

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

**Regular Board Meeting**  
**February 24, 2021**  
**6:00 p.m. Closed**  
**Session 7:00 p.m.**  
**Open Session**

**To Join Meeting**  
**Webinar:** <https://galt-k12-ca.zoom.us/j/84479238409?pwd=bk1YVm9rZ HJpT0d6NXhzaFB4TjVHQT09>  
**Passcode:** 237019  
**Webinar ID:** 844 7923 8409  
**Phone Participation:** 408-638-0968

**Location:** The Board meeting is a blended hybrid meeting with the trustees convening at a school location and broadcasted through teleconference for public access.

# AGENDA

The teleconference meeting is being recorded and is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020.

The public may observe the open session meeting by using the zoom link or phone number on the agenda.

Public Comment will be accepted by teleconference following the teleconference protocol included in the board packet.

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by 12:00 p.m. on February 23, 2021 and is limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or at [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by February 23, 2021.

- A. 6:00 p.m. – Closed Session:** Robert L. McCaffrey, Technology Lab
- 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
    - Non-Represented Employees
  - 2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
- D. Teleconference Board Meeting Protocol**
- E. Reports**

**LCAP GOAL 1**

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

1. Reach for the Upside Initiative: GJUESD Selected as one of 8 Northern California school Districts

**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. Reopening Schools Updates and Discussion

**LCAP GOAL 3**

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

**LCAP GOAL 4**

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning*

**F. Routine Matters/New Business**

**202.164 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: January 27, 2021 Regular Board Meeting**

**c. Payment of Warrants:**

Vendor Warrant Numbers: 21386745-21386780, 21387263-21387286, 21388823-21388890, 21389843-21389898  
Certificated/Classified Payrolls Dated: 1/29/21, 2/10/21

**d. Personnel**

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

**202.165 Consent Calendar (Continued) – Items Removed for Later Consideration**

**CC  
Items  
Removed**

**202.166 Board Consideration of Approval of 2<sup>nd</sup> Interim Budget Report For Fiscal Year 2020-21**

**MOTION**

**202.167 Board Consideration of Approval of 2020-21 Comprehensive School Safety Plans for:**

**MOTION**

1. Lake Canyon Elementary
2. Marengo Ranch Elementary
3. River Oaks Elementary
4. Valley Oaks Elementary
5. Vernon E. Greer Elementary
6. Robert L. McCaffrey Middle

202.168	Board Consideration of Approval of Community Advisory Committee (CAC) Parent Application	MOTION
202.169	Board Consideration of Approval of Board Policy/Administrative Regulation 6173: Education For Homeless Children	MOTION
202.170	Board Consideration of 2021-22 E-rate Service Providers	MOTION
202.171	Board Consideration of Approval of Lease-Leaseback Preconstruction Services Agreement with S+B James Construction California Inc. for Vernon E. Greer Elementary School	MOTION
202.172	Board Consideration of Approval of Resolution No. 10, Authorized Signatories for the GJUESD	MOTION
202.173	Board Consideration of Approval of Addendum Memorandum Of Understanding (MOU) 2020-21 COVID Response between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Hybrid Schedule – Instructional Assistant Start/Stop Time Adjustments	MOTION
202.174	Board Consideration of 2021 Ballot for California School Boards Association (CSBA) Delegate Assembly	MOTION

**G. Public Comments** for topics not on the agenda

*Public comment is 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.*

**H. Pending Agenda Items**

1. School District Properties
2. Low Performing Block Grant: Mathematics

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*The next regular meeting of the GJUESD Board of Education: March 24, 2021*

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

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

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## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<ol style="list-style-type: none"><li>1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano<ul style="list-style-type: none"><li>▪ Employee Agency: (GEFA) Galt Elementary Faculty Association</li><li>▪ Employee Agency: (CSEA) California School Employee Association</li><li>▪ Non-Represented Employees</li></ul></li> <li>2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957</li></ol>	



Galt Joint Union Elementary School District  
**BOARD MEETING WEBINAR PROTOCOL**

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## SESSION INTRODUCTION

1. Session is being recorded
2. Devices are muted

## MAKING PUBLIC COMMENT PER ACTION ITEM

### **Email Public Comment**

1. Email public comments, sent to [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) 24 hours prior to the board meeting, will be read aloud by a meeting facilitator.
2. Email public comment is limited to 450 words.

### **Teleconference Webinar Public Conference**

1. As the board meeting progresses, **please use the raised hand icon** to make public comment for items on the agenda.
2. A meeting facilitator will announce your name, when it is your turn to provide public comment.
3. When unmuted, please state your name and indicate the agenda topic you are commenting upon.
4. Public comment is three minutes.

## BOARD VOTE and CONNECTIVITY

1. For action items, the motion will be followed by a roll call vote.
2. Should a board member lose connectivity by teleconference or phone, the meeting will be delayed five minutes before reconvening.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> 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.*

1. Reach for the Upside Initiative: GJUESD Selected as one of 8 Northern California School Districts

### 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. Reopening Schools Updates and Discussion

### LCAP GOAL 3

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

### LCAP GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning*

### OTHER REPORTS



## **LCAP GOAL 1**

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

### **1. Reach for the Upside Initiative: GJUESD Selected as one of 8 Northern California School Districts**

*Karen Schauer Ed.D., Superintendent and Claudia Del Toro-Anguiano, Curriculum Director*

GJUESD was selected as one of eight northern California public school districts in a new initiative called Reach for the Upside, funded by Genentech, in collaboration with Stanford's Hasso Plattner Institute of Design (the d.school). The Reach for the Upside initiative invites public school districts and their community partners to workshop and implement tangible solutions to address challenges exacerbated by the COVID-19 pandemic.

At this time GJUESD has participated in two workshops to participate in design work to turn the constraints of the COVID-19 era into opportunities for students, teachers, and families. The goal of this work is to advance student-centered learning, equity, and the well-being of students, teachers and families.

Beyond the design sprint workshops, the school district and community partners will receive funding (\$50,000-\$200,000), along with coaching from the d.school, and capacity-building support to implement an idea or innovation of their choice in the 2021 calendar year.



## **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. Reopening Schools Updates and Discussion**

*Presenter: Karen Schauer Ed.D., Superintendent; Lois Yount, Business Services Director; Claudia Del Toro-Anguiano, Curriculum Director; Donna Whitlock, Educational Services Director*

The district continues to make progress in preparing for the transition to the in-person blended learning am/pm model when pandemic conditions improve to the Red Tier. With improving pandemic conditions, our goal is to reopen in March. The report will include updates with board discussion and direction for:

1. Galt COVID-19 School Employee and Community Vaccination Event
2. School Committee Feedback on Learner Engagement and Acceleration Needs
3. Safety Plan & County Review Status
4. Small Cohort implementation
5. Transitioning to In-Person Blended Learning Model in Red Tier

#### **Attachments:**

1. GJUESD Learning Pathways Infographic
2. GJUESD Reopening Pathways Publication
3. CDC California K-12 Schools Guidance Crosswalk
4. CCEE Comprehensive Overview Of Guidance Updates



# Growing And Learning Together



Galt Joint Union Elementary School District



We measure our performance and progress in many ways, including surveys and the California School Dashboard, which tell us we need to continue to focus on:  
 1. Engagement, school connectedness, and meaningful participation; 2. Math; and  
 3. Chronic absenteeism (particularly for homeless and kindergarten students).

