6,584,218	\$ 6,301,273	\$ 5,846,434	\$ 5,479,526
Contributions as a percentage of covered payroll	18.00%	15.38%	13.89%	11.82%	11.77%

*Amounts do not include on-behalf contributions

See accompanying note to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2019**

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

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

Schedule of Changes in Total OPEB Liability and Related Ratios

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

Changes in Benefit Terms

None.

Changes in Assumptions

The discount rate was decreased from 3.80% to 3.50% since the previous measurement.

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

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

Changes in Benefit Terms

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

Changes in Assumptions

There were no changes in economic assumptions since the previous valuations for CalSTRS and CalPERS.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO REQUIRED SUPPLEMENTARY INFORMATION, continued
 FOR THE YEAR ENDED JUNE 30, 2019**

NOTE 1 – PURPOSE OF SCHEDULES (continued)

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, 2019, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Capital outlay	\$ 525,110	\$ 552,170	\$ 27,060
Other outgo			
Excluding transfers of indirect costs	\$ 112,772	\$ 118,592	\$ 5,820

SUPPLEMENTARY INFORMATION

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 1,179,029
Title II, Part A, Supporting Effective Instruction	84.367	14341	145,763
Title III			
Title III, English Learner Student Program	84.365	14346	98,847
Title III, Immigrant Education Program	84.365	15146	5,046
Subtotal Title III			<u>103,893</u>
Title IV, Part A	84.424	15396	66,200
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	748,735
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	41,588
IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	13430	39,348
IDEA Preschool Local Entitlement, Part B, Section 611 (AGE 3-4-5)	84.027A	13682	28,739
IDEA Local Assistance Entitlement, Private School ISP's	84.027	10115	2,162
Subtotal Special Education Cluster			<u>860,572</u>
Total U. S. Department of Education			<u>2,355,457</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	189,064
National School Lunch Program	10.555	13391	911,018
USDA Commodities	10.555	*	119,443
Summer Food Service Program for Children	10.559	13004	45,405
Subtotal Child Nutrition Cluster			<u>1,264,930</u>
CACFP Claims - Centers and Family Day Care	10.558	13393	321,301
Total U. S. Department of Agriculture			<u>1,586,231</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	128,152
Medi-Cal Administrative Activities	93.778	10060	45,533
Subtotal Medicaid			<u>173,685</u>
Total U. S. Department of Health & Human Services			<u>173,685</u>
Total Federal Expenditures			<u>\$ 4,115,373</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, 2019**

	Second Period Report Certificate No. 0C74D8CA	Proposed Revised Second Period Report*	Annual Report Certificate No. 7FC95CA5
SCHOOL DISTRICT			
TK/K through Third			
Regular ADA	1,502.65	1,455.96	1,502.72
Extended Year Special Education	1.63	1.63	1.63
Special Education - Nonpublic Schools	10.13	45.37	-
Extended Year Special Education - Nonpublic Schools	0.12	0.12	0.12
Total TK/K through Third	1,514.53	1,503.08	1,504.47
Fourth through Sixth			
Regular ADA	1,089.05	1,017.67	1,088.90
Extended Year Special Education	2.20	2.20	2.20
Special Education - Nonpublic Schools	35.25	69.35	-
Total Fourth through Sixth	1,126.50	1,089.22	1,091.10
Seventh through Eighth			
Regular ADA	839.40	839.06	837.43
Extended Year Special Education	1.22	1.22	1.22
Special Education - Nonpublic Schools	69.35	0.30	-
Total Seventh through Eighth	909.97	840.58	838.65
TOTAL SCHOOL DISTRICT	3,551.00	3,432.88	3,434.22

*The District has not revised P2.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2019**

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Days	Status
Kindergarten	36,000	36,000	180	Complied
Grade 1	50,400	53,670	180	Complied
Grade 2	50,400	53,670	180	Complied
Grade 3	50,400	53,670	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	54,180	180	Complied
Grade 8	54,000	54,180	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, 2019**

	<u>2020 (Budget)</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 41,285,709	\$ 41,462,511	\$ 39,595,185	\$ 39,384,641
Expenditures And Other Financing Uses	43,291,584	40,909,460	41,998,737	40,592,452
Net change in Fund Balance	<u>\$ (2,005,875)</u>	<u>\$ 553,051</u>	<u>\$ (2,403,552)</u>	<u>\$ (1,207,811)</u>
Ending Fund Balance	<u>\$ 2,368,685</u>	<u>\$ 4,374,560</u>	<u>\$ 3,821,509</u>	<u>\$ 6,389,119</u>
Available Reserves*	<u>\$ 2,240,932</u>	<u>\$ 2,261,779</u>	<u>\$ 1,259,962</u>	<u>\$ 1,217,773</u>
Available Reserves As A Percentage Of Outgo	<u>5.18%</u>	<u>5.53%</u>	<u>3.00%</u>	<u>3.00%</u>
Long-term Liabilities	<u>\$ 75,230,888</u>	<u>\$ 76,828,669</u>	<u>\$ 65,914,209</u>	<u>\$ 58,777,350</u>
Average Daily Attendance At P-2	<u>3,441</u>	<u>3,433</u>	<u>3,468</u>	<u>3,453</u>

The General Fund balance has decreased by \$2,014,559 over the past two years. The fiscal year 2019-20 budget projects a decrease of \$2,005,875. 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 deficits in two of the past three years and anticipates incurring an operating deficit during the 2019-20 fiscal year. Total long-term obligations have increased by \$18,051,319 over the past two years.

Average daily attendance has decreased by 20 ADA over the past two years. An increase of 8 ADA is anticipated during the 2019-20 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. Additional on-behalf payments of \$1,641,402 recorded for a supplemental contribution for fiscal year 2019 due to California Senate Bill No. 90 are also not reflected in this schedule.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL
STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2019**

	General Fund	Special Reserve Fund for Other Postemployment Benefits	Bond Interest And Redemption Fund
June 30, 2019, annual financial and budget report fund balance	\$ 4,374,560	\$ 266,934	\$ 1,546,622
Adjustments and reclassifications:			
Increase (decrease) in total fund balances:			
To properly record bond premium	-	-	312,017
Fund balance transfer (GASB 54)	266,934	(266,934)	-
Net adjustments and reclassifications	266,934	(266,934)	312,017
June 30, 2019, audited financial statement fund balance	<u>\$ 4,641,494</u>	<u>\$ -</u>	<u>\$ 1,858,639</u>

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2019**

For the year ended June 30, 2019, 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, 2019**

	Budget		Actual		Variance
Personnel services	\$ 150,453	\$	150,242	\$	(211)
Benefits	50,328		48,358		(1,970)
Materials and supplies	18,058		19,762		1,704
Contractual services	18,766		19,243		477
Indirect costs	14,993		14,993		-
Total	\$ 252,598	\$	252,598	\$	-

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, 2019**

	Child Development Fund	Cafeteria Fund	Capital Projects Fund for Blended Component Units	Bond Interest & Redemption Fund	Non-Major Governmental Funds
ASSETS					
Cash and investments	\$ 88,536	\$ -	\$ 238,188	\$ 1,846,431	\$ 2,173,155
Accounts receivable	48,636	233,694	3,799	12,417	298,546
Due from other funds	83	331,456	-	-	331,539
Stores inventory	-	24,960	-	-	24,960
Total Assets	\$ 137,255	\$ 590,110	\$ 241,987	\$ 1,858,848	\$ 2,828,200
LIABILITIES					
Deficit cash	\$ -	\$ 272,237	\$ -	\$ -	\$ 272,237
Accrued liabilities	5,123	39,235	-	-	44,358
Due to other funds	47,364	100,111	-	-	147,475
Unearned revenue	-	-	-	209	209
Total Liabilities	52,487	411,583	-	209	464,279
FUND BALANCES					
Non-spendable	-	34,960	-	-	34,960
Restricted	84,768	143,567	241,987	1,858,639	2,328,961
Total Fund Balances	84,768	178,527	241,987	1,858,639	2,363,921
Total Liabilities and Fund Balance	\$ 137,255	\$ 590,110	\$ 241,987	\$ 1,858,848	\$ 2,828,200