9 of 10

**Students say:**

"I feel safe at school and rules are clear."  
 "I am motivated to learn."

-CalSCHLS 2020

**8 of 10 Parents say:**

"Schools treat all students with respect."  
 "School is a safe place for my child."

"School employees are caring and promote academic success for all students."

-CalSCHLS 2020

9 of 10

**Teachers and Staff say:**

"Teachers and staff have respect for diversity."

"Teachers and Staff have caring relationships and high expectations for students."

"Schools integrate special education into daily operations."

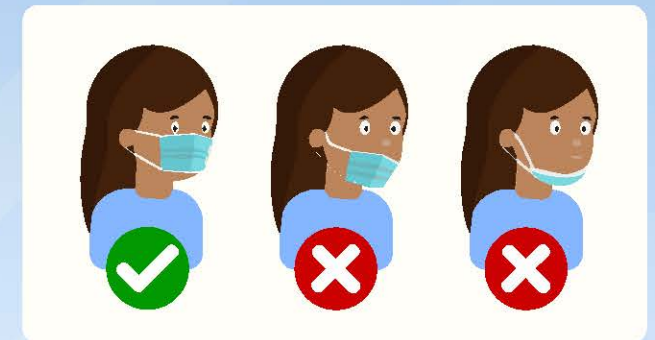
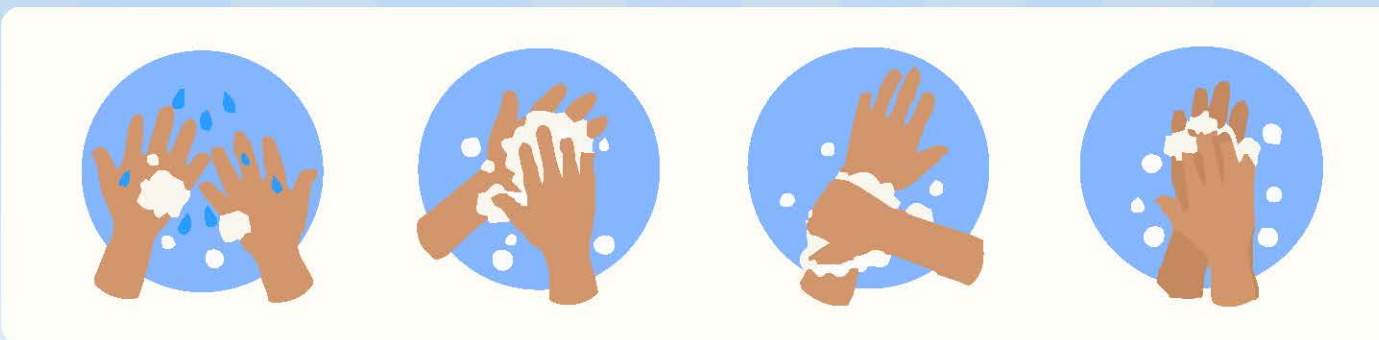
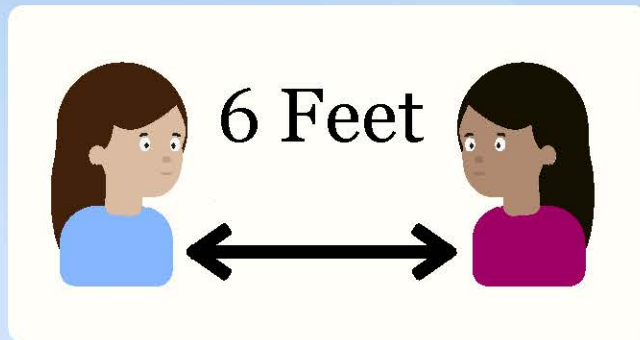
-CalSCHLS 2020

## School Reopening Phases

- 1. Distance Learning**  
Students home 5 days per week  
County Health Tiers that determine stay at home orders  
Purple Tier
- 2. Targeted, Specialized Support Service**  
Limited students on campus in small cohorts  
Purple Tier
- 3. Blended Learning**  
Students at school 4 days a week in the AM or PM with home assignments  
Red & Orange Tiers
- 4. Modified Traditional**  
Students at school 5 days per week with social distance, PPE, and other safety protocols in place  
Yellow Tier
- 5. Traditional**  
Students at school 5 days per week without restrictions for gatherings and PPE use

Transitional levels are fluid and dependent on the status of the pandemic and future stay at home orders

## Important Health and Safety Precautions Until we Return to Traditional Learning



### 5 Principles of Social & Emotional Learning guide this work to personalize education

- Adopt whole-child development as the goal of education
- Partner with families and community
- Commit to equity
- Build capacity
- Learn and improve

### Growing And Learning Together

continues to be important as we transition to on campus learning and navigate through pathways to a brighter future for each and every learner.

1 Provide safe and nimble high quality learning

2 Offer multiple learning options

3 Support staff with professional growth time and opportunities

4 Take collective responsibility for growth and achievement

### Personalized Learning

Personalized means that each learner has a unique path created through strengths, goals and aspirations. It is like a winding road journey - "every day - get a little bit closer."

### Multiple Paths

There are many ways to teach and many ways to learn, so our schools use different models to encourage students to follow their own strength-based plan to prepare them for high school and beyond.

- Equity
- Teamwork
- Transparency
- Continuous Improvement

Learning Continuity Focus

### About GJUESD

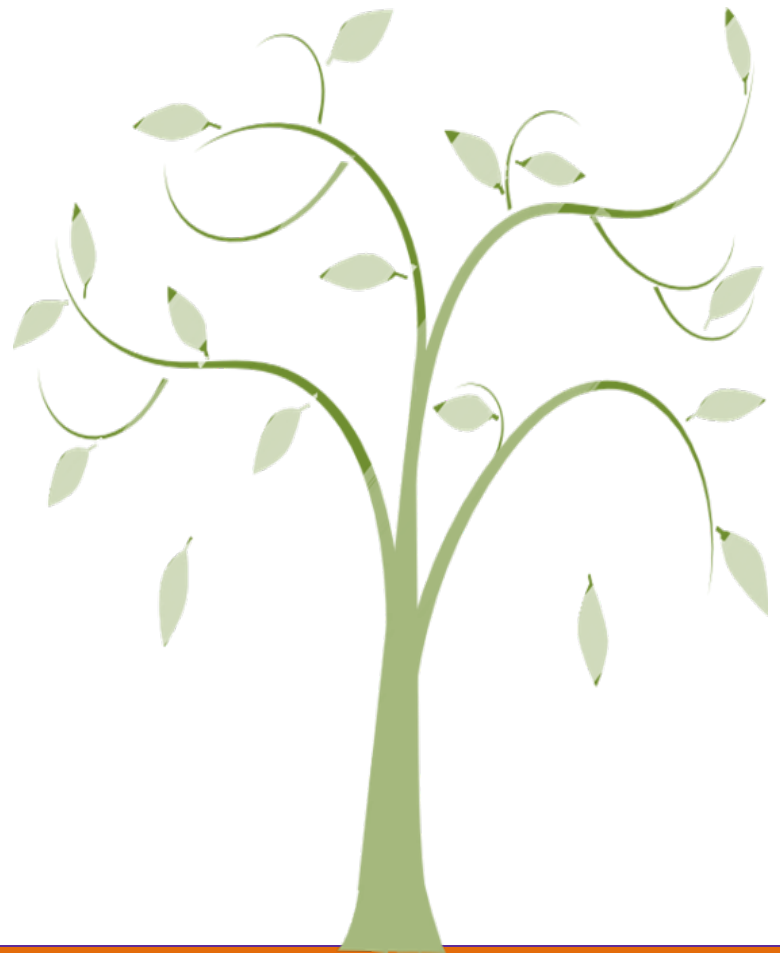
- 510 Teachers and other staff
- 7 Schools
- Rural central California community
- 3,500 students
- 1 of 5 is an English Language Learner
- 3 of 5 are low income



Galt Joint Union Elementary School District

# Reopening Schools Our Growing Pathways

February 18, 2021





## **A big thank you!**

Thank you for your continued support as we prepare to transition from distance learning to on-campus learning through a safe and gradual reopening.

Please watch for on-going school district website, email, or social media reopening school updates.

## **TABLE OF CONTENTS**

Letter from Karen Schauer Ed.D., Superintendent	3
GJUESD Reopening Pathways Infographic	6
Transitional Reopening Schools Overview Model	8
Blended Learning Schedules	10
Galt Learning Equity and Excellence (GLEE)	13
Individual Commitment to Safety Protocol: Staff and Students	15
Daily COVID-19 Screening for Students and Adults	16
Staff and Student Health & Safety Guidance	18

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# INTRODUCTION

Message from Karen Schauer, Ed.D., Superintendent



## **INTRODUCTION**

**GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC**

**TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW MODEL**

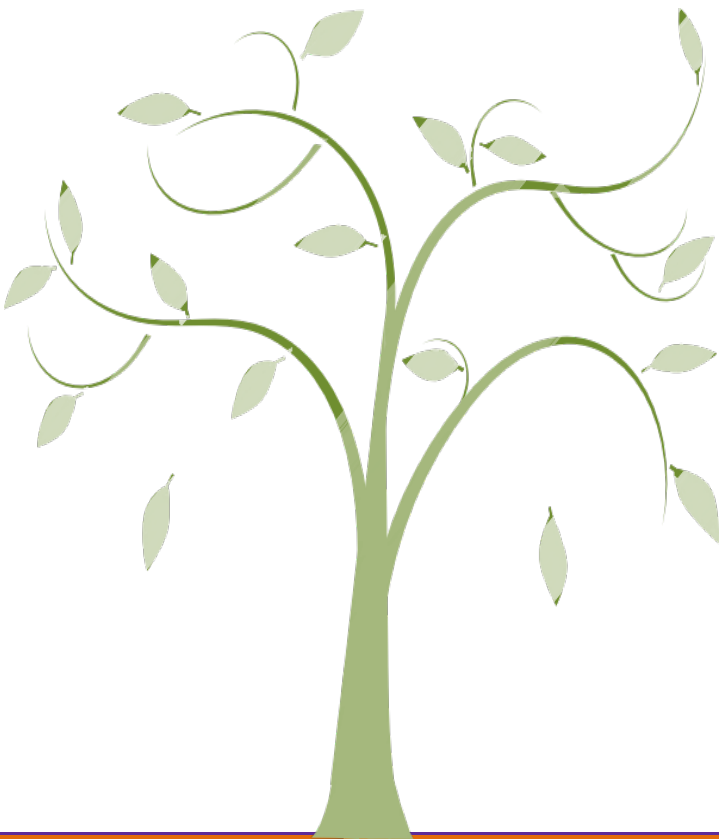
**BLENDED  
LEARNING  
SCHEDULES FOR  
PREK-8 SCHOOLS**

**GLEE**

**INDIVIDUAL  
COMMITMENT TO  
SAFETY  
PROTOCOL**

**DAILY COVID-19  
SCREENING**

**STAFF AND  
STUDENT HEALTH  
AND SAFETY  
GUIDANCE**



# INTRODUCTION

Message from Karen Schauer, Ed.D., Superintendent

Dear Parents and Staff,

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every learner while focusing upon health and safety to reopen schools. Progress has been made to transition from distance learning to on-campus instruction and services for our children.

We are planning to reopen in a blended learning AM/PM schedule in March 2021 depending on pandemic conditions. The blended learning model adjusts school schedules to reduce the number of students on campus at one time by 50% while providing students in-person meeting time with their teacher four days per week.

We need to work together to ensure we are consistently following safety protocols across our school district so our progression to on-campus learning can continue advancing throughout the school year. This is a system-wide effort that involves the cooperation and consistency of practices involving staff, students, parents and community.

This Reopening Schools publication, provides information for employee and family member reference. This includes the following reopening schools items for your review:

1. GJUESD Reopening Pathways Infographic
2. GJUESD Transitional Reopening Schools Overview Model
3. Blended Learning Schedules
4. GLEE Home Learning Academy
5. Individual Commitment to Safety Protocol: Parents, Student and Employee
6. Daily Prescreening Student and Staff Template Example
7. Staff and Student Health and Safety Guidance

As our school year progresses, the school district will continue efforts to

1. Provide high-quality learning that is safe and nimble through unforeseen change.
2. Offer whole learner educational options: in-person, blended, and home study.
3. Support staff with the time and opportunities for on-going planning and professional growth.
4. Ensure systems responsibility for whole learner growth and achievement: learners, staff, parents.

**Growing And Learning Together** continues to be important as we transition to on-campus learning and navigate through pathways to a brighter future for each and every learner. With gratitude and hopefulness, I thank you for your patience, ideas and commitment to supporting learning for our children- each and every one of them!