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, 2019**

	Child Development Fund	Cafeteria Fund	Capital Projects Fund for Blended Component Units	Bond Interest & Redemption Fund	Non-Major Governmental Funds
REVENUES					
Federal sources	\$ -	\$ 1,586,231	\$ -	\$ -	\$ 1,586,231
Other state sources	628,929	89,198	-	18,337	736,464
Other local sources	16,166	114,088	7,197	1,689,305	1,826,756
Total Revenues	645,095	1,789,517	7,197	1,707,642	4,149,451
EXPENDITURES					
Current					
Instruction	447,728	-	-	-	447,728
Instruction-related services					
School site administration	98,338	-	-	-	98,338
Pupil services					
Food services	-	1,862,160	-	-	1,862,160
All other pupil services	5,446	-	-	-	5,446
General administration					
All other general administration	41,762	100,111	-	-	141,873
Plant services	40,436	107,772	261,363	-	409,571
Facilities acquisition and maintenance	-	-	37,944	-	37,944
Debt service					
Principal	-	-	-	1,030,000	1,030,000
Interest and other	-	-	-	639,407	639,407
Total Expenditures	633,710	2,070,043	299,307	1,669,407	4,672,467
Excess (Deficiency) of Revenues Over Expenditures	11,385	(280,526)	(292,110)	38,235	(523,016)
Other Financing Sources (Uses)					
Transfers in	83	331,416	-	-	331,499
Other sources	-	-	-	487,199	487,199
Net Financing Sources (Uses)	83	331,416	-	487,199	818,698
NET CHANGE IN FUND BALANCE	11,468	50,890	(292,110)	525,434	295,682
Fund Balance - Beginning	73,300	127,637	534,097	1,333,205	2,068,239
Fund Balance - Ending	\$ 84,768	\$ 178,527	\$ 241,987	\$ 1,858,639	\$ 2,363,921

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2019**

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
Grace Malson	President	November 2022
John Gordon	Vice President	November 2020
Matthew Felix	Clerk	November 2020
Thomas Silva	Board Rep	November 2022
Wesley Cagle	Member	November 2022

DISTRICT ADMINISTRATORS

Karen Schauer
Superintendent

Lois Yount
Director of Business Services/CBO

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO SUPPLEMENTARY INFORMATION
 JUNE 30, 2019**

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, 2019 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2019.

	CFDA Number	Amount
Total Federal Revenues reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance		\$ 4,079,659
Medi-Cal Billing Option	93.778	<u>35,714</u>
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		<u>\$ 4,115,373</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, 2019, the District participated in the Longer Day incentive funding program. As of June 30, 2019, the District had 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, 2019**

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



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

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Galt Joint Union Elementary School District, as of and for the year ended June 30, 2019, 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 21, 2019.

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.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

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.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Galt Joint Union Elementary School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the 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, Inc.

San Diego, California
November 21, 2019



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

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

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on Compliance for Each Major Federal Program

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, 2019. 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.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

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, 2019.

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, Inc.

San Diego, California
November 21, 2019



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

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on State Compliance

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements described in the *2018-19 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, 2019, 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 *2018-19 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.

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, 2019.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is described in the accompanying schedule of findings and questioned costs as item #2019-001. Our opinion on state compliance is not modified with respect to this matter.

Galt Joint Union Elementary School District's response to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. Galt Joint Union Elementary School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
California Clean Energy Jobs Act	Yes

Procedures Performed (continued)

PROGRAM NAME	PROCEDURES PERFORMED
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
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, Inc.

San Diego, California
November 21, 2019

**SCHEDULE OF FINDINGS AND
QUESTIONED COSTS**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2019**

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>
<u>84.010</u>	<u>Title I, Part A</u>

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

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</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, 2019**

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, 2019.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019**

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, 2019.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019**

FIVE DIGIT CODE

10000
40000
42000
43000
60000
61000
62000
70000
71000
72000

AB 3627 FINDING TYPE

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

FINDING #2019-001 – ATTENDANCE REPORTING (10000)

Criteria: The Second Period Report submitted to the California Department of Education (CDE) should reconcile to the supporting documents that support the local education agency’s Average Daily Attendance (ADA) in accordance with *California Education Code Section 46000 et seq.*

Condition: During the testing of average daily attendance, auditor noted that ADA reported on the Second Period Attendance Report for the was overstated by 118.12 ADA due to an error in the calculation. The District discovered the error in August 2019 and attempted to revise but was informed that the CDE was not accepting changes to the Second Period report any longer.

Cause: An error in the District’s calculation.

ADA Impact/Questioned Costs: The ADA impact is 118.12 and the estimated questioned cost for this error is \$917,502 related to the overstatement of Second Period Attendance as calculated by grade span below:

<u>Grade Span</u>	<u>ADA Impact</u>	<u>Adjusted Base Grant</u>	<u>Questioned Cost</u>
TK-3	11.45	\$ 8,235	\$ 94,291
4-6	37.28	\$ 7,571	282,247
7-8	69.39	\$ 7,796	540,964
	<u>118.12</u>		<u>\$ 917,502</u>

Effect: Incorrect reporting of ADA in the Second Period Report can result in noncompliance with state regulations.

Repeat Finding: No.

Recommendation: We recommend that the District revise the Second Period attendance report.

Corrective Action Plan: An error was discovered in the P-2 revised report while closing the books and an attempt was made to correct it, but due to the timing CDE was no longer accepting revisions. Budget was never projected using the P-2 revision report.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2019**

There were no findings for the year ended June 30, 2018.



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.052 Board Consideration of Approval of Architectural and Engineering Services with PBK for New Track at McCaffrey Middle School
Presenter: Lois Yount	Action Item: XX Information Item:

PBK will provide architectural and engineering services needed to install an eight lane rubber track with an inner sod field at McCaffrey Middle School. Estimated start of construction is April with project completion in August 2020.

Scope of work includes:

- Necessary surveys
- Preparation of construction documents and plans
- Civil engineering drawings and specifications
- Bidding assistance
- Construction administration services
- On-site field verification

Funding Sources: JPA and Developer Fees

Estimated Fiscal Impact:

Architect Fees: \$122,942
 Construction Fees: \$1,366,020
 Soft Construction Fees: \$54,000
 Total Project Cost: \$1,542,962

Board approval is recommended.

2520 Venture Oaks Way, Suite 440
Sacramento, California 95833
Phone: 916-682-9494
Fax: 916-682-0990
PBK.com

January 10, 2020

VIA: Email



Mrs. Lois Yount
Director of Business Services/CBO
Galt Joint Union Elementary School District
1018 C Street, Suite 210
Galt, CA 95632
E-mail: lyount@galt.k12.ca.us

Re: McCaffrey Middle School New Track and Field

Dear Lois:

On behalf of PBK, thank you for allowing us the opportunity to assist your team with providing Architectural / Engineering Services for the new track at McCaffrey Middle School, located at 997 Park Terrace Drive, Galt, CA 95632

Our team maintains and perpetuates a positive “can do” office culture that is centered on delivering the needs of our client. We listen carefully to the District’s objectives to provide creative and cost-effective solutions, while providing all the necessary resources and experience to collaboratively solve any challenge. After our recent meeting, we would propose the following scope and fee for architectural services:

I. PROJECT DESCRIPTION:

- A. New rubber track and sod inner field.

II. SCOPE OF WORK:

- A. Prepare a Topographic Survey where the new track will be installed.
- B. Provide a Property Line Survey of the site including all existing easements. District to provide a current title report.
- C. Prepare construction documents, including plans and specifications.
- D. Civil engineering drawings and specifications.
- E. Bidding assistance.
- F. Construction administration services; including:
 - 1. RFI review
 - 2. Submittal review
 - 3. Weekly site meetings
 - 4. Punchlist
 - 5. Closeout
- G. Meeting with District to review design documents.
- H. On site field verification of existing conditions.