Sincerely,  
 Karen Schauer, Ed.D.  
 GJUESD Superintendent

## Contact Information

Fairsite School Readiness Center	209-745-2506
Greer Elementary	209-745-2641
Lake Canyon Elementary	209-744-5200
Marengo Ranch Elementary	209-745-5470
River Oaks Elementary	209-745-4614
Valley Oaks Elementary	209-745-1564
McCaffrey Middle	209-745-5462
District Office	209-744-4545

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# GJUESD REOPENING PATHWAYS INFOGRAPHIC

**Growing And Learning Together** continues to be important as we transition to on-campus learning and navigate through pathways to a brighter future for each and every learner. The Reopening Pathways Infographic tells our story for 2020-21 learning continuity focus areas, transition program models and safety.



**INTRODUCTION**

**GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC**

**TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW MODEL**

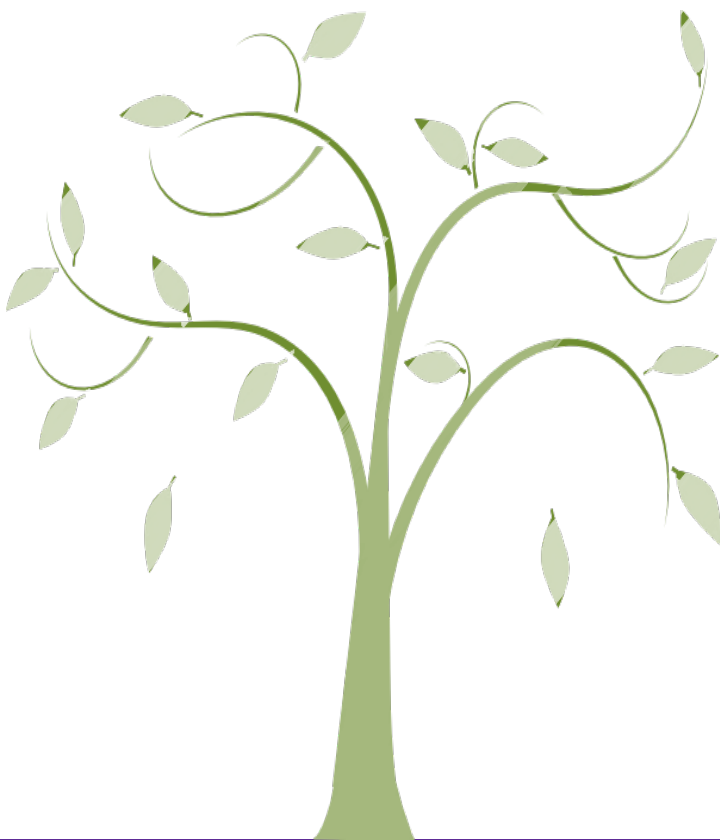
**BLENDED  
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# Growing And Learning Together



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1. Engagement, school connectedness, and meaningful participation;
2. Math; and
3. Chronic absenteeism (particularly for homeless and kindergarten students).

**9 of 10 Students say:**  
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CALSTAR 2020

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**9 of 10 Teachers and Staff say:**  
 "Teachers and staff have caring relationships and high expectations for students."  
 "Schools integrate special education into daily operations."  
CALSTAR 2020

## School Reopening Phases

<p><b>1. Distance Learning</b>                  Students learn 5 days per week</p> <p><small>Consider health risks that determine stage of transition</small></p> <p><small>Purple Tier</small></p>	<p><b>2. Targeted, Specialized Support Service</b>                  Limited students on campus in small cohorts</p> <p><small>Purple Tier</small></p>	<p><b>3. Blended Learning</b>                  Students at school 4 days a week in the AM or PM with home assignments</p> <p><small>Red &amp; Orange Tiers</small></p>	<p><b>4. Modified Traditional</b>                  Students at school 3 days per week, with social distance, PPE, and other safety protocols in place</p> <p><small>Yellow Tier</small></p>	<p><b>5. Traditional</b>                  Students at school 5 days per week without restrictions for gathering and PPE use</p>
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**Transitional levels are fluid and dependent on the status of the pandemic and future stay at home orders**

## Important Health and Safety Precautions Until we Return to Traditional Learning

**6 Feet**

Handwashing and Face Masks

### 5 Principles of Social & Emotional Learning guide this work to personalize education

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- Commit to equity
- Build capacity
- Learn and improve

### Growing And Learning Together

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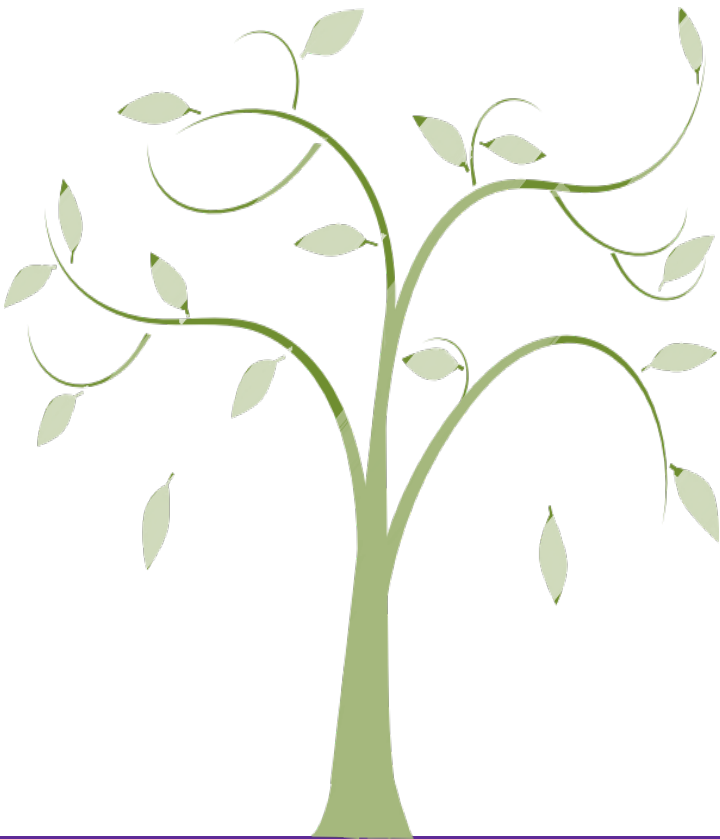
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# TRANSITIONAL REOPENING SCHOOLS OVERVIEW MODEL

The GJUESD Initial Transitional Model for Reopening Schools was approved by the GJUESD Board of Trustees on July 22, 2020. Instructional programs progress in alignment with improving pandemic severity levels from Tier 1 through Tier 4.