III. ASSUMPTIONS & EXCLUSIONS:

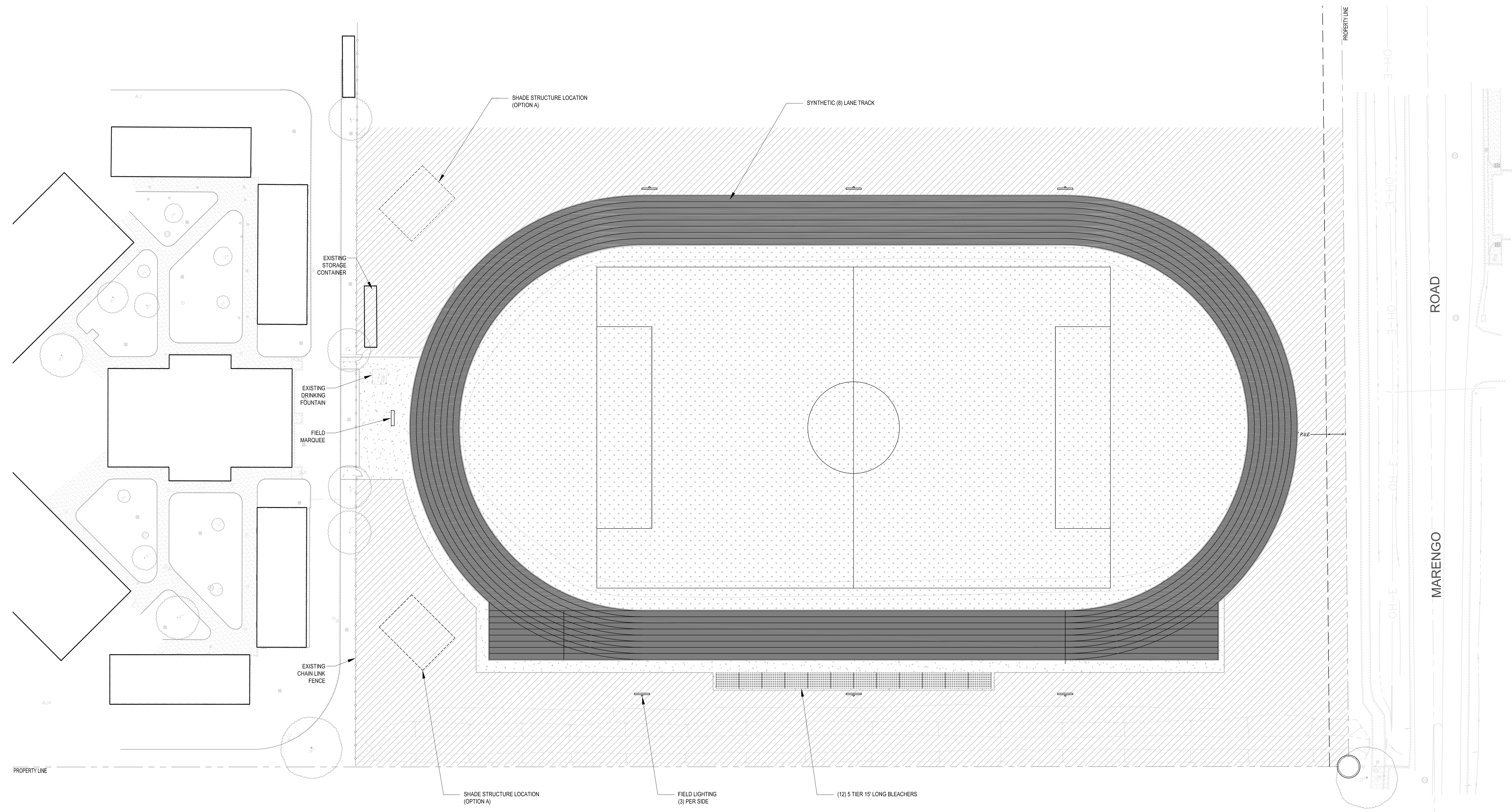
- A. The District will provide as-builts for all previous improvements and area included within the scope.
- B. The District will provide design standards for the various systems. If existing standards are not in place, PBK will assist the District in providing such standards based on our experience with similar projects.
- C. The Project Team will conduct communications with the District Team on a regular basis with in-person meetings, phone conference calls or an acceptable communication system as approved by the District.

Attachment A

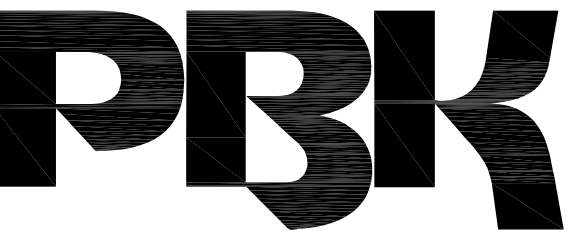
Effective June 1, 2019 – May 31, 2020

HOURLY BILLING RATES

Principal in Charge	\$225.00
Design Director	\$215.00
Senior Project Manager	\$205.00
Senior Project Architect	\$205.00
Project Manager	\$185.00
Project Architect	\$180.00
Project Lead / Technical Leader	\$150.00
Project Coordinator	\$130.00
Architectural Intern / Designer	\$115.00
Intern	\$ 90.00
Senior Project Designer	\$200.00
Project Designer	\$185.00
Design Leader	\$140.00
Designer II	\$135.00
Designer	\$110.00
Senior Educational Facilities Planner	\$230.00
Facilities Planner	\$185.00
Senior Construction Administrator	\$210.00
Construction Administrator	\$185.00
Sustainable Designer	\$160.00
Specification Writer	\$185.00
Agency Compliance	\$110.00
Cost Estimator	\$210.00
Clerical / Office	\$100.00



PRELIMINARY SITE PLAN
SCALE: 1" = 30'-0"



ARCHITECT
PBK Architects, Inc.
2520 Venture Oaks Way, Suite 440
Sacramento, CA 95833
916-582-9494 P

**McCAFFREY MIDDLE SCHOOL
NEW TRACK AND FIELD**

987 PARK TERRACE DRIVE
GALT, CA 95632



KEY PLAN



LICENSED PROFESSIONAL

CLIENT
GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT

PROJECT NUMBER

DATE 01.09.2020

REVISIONS

#	DESCRIPTION	DATE

CONSTRUCTION DOCUMENTS

**PRELIMINARY TRACK
AND FIELD SITE PLAN**



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.053 Board Consideration of Approval of Resolution #4 To Reduce Or Eliminate Classified Staff Due To Lack Of Work/Lack Of Funds
Presenter: Karen Schauer	Action Item: XX Information Item:

Following the Galt Schools Transportation Agreement, the bus driver trainer/dispatcher should be an employee of the high school district. The trainer/dispatcher position for the elementary district is currently vacant. With Board approval, this elementary position will be eliminated and filled as a high school employee. The position is currently posted on EdJoin for the high school district.

Fiscal impact: Both districts will continue to share the salary when filled.

A (2.5) hour cafeteria cashier position is currently vacant. When using the industry standard of Meals Per Labor Hour (MPLH), we have determined that this position is not needed due to our current ratio of MPLH. Industry standard for MPLH is 30 meals. The District's average MPLH is 21 meals.

Fiscal impact: \$9,350 savings annually

Board approval is recommended

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 4**

**RESOLUTION TO REDUCE OR ELIMINATE CLASSIFIED STAFF
DUE TO LACK OF WORK/LACK OF FUNDS**

WHEREAS, Education Code sections 45114, 45117, 45298, and 45308, and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to eliminate or reduce in hours classified positions due to lack of work or lack of funds;

WHEREAS, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to eliminate or reduce in hours or days the following positions in the District not later than March 20, 2020, due to lack of work or lack of funds:

<u>Classifications:</u>	<u>Number of Positions</u>	<u>Hours</u>
Bus Driver Trainer/Dispatcher	1	8.00
Cafeteria Cashier	1	2.5

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on March 20, 2020, the above referenced classified positions shall be eliminated or reduced in hours.

BE IT FURTHER RESOLVED that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees by either January 23, 2020, for categorically funded employees, or not later than sixty (60) days prior to the effective day of layoff as set forth above in accordance with the requirements of the law.

ADOPTED by the Board of Trustees of the Galt Joint Union School District on January 22, 2020, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

**President, Board of Trustees
Galt Joint Union Elementary School District**

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Galt Joint Union School District, County of Sacramento, on the date shown above.



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.054 Board Consideration of Approval of Lease-Leaseback Preconstruction Services Agreement with S+B James Construction Management Company for River Oaks Elementary School
Presenter: Lois Yount	Action Item: XX Information Item:

Upon Board approval of the contract document, S+B James Construction Management Company will perform preconstruction services which will include ordering necessary equipment, preparation of a construction schedule, and finalizing the cost estimates. It is expected that the final Lease-Leaseback Back (LLB) guaranteed maximum price and LLB contracts will be submitted for Board approval on March 25, 2020.

The scope of this project is to repair or replace all dry-rot on the buildings and the portables. Repair stucco, paint the metal roof and exterior of all buildings including all portables. Seven HVAC units will be replaced. Portions of the roof will be replaced and structures will be free of dry-rot.

Supporting documents include proposal evaluations and best value scoring.

Fiscal Impact: \$6,800 Measure K Funds

Board approval is recommended.

Review of Lease-Leaseback Proposals Received for GJUESD

Received on December 11th, 2019

River Oaks Elementary School Roof and HVAC Replacement

Proposals were received from the following Contractors:

- Diede Construction (Woodbridge, CA)
- S+B James Construction Management Company (Sacramento, CA)

All Contractors were prequalified with the District and attended the mandatory pre-conference site walk at River Oaks Elementary School.

PROPOSAL EVALUATION AND BEST VALUE SCORING:

The District's Evaluation Committee consisted of the following:

- Lois Yount, Director of Business Services
- Kimberly Johnson, PBK Senior Project Manager
- Chris Rivero, PBK Architecture Division

Each member independently scored each proposal based on the evaluation categories set forth in the District's adopted LLB evaluation process.

Phase 1:

Determine total technical score using the criteria attached. The maximum technical score is 150. Either failing the mandatory requirements or receiving a technical score of less than 113 disqualifies the proposal.

Conclusion of Phase 1:

- Diede Construction received total technical scores ranging from 123-132.
- S+B James Construction received total technical scores ranging from 143-147.
- Both contractors' proposals moved forward with Phase 2.

Phase 2:

Determine the total price score for proposals for Preconstruction Services, Lease-Leaseback Fee, and General Conditions Cost. The total price score is 100 points.

- Diede Construction scored 60 points
- S+B James Construction scored 54 points

The "Total Price Score" is added to the "Total Technical Score" to obtain a "Total Proposal Score."

Total Proposal Scores:

- Diede Construction ranged from 183-192
- S+B James Construction ranged from 196-201

Conclusions and Recommendations:

After completing the evaluation, best value scoring, and reference checks, the committee recommends S+B James Construction for the District's LLB partner for River Oaks Elementary. Determining factors include construction schedule, best value, LLB experiences, and professional references.

EVALUATION CATEGORY: Qualifications/Technical		POINTS POSSIBLE	Diede Construction			S+B James Construction		
1	Mandatory Requirements	Pass/Fail	Pass	Pass	Pass	Pass	Pass	Pass
2	Firm and Personnel Experience and Qualifications	25	22	22	20	25	24	24
3	Capacity and Methodology	35	30	30	35	35	34	33
4	Litigation and Disputes	10	9	10	10	10	10	10
5	Experience and Past Performance	35	32	33	30	35	35	34
6	Preconstruction Services	10	8	8	5	10	10	9
7	Safety	5	5	3	3	5	5	5
8	Financial Information	20	16	15	10	15	19	18
9	Labor Compliance/Skilled and Trained Workforce	5	5	3	5	5	5	5
10	Exceptions to Preconstruction/LLB Documents	5	5	5	5	5	5	5
MAXIMUM TECHNICAL SCORE		150	132	129	123	145	147	143

Services	Diede Construction	S+B James Construction
Preconstruction Services Fee Proposal	\$5,000.00	\$6,800.00
Points Assigned: Total Points Possible = 20	20	14
Lease-Leaseback Fee Proposal	12.00%	5.00%
Points Assigned: Total Points Possible = 40	0	40
General Conditions Cost	\$24,510/month	\$38,450/month
Points Assigned: Total Points Possible = 40	40	0
Total Possible = 100	60	54

Services	Price Ranking from Low to High	Points Assigned	Max Points
Preconstruction Services	Up to 4.9% higher than average cost	20 points	20 points
	5% -9.9% higher than average cost	18 points	
	10%-14.9% higher than average cost	16 points	
	15%-19.9% higher than average cost	14 points	
	20%-24.9% higher than average cost	12 points	
	25%-29.9% higher than average cost	8 points	
	30% or more higher than average cost	0 points	
Lease-Leaseback Fee	Low Fee	40 points	40 points
	Up to 0.5% higher than low fee	37 points	
	0.51% - 1.0% higher than low fee	34 points	
	1.01% - 1.5% higher than low fee	31 points	
	1.51% -2.0% higher than low fee	28 points	
	2.01% -2.5% higher than low fee	25 points	
	2.51% - 2.5% higher than low fee	22 points	
	3.01% - 3.5% higher than low fee	19 points	
More than 3.5% higher than low fee	0 points		
General Conditions Cost	Low Cost	40 points	40 points
	Up to 4.9 % higher than low cost	37 points	
	5.0% -9.9% higher than low cost	34 points	
	10.0% - 14.9% higher than low cost	31 points	
	15.0% - 19.9% higher than low cost	28 points	
	20.0% -24.9% higher than low cost	25 points	
	25.0% - 30.0% higher than low cost	22 points	
	More than 30% higher than low cost	0 points	
MAXIMUM TOTAL PRICE SCORE		100 POINTS	

**AGREEMENT FOR PRELIMINARY SERVICES
FOR THE CONSTRUCTION OF IMPROVEMENTS**

This Agreement is made and entered into this 22nd day of January, 2020, between the Galt Joint Union Elementary School District hereinafter referred to as "DISTRICT" and S+B James Construction Management Company hereinafter referred to as "DEVELOPER," for the purposes of providing preliminary consulting services to facilitate and manage River Oaks Elementary School Roof and HVAC Replacement.

WHEREAS, DISTRICT has selected DEVELOPER to provide all facets needed to complete development of the Project pursuant to Education Code section 17406, including the preliminary consulting services detailed in this Agreement;

WHEREAS, DEVELOPER desires to provide certain consulting services to the DISTRICT with respect to reviewing the Plans and Specifications for the Project, prepare cost estimates, prepare construction schedules, obtain proposals from trade contractors, and other related services in preparation for the Project's development;

WHEREAS, DEVELOPER represents that it and its referenced consultants are properly licensed and have the expertise and experience to obtain pricing from contractors, develop construction schedules, identify and order long lead items, coordinate construction activities, review and execute lease documents and perform the other development services set forth in this Agreement; and

WHEREAS, DISTRICT and DEVELOPER plan to enter into lease agreements which include construction provisions and related exhibits for the development of the Project pursuant to Education Code section 17406 (collectively, the "Lease Agreements") after DEVELOPER's performance of its duties as set forth in this Agreement.

WHEREAS, the DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE I. -- SCOPE OF DEVELOPER SERVICES

- A. Scope.** DEVELOPER, as the DISTRICT's development consultant and authorized representative as contemplated by Business and Professions Code 7040, agrees to perform the services described in **Exhibit B**.
- B. Warranty.** DEVELOPER agrees and represents that it is qualified to properly provide the services set forth in this Agreement in a manner which is consistent with the generally accepted standards of DEVELOPER's profession. DEVELOPER further represents and agrees that it will perform said services in a legally adequate manner

in conformance with applicable federal, state and local laws and guidelines, including, but not limited to, State Allocation Board guidelines for school construction and labor compliance programs.

- C. Schedule.** Services outlined above will commence on the date the DISTRICT issues a notice to proceed for the Agreement, and conclude on or about March 31, 2020. It is anticipated that construction will commence on or about April 1, 2020. A more detailed schedule will be provided in the construction provisions. Any extension shall be subject to reasonable approval in writing by the parties.
- D. Limited Authority.** The duties, responsibilities and limitations of authority of DEVELOPER shall not be restricted, modified or extended without written agreement between the DISTRICT and DEVELOPER.
- E. Construction.** Upon agreement on the Guaranteed Maximum Price ("GMP") and DSA approval of the Plans and Specifications, the DISTRICT and DEVELOPER plan to enter into the formal Lease Agreements to provide for the development of the Project; therefore, DEVELOPER shall perform the services described herein in a timely manner, consistent with the commencement dates stated herein. The formal Lease Agreements shall govern the construction and delivery of the Project.