INTRODUCTION

GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC

 **TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW  
MODEL**

BLENDED  
LEARNING  
SCHEDULES FOR  
PREK-8 SCHOOLS

GLEE


INDIVIDUAL  
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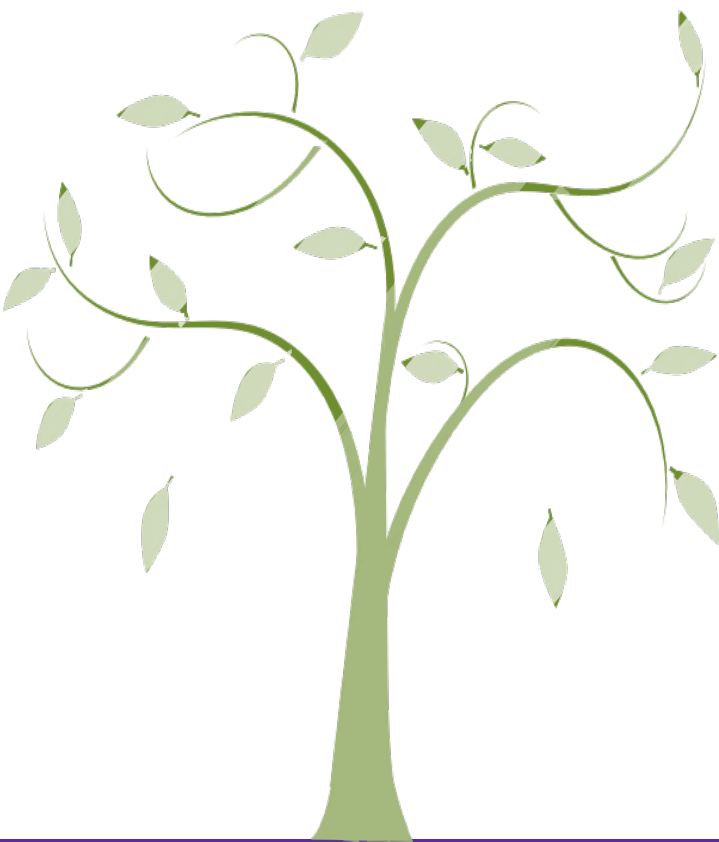
# GJUESD Transitional Reopening Schools Overview Model

Transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.

	<p>↔ <b>DISTANCE LEARNING</b></p> <p><b>TIER Purple</b></p>	<p>↔ <b>TARGETED SPECIALIZED SUPPORT SERVICES</b></p> <p><b>TIER Purple</b></p>	<p>↔ <b>BLENDED</b></p> <p><b>TIER Red &amp; TIER Orange</b></p>	<p>↔ <b>MODIFIED TRADITIONAL</b></p> <p><b>TIER Yellow</b></p>	<p>↔ <b>TRADITIONAL</b></p> <p><b>No Restrictions</b></p>
<b>PROGRAM</b>	SAFETY AND PREPAREDNESS Start Date August 20, 2020	In-person targeted, support and services to small groups of students	Phase-in Reopening (½ of students on campus) AM or PM	EXPANDED REOPENING (all students on campus at one time)	FULL REOPENING (all students on campus at one time)
<b>LEARNING LOCATION(S) &amp; SCHEDULE</b>	HOME 5 DAYS PER WEEK	SCHOOL 25% Capacity	SCHOOL/HOME 4 DAYS ON CAMPUS 1 DAY of HOME DISTANCE LEARNING	SCHOOL 5 DAYS PER WEEK	SCHOOL 5 DAYS PER WEEK
<b>TRANSITION FACTORS</b>	<p>Stay At Home Order or CDPH Monitor List</p> <p>▶ <b>TIER 1 or Purple</b> Risk Level is <b>Widespread</b></p> <p>COVID-19 Case Rate (CR) &gt; 7 per 100K and Total Positive (TP) &gt; 8%</p> <p>No on-campus learning or support services due to CA health conditions or CA stay At Home order in place</p> <p>Daily live virtual learning sessions and online/electronic assignments</p>	<p>Satisfy all conditions detailed in the Cohorting Guidance</p> <p>▶ <b>TIER 1 or Purple</b> Risk Level is <b>Widespread</b></p> <p>COVID-19 Case Rate (CR) &gt; 7 per 100K and Total Positive (TP) &gt; 8%</p> <p>Limited cohort size</p> <p>Restricted cohort mixing</p> <p>Maintain proper physical distancing, masking, cleaning and other safety measures</p>	<p>Public Health recommendation with Board direction</p> <p>▶ <b>TIER 2 or Red</b> Risk Level is <b>Substantial</b></p> <p>COVID-19 Case Rate (CR) 4 – 7 per 100K and Total Positive (TP) 5% – 8%</p> <p>▶ <b>TIER 3 or Orange</b> Risk Level is <b>Moderate</b></p> <p>COVID-19 Case Rate (CR) 1 – 3.9 per 100K and Total Positive (TP) 2% – 4.9%</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment</p> <p>Direct instruction takes place at school and Extended Learning at home</p>	<p>Public Health recommendation with Board direction</p> <p>▶ <b>TIER 4 or Yellow</b> Risk Level is <b>Minimal</b></p> <p>COVID-19 Case Rate (CR) &lt; 1 per 100K and Total Positive (TP) &lt; 2%</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment</p> <p>Core instruction and Extended Learning takes place at school.</p> <p>OPTION: Extended Learning takes place at home</p>	<p>Public Health Recommendation with Board direction</p> <p>No restrictions or requirements for social distancing, gatherings and personal protective equipment use</p> <p>Learning takes place at school with homework as an extension of learning</p>

# BLENDING LEARNING SCHEDULES FOR PREK-8 SCHOOLS

The blended transitional model is the next less restrictive instructional program based on improving health conditions. One half of the students are on campus at any one time. In person instruction includes staff and students following health and safety protocols for social distancing, student cohorts and use of personal protective equipment.