ARTICLE II. -- DISTRICT'S RESPONSIBILITIES

The DISTRICT has and shall continue to provide to DEVELOPER information regarding requirements for the Project, including information regarding the DISTRICT's objectives, schedule, constraints and criteria. DISTRICT will retain the firm of Parker and Covert LLP to represent the DISTRICT in negotiations and preparation of all legal documents, including the formal Lease Agreements in accordance with Education Code section 17406.

ARTICLE III. -- TERMINATION

- A. Termination by DEVELOPER.** This Agreement may be terminated by DEVELOPER upon fourteen (14) days written notice to DISTRICT in the event of an uncured substantial failure of performance by DISTRICT, unless the DISTRICT has acted to commence cure efforts in any case where a reasonable cure can not be concluded within the fourteen (14) day notice period.
- B. Termination by DISTRICT.** This Agreement may be terminated at any time without cause by DISTRICT upon fourteen (14) days written notice to DEVELOPER. In the event of such a termination by DISTRICT, the DISTRICT shall pay DEVELOPER for all undisputed services performed and expenses incurred per this Agreement, supported by documentary evidence, including, but not limited to, payroll records, invoices from third parties retained by DEVELOPER pursuant to this Agreement, and expense reports up until the date of notice of termination plus any sums due DEVELOPER for Board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this Agreement, consideration shall be given to both completed work and work in process that would best serve the DISTRICT if a completed product was presented.

- C. Ownership of Records.** It is mutually agreed that all materials prepared by DEVELOPER under this Agreement shall become the property of the DISTRICT and DEVELOPER shall have no property right therein whatsoever. DEVELOPER hereby assigns to DISTRICT any copyrights associated with the materials prepared pursuant to the Agreement. Immediately upon termination and upon written request, the DISTRICT shall be entitled to, and DEVELOPER shall deliver to the DEVELOPER, all data, drawings, specifications, reports, estimates, summaries and such other materials and commissions as may have been prepared or accumulated to date by the DISTRICT in performing the Agreement (the "Termination Material") which is not DEVELOPER privileged information, as defined by law, or DEVELOPER's personnel information.

ARTICLE IV. -- COMPENSATION TO DEVELOPER

In consideration of DEVELOPER performance of services hereunder, DISTRICT agrees to:

Reimburse DEVELOPER in the amount not to exceed Six Thousand Eight Hundred Dollars (\$6,800.00) for the performance of services contemplated by this Agreement. DEVELOPER shall be paid monthly for the actual fees incurred in line with the hourly fee schedule attached hereto as **Exhibit C** as well as for the allowed costs and expenses for all time and materials required and expended for work requested and specified by the DISTRICT as completed. Said amount shall be paid within thirty (30) days upon submittal to (and verification by) the DISTRICT of a monthly billing statement showing completion of the tasks for that month on a line item basis. When DEVELOPER and DISTRICT enter into the lease/leaseback agreements for the development of the Project, this compensation for services rendered will be included as part of the Guaranteed Maximum Price to be paid to DEVELOPER by DISTRICT.

DEVELOPER shall be responsible for any and all costs and expenses incurred by DEVELOPER, including but not limited to the costs of hiring sub-consultants, contractors and other professionals, review of the Project, Plans and Specifications, review and preparation of necessary documentation relating to the development of the Project, all travel-related expenses, as well as for meetings with DISTRICT and its representatives, long distance telephone charges, copying expenses, salaries of DEVELOPER staff and employees working on the Project, overhead, and any other reasonable expenses incurred by DEVELOPER in performance of the services contemplated by this Agreement.

ARTICLE V. -- LEASE DOCUMENTS

Provided that an acceptable GMP is agreed to by the DISTRICT, DISTRICT and DEVELOPER shall enter into formal Lease Agreements which will govern the lease, construction and delivery of the Project subsequent to approval of the Plans and Specifications and DEVELOPER obtaining bids for delivery of a GMP for the Project which is acceptable to the DISTRICT. Parties anticipate entering into said documents on or about March 26, 2020.

ARTICLE VI. -- MISCELLANEOUS

- A. Indemnity.** DEVELOPER shall indemnify, defend and hold harmless DISTRICT, its administrators, Board and employees from all claims, liabilities, lawsuits, costs, losses, expenses, damages or judgments arising from any negligent or intentional acts or

omissions of DEVELOPER, its agents, employees and consultants relating to DEVELOPER performance of its obligations under this Agreement. DEVELOPER shall also defend, indemnify and hold harmless the DISTRICT from any claim for employment benefits, worker's compensation or other benefits, by any agent or employee of DEVELOPER. In addition to the foregoing, each party shall indemnify, defend and hold harmless the other from all claims, demands, liabilities and actions arising out of claims for payment of fees, costs or expenses incurred by the indemnifying party with third parties in connection with their respective activities under this Agreement.

B. Insurance. DEVELOPER shall not commence any work before obtaining and shall maintain in force at all times during the duration and performance of this Agreement and the Project the policies of insurance specified in this Section. Such insurance must have the approval of the DISTRICT as to limit, form, and amount, and shall be placed with insurers with a current A.M. Best's rating of no less than A: VII.

1. Prior to execution of this Agreement and prior to commencement of any work, DEVELOPER shall furnish the DISTRICT with original endorsements effecting coverage for all policies required by the Agreement. The endorsements shall be signed by a person authorized by the insurer to bind coverage on its behalf. Subject to acceptance by the DISTRICT, DEVELOPER's insurer will provide complete certificates of insurance and upon request certified copies of all required insurance policies, including endorsements effecting the coverage required by this Section. DEVELOPER agrees to furnish one copy of each required policy to the DISTRICT, and additional copies as requested in writing, certified by an authorized representative of the insurer. Approval of the insurance by the DISTRICT shall not relieve or decrease any liability of DEVELOPER.
2. In addition to any other remedy the DISTRICT may have, if DEVELOPER fails to maintain the insurance coverage as required in this Section, the DISTRICT may obtain such insurance coverage as is not being maintained, in form and amount substantially the same as is required herein, and the DISTRICT may deduct the cost of such insurance from any amounts due or which may become due under this Agreement.
3. Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, terminated by either party, reduced in coverage or in limits except after thirty (30) days' prior written notice by certified mail, return receipt requested, has been given to the DISTRICT.
4. Any deductibles must be declared to, and approved by, the DISTRICT.
5. The requirement as to types, limits, and the DISTRICT's approval of insurance coverage to be maintained by DEVELOPER are not intended to, and shall not in any manner, limit or qualify the liabilities and obligations assumed by DEVELOPER under the Agreement.

6. DEVELOPER and its subconsultants and subcontractors shall, at their expense, maintain in effect at all times during the performance or work on the Project not less than the following coverage and limits of insurance, which shall be maintained with insurers and under forms of policy satisfactory to the DISTRICT. The maintenance by DEVELOPER and its subconsultants and subcontractors of the following coverage and limits of insurance is a material element of this Agreement. The failure of DEVELOPER or of any of its contractors or subcontractors to maintain or renew coverage or to provide evidence of renewal may be treated by the DISTRICT as a material breach of this Agreement.
7. Worker's Compensation and Employer's Liability Insurance.
 - a. Worker's Compensation - Insurance to protect DEVELOPER, its contractors, subconsultants and subcontractors from all claims under Worker's Compensation and Employer's Liability Acts, including Longshoremen's and Harbor Worker's Act ("Acts"), if applicable. Such coverage shall be maintained, in type and amount, in strict compliance with all applicable state and federal statutes and regulations. DEVELOPER shall execute a certificate in compliance with Labor Code Section 3700, on the form attached to this Agreement.
 - b. Claims Against DISTRICT - If an injury occurs to any employee of DEVELOPER for which the employee or his/her dependents, in the event of his death, may be entitled to compensation from the DISTRICT under the provisions of said Act, for which compensation is claimed from the DISTRICT, and if such injury is a compensable injury under said Acts, there will be retained out of the sums due DEVELOPER under this Agreement, an amount sufficient to cover such compensation as fixed by said Acts, until such compensation is paid or it is determined that no compensation is due. If the DISTRICT is required to pay such compensation, the amount so paid will be deducted and retained from any sums due, or to become due to DEVELOPER.
8. Commercial General and any Auto Automobile Liability Insurance.
 - a. The insurance shall include, but shall not be limited to, protection against claims arising from death, bodily or personal injury, or damage to property resulting from actions, failures to act, or operations of the insured, or by its employees or agents, or by anyone directly or indirectly employed by the insured. The amount of insurance coverage shall not be less than \$1,000,000 per occurrence.
 - b. The Commercial general and any auto automobile liability insurance coverage shall also include, or be endorsed to include, the following:
 - (i) Provision or endorsement naming the DISTRICT and each of its officers, officials, employees, agents, and volunteers as additional insureds in regards to: liability arising out of the performance of or failure to perform any work under the Agreement or on the Project; liability arising out of activities