INTRODUCTION

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**BLENDING  
LEARNING  
SCHEDULES  
FOR PREK-8  
SCHOOLS**

GLEE

INDIVIDUAL  
COMMITMENT TO  
SAFETY  
PROTOCOL

DAILY COVID-19  
SCREENING

STAFF AND  
STUDENT HEALTH  
AND SAFETY  
GUIDANCE

# BLENDED LEARNING SCHEDULES

## PreK Schedule

Wrap Around Full Day/Part Day Classes	Part Day 4 Year Old	Part Day 3 Year Old	Part Day Special Day Class Special Education
<p>Monday – Friday</p> <p>Part Day Students</p> <ul style="list-style-type: none"> <li>8:00-11:30</li> <li>11:30 dismissal</li> </ul> <p>10 minute morning teacher break</p> <p>Full Day Students</p> <ul style="list-style-type: none"> <li>8:00-3:00</li> </ul>	<p>Cohort A: ½ class</p> <ul style="list-style-type: none"> <li>Monday/Tuesday/Alternate Wednesday</li> </ul> <p>Cohort B: ½ class</p> <ul style="list-style-type: none"> <li>Thursday/Friday/Alternate Wednesday</li> </ul> <p>AM Part-Day Hours</p> <ul style="list-style-type: none"> <li>8:30-11:30</li> </ul> <p>PM Part-Day Hours</p> <ul style="list-style-type: none"> <li>11:30-2:30</li> </ul> <p>(8:00-8:30 prep to provide packets for 2 days per week)</p>	<p>Cohort A: ½ class</p> <ul style="list-style-type: none"> <li>Tuesday/Wednesday</li> </ul> <p>Cohort B: ½ class</p> <ul style="list-style-type: none"> <li>Thursday/Friday</li> </ul> <p>AM Part-Day Hours</p> <ul style="list-style-type: none"> <li>8:30-11:30</li> </ul> <p>Mondays</p> <ul style="list-style-type: none"> <li>Playgroup 9:00-11:00</li> <li>Distance Learning for non-returning (ZOOM + packets)</li> </ul>	<p>Monday – Friday</p> <p>AM Class</p> <ul style="list-style-type: none"> <li>8:00-10:30</li> <li>10:30-12:30 Lunch</li> </ul> <p>Custodial services</p> <p>PM Class</p> <ul style="list-style-type: none"> <li>12:30-3:00</li> </ul>

## Elementary AM/PM Sample Schedule

AM COHORT 1	PM COHORT 2
<ul style="list-style-type: none"> <li><b>7:55 AM:</b> Doors open</li> <li><b>8:10-10:40 AM:</b> In-person instruction at school</li> <li><b>12:25-2:55 PM:</b> Asynchronous assigned work at home, virtual PE &amp; Music</li> </ul>	<ul style="list-style-type: none"> <li><b>8:10-10:40 AM:</b> Asynchronous assigned work at home, virtual PE &amp; Music</li> <li><b>12:10 PM:</b> Doors open</li> <li><b>12:25-2:55 PM:</b> In-person instruction at school</li> </ul>
<p>TK/Kindergarten</p> <ul style="list-style-type: none"> <li>Full day kindergarten classes will follow the 1<sup>st</sup>-6<sup>th</sup> schedule.</li> <li>There may be schedule modifications depending on site facilities.</li> </ul>	

# BLENDDED LEARNING SCHEDULES

## Sample Middle School Grades 7-8 AM/PM Schedule

AM COHORT	PM COHORT	MIDDLE SCHOOL IN-PERSON INSTRUCTIONAL SCHEDULE
<ul style="list-style-type: none"> <li>• <b>8:20 AM:</b> Doors open</li> <li>• <b>8:35-10:40:</b> In-person instruction at school</li> <li>• <b>12:30-2:40:</b> Synchronous PE, Exploratory or Advisory and Asynchronous assigned work at home</li> </ul>	<ul style="list-style-type: none"> <li>• <b>12:20 PM:</b> Doors open</li> <li>• <b>8:30-10:40 AM:</b> Synchronous PE, Exploratory or Advisory and Asynchronous assigned work at home</li> <li>• <b>12:35-2:40 PM:</b> In-person instruction at school</li> </ul>	<p><b>Tuesday/Thursday</b> Periods 1-2 Core</p> <p><b>Wednesday/Friday</b> Periods 3-4 Core</p>

## Special Education Special Day Class (SDC)

District SDC Schedule
<ul style="list-style-type: none"> <li>• Elementary: AM/PM Schedule or 8:10 am – 12:30 pm</li> <li>• Middle School: AM/PM Schedule</li> </ul> <ol style="list-style-type: none"> <li>1. Services and instruction consistent with the District proposed schedules.                             <ul style="list-style-type: none"> <li>• Adjustments may be needed in order to provide Individualized Education Plan (IEP) services to the greatest extent possible</li> </ul> </li> <li>2. Current or new Galt Learning Equity and Excellence (GLEE) SDC students may remain with current teacher.</li> <li>3. SDC students livestream into their general education classroom, as appropriate with the assistance of an Instructional Assistant (IA).</li> </ol>

# GLEE Home Learning Academy

The Galt Learning Equity and Excellence (GLEE) Home Learning academy is a learning program the school district is providing for families who desire to 1) have their child remain in distance learning throughout the school year or 2) when in person instruction through blended learning begins. As a learning coach, the parent supports their child’s learning in a home-based setting in partnership with a teacher. Registrations took place in August and November.

**INTRODUCTION**

**GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC**

**TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW MODEL**

**BLENDED  
LEARNING  
SCHEDULES FOR  
PREK-8 SCHOOLS**

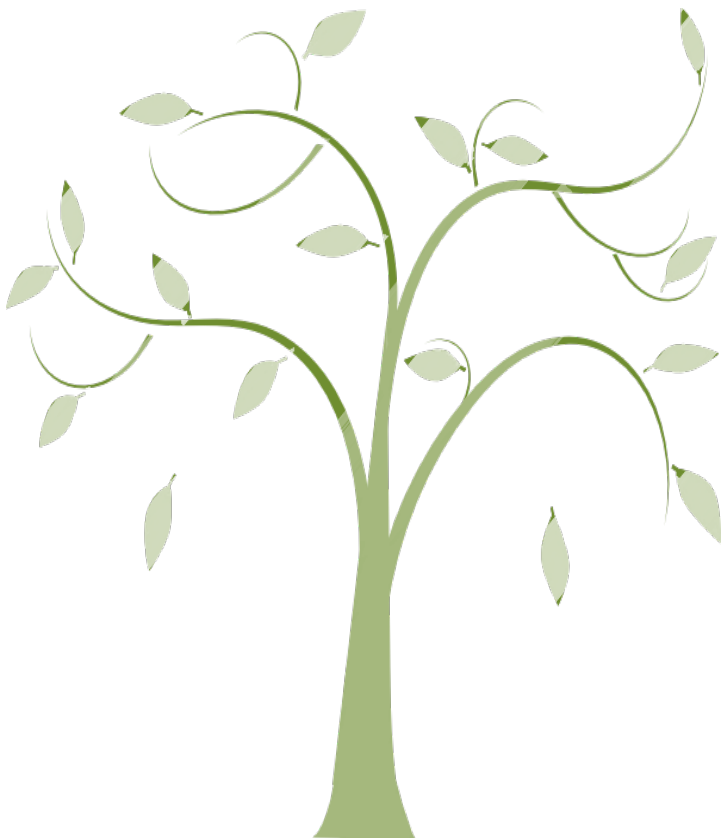


**GLEE**

**INDIVIDUAL  
COMMITMENT TO  
SAFETY  
PROTOCOL**

**DAILY COVID-19  
SCREENING**

**STAFF AND  
STUDENT HEALTH  
AND SAFETY  
GUIDANCE**



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# GLEE Program Components

## **What is the GLEE Academy?**

This home-based learning academy is through distance learning, meaning the student and teacher are in different locations. This includes interacting through the use of a computer, communications technology and print materials, as well as delivering instruction and check-in time with the teacher.