performed by or on behalf of DEVELOPER; premises owned, occupied or used by DEVELOPER; or automobiles owned, leased, hired or borrowed by DEVELOPER. The coverage shall contain no special limitations on the scope of protection afforded to the DISTRICT, its officers, officials, employees, agents or volunteers.

- (ii) Provision or endorsement stating that for any claims related to this Project, DEVELOPER's insurance coverage shall be primary insurance as respects the DISTRICT, its officers, officials, employees, agents, and volunteers to the extent the DISTRICT is an additional insured. Any insurance or self-insurance maintained by the DISTRICT, its officers, officials, employees, agents or volunteers shall be in excess of DEVELOPER's insurance and shall not contribute with it.
- (iii) Provision or endorsement stating that DEVELOPER's failure to comply with reporting or other provisions of the policies including breaches of representations shall not affect coverage provided to the DISTRICT, its officers, officials, employees, agents, or volunteers.
- (iv) Provision or endorsement stating that DEVELOPER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.
- (v) Provision or endorsement stating that such insurance, subject to all of its other terms and conditions, applies to the liability assumed by DEVELOPER under the Agreement, including, without limitation, that set forth in Article VI, Section A, Indemnity.

- C. No Design Responsibility.** DISTRICT acknowledges that DEVELOPER, in performing those services set forth in this Agreement, will be acting as a knowledgeable and experienced contractor in carrying out its duties under this Agreement and is not acting, and does not purport to act, as a design professional and is assuming no design responsibility under this Agreement.
- D. Limitation of Liability.** DEVELOPER's liability arising out of the performance of the work hereunder shall be limited to the aggregate of (1) the insurance coverage limits required under this Agreement; (2) any additional insurance coverage provided by DEVELOPER's policies for any such loss or damage; and (3) the amount of fees and expenses paid by DISTRICT to DEVELOPER in connection with this Agreement.
- E. Independent Contractor.** DEVELOPER, in the performance of this Agreement, is and shall be and an independent Contractor. DEVELOPER understands and agrees that DEVELOPER and all of DEVELOPER's employees, agents, contractors, subcontractors, consultants, and subconsultants shall not be considered officers, officials, employees or agents of the DISTRICT.

- F. No Third Party Rights.** Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of any third party that is not a party to this agreement against either the DISTRICT or DEVELOPER.
- G. Binding on Successors.** The DISTRICT and DEVELOPER, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement. DEVELOPER shall not assign this Agreement.
- H. Governing Law.** This Agreement shall be governed by the laws of the State of California, and venue for any action to enforce shall be in the County in which the Project is located.
- I. Modifications.** This Agreement may be amended or modified only by an agreement in writing signed by both the DISTRICT and DEVELOPER.

This Agreement has been entered into as of the day and year first written above.

"DISTRICT"

"DEVELOPER"

**GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT**

**S&B JAMES CONSTRUCTION
MANAGEMENT COMPANY**

By: _____

By: _____

Name: Karen Schauer
Title: Superintendent

Name: _____
Title: _____

Exhibit A

Workers' Compensation Certificate

CERTIFICATE OF COMPLIANCE WITH LABOR CODE § 3700

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this Agreement.

By: _____

Title: _____

Exhibit B

Scope of Services

DEVELOPER shall provide all usual and all reasonable services as needed in the circumstances and such services shall include without limitation:

A. Site Evaluation and Coordination

1. Evaluate existing site to determine access requirements, undocumented utility appurtenances, condition of salvage items and impacts from observable soil conditions.
2. Provide recommendations relating to soil investigations and utility locations and capacities.
3. Develop written report capturing observations and subsequent recommendations and submit to DISTRICT.

B. Plan Review

1. Review initial conceptual design and make recommendations to assist in achieving conformance with DISTRICT's construction budget.
2. Review plans and specifications for each design increment at 100% DD phase and CD Phase (prior to DSA submittal) and evaluate design concepts, systems and details for construction and sequence feasibility.
3. Develop written report capturing observations and subsequent recommendations and submit to DISTRICT.
4. Meet and work with DISTRICT's design team to insure that project design is consistent with DISTRICT's current design standards and incorporates relevant recommendations.

C. Meetings

1. Attend weekly Design Team meetings, DISTRICT and site staff meetings, and other community and stakeholder meetings as required.

D. Accounting and Budget Management System

1. In concert with DISTRICT staff and consultants, develop the Project accounting and budget management systems. A process of providing up to date costs is required. During construction, monthly reporting will be required.

E. Value Engineering

1. Review plans and specifications and make recommendations for each design increment and evaluate design concepts, systems and details for cost effectiveness, space usage, and schedule efficiencies.
2. Provide DISTRICT with two (2) written evaluations of plan review at two different design stages (stages to be determined) and provide subsequent recommendations, including written analysis of long lead purchases with associated recommendations.

F. CPM Scheduling/Methodology and Strategic Plan

1. Develop one conceptual schedule (at design stage to be determined) for each design increment detailing projected sequence of work and duration.
2. Develop a master conceptual schedule for incorporating sequence and durations for scope of each design increment. Overall sequence of construction will be based on the information received from the DISTRICT, the Project architect and site staffs reflecting the school's schedule and potential construction conflicts from work of other contracts.
3. Prepare written narrative reflecting construction methodology and outlining strategic plan to be submitted with master schedule.
4. Develop cash flow projections in association with master conceptual schedules.

G. Preliminary and Detailed Estimating

1. Develop detailed estimates of probable construction costs for each design increment at the following stages of design:
 - a. 100% Completion - Conceptual Design Phase
 - b. 100% Completion - Design Development Phase
 - c. 50% Completion - Construction Document Phase
 - d. 90% Completion - Construction Document Phase/Submittal to DSA
2. Develop one detailed master estimate for complete site scope of work at minimum Design Development Phase.
3. Cost estimates will follow a unit price format broken down by Construction Specification Institute sections of work.

H. Construction Planning

1. Develop Construction Staging and Phasing plan consistent with design documents, Increment Submittals and DISTRICT's bond program execution schedule.
2. Indicate contractor lay-down areas, access points, temporary construction facilities (trailers, site fencing, etc).
3. Indicate campus traffic sequencing and special controls impacting campus operations.
4. Prepare a Construction Staging and Phasing plan and submit to DISTRICT.

I. Procurement/GMP Development

1. Prior to and in preparation of final GMP development, develop detailed scopes of work for each trade in each design increment.
2. Develop and initiate subcontractor pre-qualification process as required and evaluate responses.
3. Advertise and solicit subcontractor and vendor proposals for each applicable trade for each design increment proposal stage utilizing vendor databases and local resources for solicitation.
4. Evaluate subcontractor and vendor proposals for price, completeness, responsiveness and qualifications giving significant consideration to local subcontractors and vendors and negotiate with successful bidders as required.
5. In coordination with DISTRICT and Design Team, review subcontractor and vendor proposals to finalize selection of subcontractors and material vendors.
6. Develop final GMP proposals for each design increment utilizing selected subcontractors and material vendors and submit to DISTRICT in final cost proposal formats.

J. Schedule for Construction

DSA application was approved November 2, 2018. Construction is anticipated to start on April 1, 2020 and be completed by August 7, 2020.

EXHIBIT C



PRECONSTRUCTION SERVICES BUDGET

PROJECT: River Oaks Elementary School HVAC & Roofing
LOCATION: Galt, CA
CLIENT: Galt Joint Union Elementary School District

DATE: 1/13/2020

DESCRIPTION	UNIT		PRICE	SUB TOTAL	TOTAL
Meetings					
Project Manager	8	HF.	\$105	\$840	
Superintendent	6	HF.	\$95	\$570	
Subtotal					\$1,410
GMP (Instructions to Bidders, Bid Analysis, etc.)					
Project Manager	24	HF.	\$105	\$2,520	
Superintendent	4	HF.	\$95	\$380	
Admin/Coordinator	4	HF.	\$45	\$180	
Subtotal					\$3,080
Site Investigation					
Superintendent	4	HF.	\$95	\$380	
Subtotal					\$380
Project Schedules/Long-Lead & Tenant-Furnished Procurement					
Project Manager	2	HF.	\$105	\$210	
Superintendent	2	HF.	\$95	\$190	
Subtotal					\$400
Constructability Reviews					
Project Manager	4	HF.	\$105	\$420	
Superintendent	4	HF.	\$95	\$380	
Subtotal					\$800
Site Logistics Plan					
Superintendent	4	HF.	\$95	\$380	
Subtotal					\$380
Misc. Cost (i.e. plans, specs, etc.)					
					\$350
Subtotal					\$6,800
Total Preconstruction Cost					\$6,800



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.055 Board Consideration of Approval of School Transportation Consultation Services Agreement for Professional Services with Timothy W. Purvis, Pupil Transportation Information, LLC (PTI)
Presenter: Lois Yount	Action Item: XX Information Item:

Galt Schools Transportation Department will be contracting with Pupil Transportation Information, LLC (PTI) to provide consultation services for a pupil transportation program organizational and delivery model system review.

Scope of services will include:

- On-site field study review
- Staff interviews
- Review of contractual agreements, operational documents, staffing and budget
- Assessment of the Districts' joint use contract agreements
- Assessment of the safety and training program

Attachments: Agreement for Professional Services, Scope of Service, Professional Bios

Fiscal Impact: \$8,965

Board approval is recommended.



**Pupil Transportation Information, LLC (PTI)
School Transportation Consultation Services
Timothy W. Purvis
Agreement for Professional Service**

**Vendor # 82-3098242
Contract #1007-19**

This Agreement is entered into between Pupil Transportation Information, LLC, acting as an independent consultant (**CONTRACTOR**) AND Galt Joint Union Elementary School District (**DISTRICT**) AND IS DATED, FOR REFERENCE, **January 09, 2020**. **The parties agree as follows:**

- 1. CONTRACTOR** agrees to perform during the term of this Agreement, the tasks, obligations and services set forth in the “Scope of Services” attached to and incorporated into this Agreement as Appendix A-Phase I.

DISTRICT agrees to pay **CONTRACTOR** a fixed fee of **\$17,930.00** for all fieldwork and report writing services, including all expenses. All payments will be based upon invoices submitted to the **DISTRICT** by **CONTRACTOR**.

CONTRACTOR will invoice the **DISTRICT** for services performed. The **DISTRICT** will render payment to **CONTRACTOR** within 30 days of receipt of invoices. 50%, **\$8,965.00** of fixed fee will be invoiced upon completion of field study work.

- 2. TERM OF AGREEMENT**, the **term of this Agreement begins on January 23, 2020** and ends June 30, 2020. Extension or renewal requires approval of the **DISTRICT**. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the Agreement without approval of the **DISTRICT**. This agreement may be terminated by the **DISTRICT** at any time with 15 days prior written notice to **CONTRACTOR**. In the event of termination for reasons other than cause, the **DISTRICT** will pay **CONTRACTOR** for work done up to the time of termination. In the event of termination for cause, **CONTRACTOR** need be compensated only to the extent required by law.
- 3. TIME FOR PERFORMANCE**, work defined in Appendix A-Phase I is to be completed within sixty (60) business days of the on-site field work with the submission of a draft report to the **DISTRICT**. A final report will be provided to the **DISTRICT** within fifteen (15) business days of receipt of the return draft report. All services required of the **CONTRACTOR** will be completed on or before the specified end of the term.
- 4. MAINTENANCE OF RECORDS AND ASSIGNMENT OF COPYRIGHTS**, **CONTRACTOR** will maintain full and accurate records in connection with this Agreement and will make them available to the **DISTRICT** for inspection at any time. Contractor’s work product produced under this Agreement shall be the property of the **CONTRACTOR**.

5. **STATUS OF CONTRACTOR**, agree that **CONTRACTOR**, in performing the services specified in this Agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. **CONTRACTOR** shall be free to contract for similar service to be performed for other employers while under contract with the **DISTRICT**; **CONTRACTOR** will not accept such engagement which interferes with performance under this Agreement. **CONTRACTOR** is not entitled to participate in any pension plan, insurance, bonus or similar benefits the **DISTRICT** provides for its employees.

6. **HOLD HARMLESS**, **CONTRACTOR** shall hold harmless the **DISTRICT**, its officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of **CONTRACTOR**, its officers, agents or employees taken under this Agreement.

7. **COMPLIANCE WITH LAWS**, **CONTRACTOR** shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.

8. **MODIFICATION OR ASSIGNMENT**, this Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by the **DISTRICT**. Addresses are as follows:

DISTRICT
Lois Yount
Director of Business Services/CBO
Galt Joint Union Elementary
School District
1018 "C" Street, Suite 210
Galt, CA 95632
(209) 744-4545 ex. 311
lyount@galt.k12.ca.us

CONTRACTOR
Timothy W. Purvis, CEO
Pupil Transportation Information, LLC
40284 Via Sonoro
Murrieta, CA 92562
(951) 970-2976
tpurvis@pupiltransinfo.com

DISTRICT
Lois Yount
Galt Joint Union ESD

Date

Timothy W. Purvis
CONTRACTOR
Timothy W. Purvis,
Pupil Transportation Information, PTI

Jan. 09, 2020
Date



APPENDIX A PHASE I

Pupil Transportation Information, LLC (PTI)
School Transportation Consultation Services
Timothy W. Purvis
School Transportation Consultant
Scope of Services

Pupil Transportation Information, LLC, School Transportation Consulting, will provide consultant services to the Galt Joint Union Elementary School District (GJUESD) for a pupil transportation program organizational and delivery model system review, study and written report of Findings and Recommendations.

Scope of Review:

1. A minimum of two (2) pupil transportation consultants will perform a field-study review (not to exceed 2.5 business days on-site) to be determined mutually between both the GJUESD and Pupil Transportation Information, LLC, of the district's pupil transportation program organizational and delivery system model, conduct staff interviews for the purpose of reviewing pertinent district cooperative pupil transportation joint use contractual arrangements, operational documents, best practices, staffing and program budget.
2. Will provide a written draft report within sixty (60) business days of field study completion providing Findings and Recommendations to the district per agreed Scope of Review. A final report will be issued within fifteen (15) business days of return draft report receipt from the district.
3. General review of the district's pupil transportation program joint arrangement with the Galt High School District (GHSD) to include, but not limited to the following:
 - Assessment of the districts cooperative joint use contract arrangements with the high school district for pupil transportation (both Home-to-School General Education and Special Education pupil transportation) and vehicle maintenance.
 - Review the districts organizational design based upon the needs of the districts pupil transportation delivery system and vehicle maintenance program assessing both the districts individual needs and that of the joint cooperative use with the high school district.
 - Assessment of the district's safety and training program to assure legal and best practices are integrated into the districts pupil transportation program for student safety and driver training requirements.





- Evaluation of the benefits and challenges of combining some elementary and high school bus routes.
- Provide the district with alternative pupil transportation delivery cooperative models such as contract, joint powers authority and cooperative use agreements for consideration.