## **What will the GLEE Home Learning Academy look like for my child?**

Your child will have:

- A highly qualified certificated teacher
- Standards-based daily instruction
- Daily live interaction with teacher, instructional assistant and peers
- Large and small group instruction
- Personalized instruction
- Goal setting and progress monitoring meetings
- Parent meeting and technology support
- Ongoing feedback, progress reporting, assessments, and trimester grades
- Learning management platform to support communication

## **What materials will the district provide?**

- Student Chromebook
- WiFi connectivity (If family does not have internet access)
- District-adopted Textbooks and workbooks
- Needed school supplies
- Access to online learning programs
- Supplementary instructional materials

## **What will be expected of parents or guardians?**

- During registration periods, sign the Academy-Family- Student Agreement
- Follow the outlined daily schedule for recorded and live learning
- Attend all parent-teacher meetings (virtual or in-person)
- Regularly communicate with the teacher
- Set-up a space for optimal learning
- Support student completing assignments and independent work
- Reinforce behavior expectations for the online whole group, small group, and individual meetings with the teacher

## **What will be the models of lesson delivery for the home learning program?**

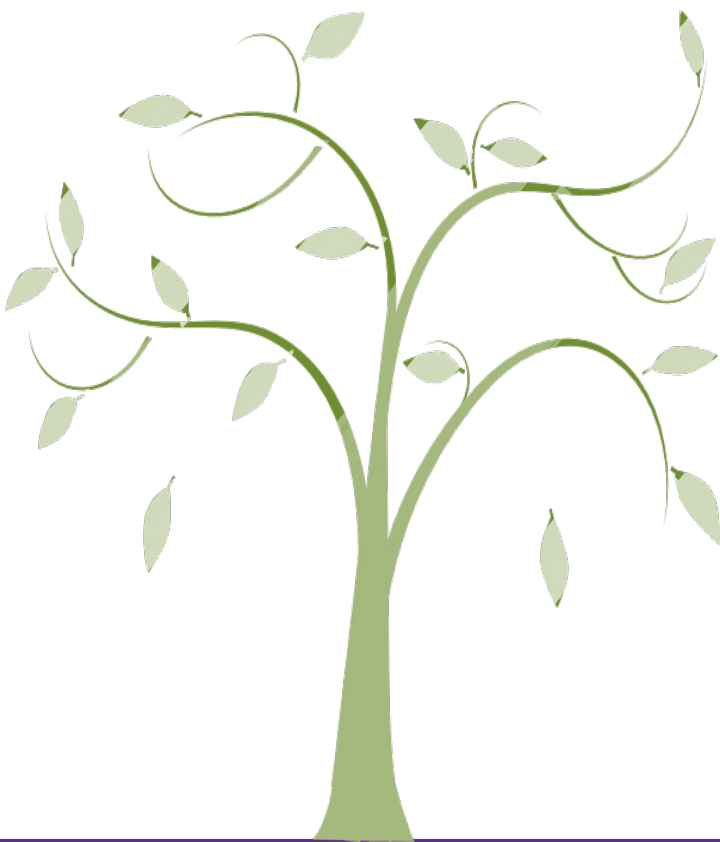
- Synchronous (on-line in real time) and Asynchronous (independent) learning
- Daily instruction via live virtual learning (group and/or individual)
- Daily online/electronic assignments
- Videos
- Recorded virtual learning sessions and posts online
- Google Classroom as the learning platform for assigning work
- Textbooks and consumable materials
- Pencil and paper assignments



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# INDIVIDUAL COMMITMENT TO SAFETY PROTOCOL: STAFF AND STUDENTS

Staff, students and parents commit to safety protocols for daily self-screening, social distancing, protecting self and others and returning to school or work.



INTRODUCTION

GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC

TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW MODEL

BLENDED  
LEARNING  
SCHEDULES FOR  
PREK-8 SCHOOLS

GLEE

 **INDIVIDUAL  
COMMITMENT  
TO SAFETY  
PROTOCOL**

DAILY COVID-19  
SCREENING

STAFF AND  
STUDENT HEALTH  
AND SAFETY  
GUIDANCE

# Individual Commitment to Safety Protocol: Employees

We are very excited to welcome our staff and students back to school on campus! We want you to know that we take the health and safety of our staff and students very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure.

Please read the protocols below and **initial** each one as your commitment to partner with us during this time. This safety commitment **form applies to the employee workday/ workweek at school district locations or when providing off-site district employment duties such as transportation.** We can do this TOGETHER!

\_\_\_\_\_ I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, stay home.
- If you experience any of the following symptoms that are unusual for you in the last 14 days, stay home and contact your healthcare provider for assessment. **Symptoms include:**

Cough	Headache	Difficulty Breathing
Chills and Body Aches	Shortness of Breath	Sore Throat
New Loss of Taste or Smell	Diarrhea	Nausea or Vomiting
- If COVID-19 positive, it requires 10 days of isolation with 72 hours of no fever to return to work.
- In the past 14 days, if you have been in close contact with anyone who displays the known symptoms above or has tested positive for COVID-19, please contact your immediate supervisor.

\_\_\_\_\_ I COMMIT TO SOCIAL DISTANCING:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

\_\_\_\_\_ I COMMIT TO PROTECTING MYSELF AND OTHERS:

- Face Masks must be worn by staff/students, PreK – adult. For children two years old – 2<sup>nd</sup> grade, a face shield is an acceptable alternative (also an option for students medically exempt).
- Wash your hands frequently with soap and water or use hand sanitizer.
- Cover your coughs and sneezes.

Returning to Work After Symptoms:

- Clearance from their health care provider, per District Policy.
- Fever free (without the use of fever-reducing medicine) for 72 hours, and other symptoms have improved.
- At least 10 days have passed since COVID-19 symptoms first appeared.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Name

# Individual Commitment to Safety Protocol: Parents and Students

We are very excited to welcome our students and families back to school! We want you to know that we take the health and safety of our students and staff very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure at school.

Please read the protocols below and initial each one as your commitment to partner with us during this time. We can do this TOGETHER!

\_\_\_\_\_ I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, students will not be allowed at school and will be sent home.
- If a student experiences any of the following symptoms that are unusual for the student in the last 14 days, the student will not be allowed at school. Symptoms include:

Fever above 100.4°F	Sore Throat	Cough
Congestion/runny nose	Headache	Difficulty breathing
Nausea/vomiting/diarrhea	Fatigue/muscle or body aches	Loss of taste/smell

- If COVID-19 positive, it requires 10 days of isolation with 72 hours of no fever to return to school.
- In the past 14 days, if a student has been in close contact with anyone who displays the known symptoms above or has tested positive for COVID-19, the student is requested to stay home.