DISTRICT
Lois Yount
Director of Business Services/CBO
Galt Joint Union Elementary
School District
1018 "C" Street, Suite 210
Galt, CA 95632
(209) 744-4545 ex. 311
lyount@galt.k12.ca.us

Date

Timothy W. Purvis
CONTRACTOR
Timothy W. Purvis, CEO
Pupil Transportation Information, LLC
40284 Via Sonoro
Murrieta, CA 92562
(951) 970-2976
tpurvis@pupiltransinfo.com

Jan. 09, 2020
Date





Michael G. Rea
Executive Director of Transportation
West County Transportation Agency, WCTA
Independent Consultant
Pupil Transportation Information, PTI

Michael G. Rea

Michael Rea has been a school transportation consultant for approximately 20 years, providing service for California's Fiscal Crisis and Management Assistance Team (FCMAT) and Pupil Transportation Information (PTI) since 1995 and serving nearly 100 school districts and county offices of education in the State. His broad experience has created expertise not only in all aspects of pupil transportation operations and management, but also public agency governance, fiscal operations and oversight, and personnel operations and management.

For twenty seven years, he has been the Executive Director of West County Transportation Agency, a school district transportation Joint Powers Agreement formed of and by sixteen LEAs in Sonoma County. He has school transportation management experience with private schools, a school district and a large school transportation contracting company. Mr. Rea has been a State Certified School Bus Driver Instructor for 35 years and has been a school bus driver for 40 years. He is president of the California Association of School Transportation Officials (CASTO) Chapter 13 that represents Marin, Sonoma, Lake and Mendocino Counties. He is also CASTO's Government Relations Committee Chairperson and oversees the organization's lobbying and legislative efforts.

Michael Rea earned a B.A. in History from Santa Clara University, an M.B.A in Transportation Management from San Francisco State University and possesses a California single subject credential with an emphasis in History with several additional authorizations. He has high school classroom teaching experience.



Timothy W. Purvis
President/CEO-Pupil Transportation Information, LLC
Director of Transportation
Poway Unified School District



In 2012, Timothy W. Purvis (Tim) created Pupil Transportation Information, LLC (PTI) as a result of growing requests for independent management assistance for School Districts, County Offices of Education, Joint Powers Authority (JPA) as well as private enterprises searching for PTI's expertise with Transportation Demand Management models and assessments. The PTI Team of Consultants consists of industry known experts in public and private transportation chief operating leadership positions, vehicle maintenance, safety & training, organizational design, fiscal analysis, collective bargaining and leadership mentoring. PTI has built an impressive list of clients affording PTI the experience to meet nearly every aspect of a transportation system.

Tim is also the Director of Transportation for the Poway Unified School District in San Diego County. He has been with PUSD for over 28 years first serving as the Assistant Director of Transportation from 1989-1992, and Director since 1992. Poway is a large suburban K-12 District with 38 schools and a student population over 36,000. Tim Directs the District comprehensive transportation program providing both home-to-school transportation to over 3,500 students and their special needs transportation support service to over 850 students daily. The District supports the extracurricular transportation needs of over 3,300 field trips annually and successfully manages one of the states most successful parent participation transportation fee programs contributing over 1.1 million annually to offset their program expenses.

Prior to joining the Poway Unified School District, Tim was employed by the Fullerton Joint Union High School District where he was both an Operations Supervisor and School Bus Driver Instructor for their transportation program. Tim began his career in student transportation services as a school bus driver in 1984 while working on his undergraduate degree in American Studies and U.S. History. He has both participated in and instructed for numerous student transportation related programs for the California Association of School Business Officials, CASBO, and the California Association of School Transportation Officials, CASTO. He is currently an on-line instructor with the University of Southern California, USC, Rossier School of Education. Tim has served in several capacities of association leadership with CASTO at both the local and state level including President of the California Association of School Transportation Officials Chapter Three San Diego/Imperial section.

Additionally, Tim has consulted for the Fiscal Crisis Management and Assistance Team, FCMAT since 1994 having performed dozens of assistance projects for School Districts, County Offices of Education and Special Education Local Planning Areas (SELPA's) throughout the state. In addition, Tim consults for School Services of California.



Galt Joint Union Elementary School District

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: January 22, 2020	Agenda Item: 192.056 First Reading of Board Policy (BP) 9010 Public Statements
Presenter: Karen Schauer	Action: XX Information Item: Public Hearing:

The attached board bylaws policy has been updated to include social media modeled from a CSBA sample policy.

A first reading was held on December 13, 2020 for board discussion and feedback.

Board approval is recommended.

Galt Joint Union ESD

Board Bylaw

Public Statements

BB 9010

Board Bylaws

The Governing Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9121 - President)

(cf. 9200 - Limits of Board Member Authority)

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board. (Government Code 54963)

(cf. 9005 - Governance Standards)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same standards and protocols established for other

forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 1340 - Access to District Records)
(cf. 9012 - Board Member Electronic Communications)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

GOVERNMENT CODE

6250-6270 California Public Records Act

54960 Actions to stop or prevent violation of meeting provisions

54963 Confidential information in closed session

Management Resources:

WEB SITES

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

(9/90 6/94) 8/13

Bylaw: GALT JOINT UNION SCHOOL DISTRICT

Adopted:



Board Meeting Agenda Item Information

Meeting Date: January 22, 2020	Agenda Item: 192.057 Board Consideration of Approval of Galt Elementary Faculty Association (GEFA) Contract Language Re: Article VII, Evaluation Procedures
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:

For the past three years, an alternative-reflective evaluation process has been piloted with great success. The Galt Joint Union Elementary School District and the Galt Elementary Faculty Association have agreed to move forward with additional permanent evaluation language.

The following is the proposed addition to Article VII, Evaluation Procedures:

New #6: Permanent teachers with ten (10) or more years of service who have received previous evaluations that indicates they have met all standards, shall have the opportunity to opt for a self-reflection process which includes using the GJUESD Professional Learning Cycle (rubric). This evaluation process and the completed rubric will serve as the summary evaluation for the year and the completed document will be placed in the teacher’s personnel file.

- a. Teachers meeting the criteria for participation can opt for this option for multiple years.
- b. For first year participants, this process will include four (4) mini observations conducted by a combination of peer (1-2) and administrator (2-3) or only include four (4) administrator mini observations.
- c. For continuing participants, this process will include two (2) mini observations conducted by a combination of peer (1) and administrator (1) observations or both (2) mini observations completed by the administrator.
- d. Each time the process and rubric are completed and submitted as the summary evaluation, the five year cycle commences.
- e. At the end of each participating year, if the immediate supervisor (administrator) has documented concerns regarding the teacher’s performance (such as written feedback on mini observations, written feedback from formal observations, letters of reprimand, etc.), the site administrator will notify the teacher that he/she is ineligible to continue participation in the self-reflection rubric and will be placed on the traditional evaluation cycle for the coming year.

This new language becomes effective August 2020.

Proposed Contract Language
Re: Article VII, Evaluation Procedures
January 2020
to include Rubric Language

**move current #6 to #7*

New #6: Permanent teachers with ten (10) or more years of service who have received previous evaluations that indicates they have met all standards, shall have the opportunity to opt for a self-reflection process which includes using the GJUESD Professional Learning Cycle (rubric). This evaluation process and the completed rubric will serve as the summary evaluation for the year and the completed document will be placed in the teacher's personnel file.

- a. Teachers meeting the criteria for participation can opt for this option for multiple years.
- b. For first year participants, this process will include four (4) mini observations conducted by a combination of peer (1-2) and administrator (2-3) or only include four (4) administrator mini observations.
- c. For continuing participants, this process will include two (2) mini observations conducted by a combination of peer (1) and administrator (1) observations or both (2) mini observations completed by the administrator.
- d. Each time the process and rubric are completed and submitted as the summary evaluation, the five year cycle commences.
- e. At the end of each participating year, if the immediate supervisor (administrator) has documented concerns regarding the teacher's performance (such as written feedback on mini observations, written feedback from formal observations, letters of reprimand, etc.), the site administrator will notify the teacher that he/she is ineligible to continue participation in the self-reflection rubric and will be placed on the traditional evaluation cycle for the coming year.

This new language becomes effective August 2020.

GEFA: Kathryn Jansch

GJUESD: Claudia Del Toro

Date: 01/14/2020

Date: 1.14.2020