\_\_\_\_\_ I COMMIT TO SOCIAL DISTANCING AT SCHOOL:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

\_\_\_\_\_ I COMMIT TO PROTECTING MYSELF AND OTHERS

- Masks/Face Shields are required to be worn at all times for 3rd-grade students through adults and encouraged for TK through 2nd-grade students. It is not required while eating or drinking.
- Wash your hands frequently with soap and water or use hand sanitizer.
- Cover coughs and sneezes with a tissue; cough or sneeze into the inside of your sleeve or elbow.

Returning to School After Symptoms:

- Fever free (without the use of fever-reducing medicine) for 72 hours and other symptoms have improved.
- If tested positive but never developed symptoms: May return to school 10 days after the date of the first positive test.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Date

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# DAILY COVID-19 SCREENING STUDENTS AND ADULTS

Before coming to school or work, students and staff screen daily for illness symptoms.

INTRODUCTION

GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC

TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW MODEL

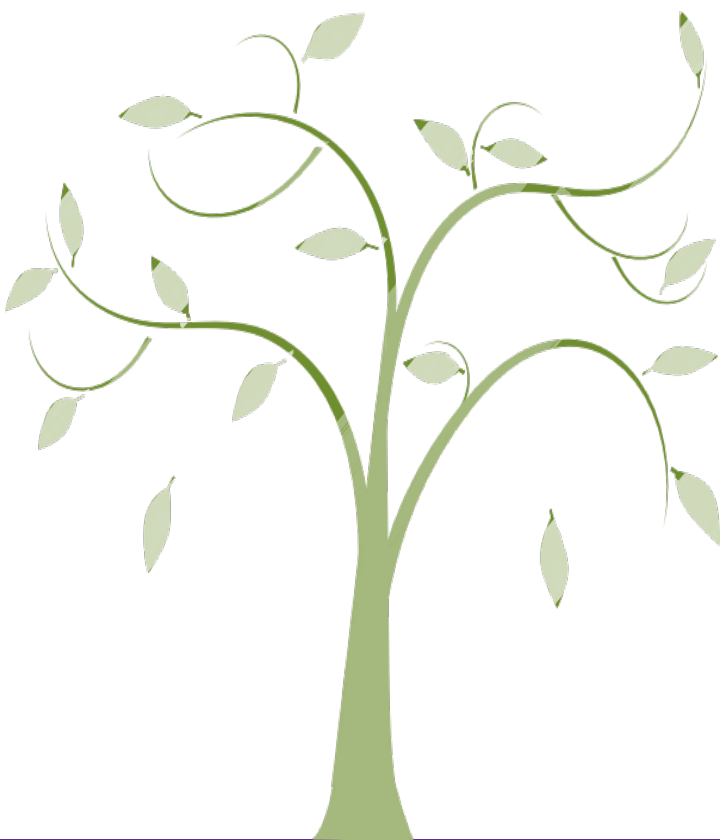
BLENDED  
LEARNING  
SCHEDULES FOR  
PREK-8 SCHOOLS

GLEE

INDIVIDUAL  
COMMITMENT TO  
SAFETY  
PROTOCOL

 **DAILY COVID-19 SCREENING**

STAFF AND  
STUDENT HEALTH  
AND SAFETY  
GUIDANCE



# Daily COVID-19 Screening

In the last 14 days, have you been in close contact with a person diagnosed with COVID-19 or who had COVID-19 symptoms?

- YES

In the last 48 hours have you had:

- A fever of 100.4 F or above
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Fatigue
- Muscle or body aches
- Congestion or runny nose
- Sore throat
- Headache
- Loss of smell or taste
- Nausea, vomiting, or diarrhea
  
- NONE OF THE ABOVE

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# STAFF AND STUDENT HEALTH AND SAFETY GUIDANCE

The publication provides detailed information for staff and families concerning school health and safety practices for the 2020-21 school year.

**INTRODUCTION**

**GJUESD  
REOPENING  
PATHWAYS  
INFOGRAPHIC**


**TRANSITIONAL  
REOPENING  
SCHOOLS  
OVERVIEW MODEL**

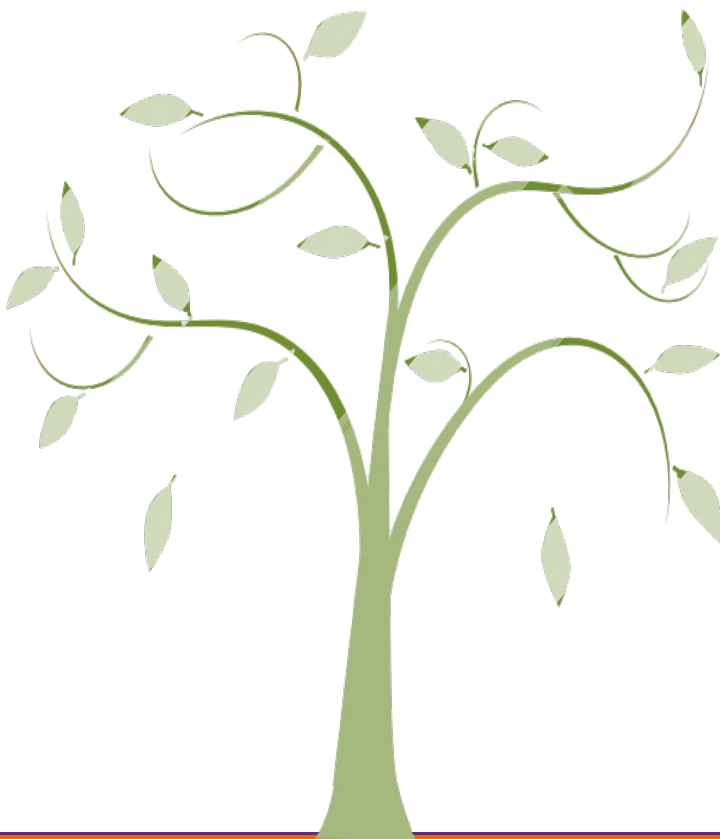
**BLENDED  
LEARNING  
SCHEDULES FOR  
PREK-8 SCHOOLS**

**GLEE**

**INDIVIDUAL  
COMMITMENT TO  
SAFETY  
PROTOCOL**

**DAILY COVID-19  
SCREENING**

 **STAFF AND  
STUDENT  
HEALTH AND  
SAFETY  
GUIDANCE**



# Staff and Student Health and Safety Guidance

This document outlines the Galt Joint Union Elementary School District's return-to-school health and safety guidance for the 2020-21 school year. The health and safety of our students, families, and staff have been the utmost priority during the COVID-19 pandemic and in developing these procedures to re-open campuses. This plan was developed following guidance from the Center for Disease Control (CDC), California Department of Education (CDE), California Department of Public Health (CDPH), Sacramento Department of Public Health (SCPH). These procedures are subject to change according to changes in state and local guidance and recommendations from Public Health.

## Index of CDPH Priority Health & Safety Guidance

1.	Cleaning and Disinfection
2.	Cohorting
3.	Entrance, Egress and Movement within the School
4.	Face coverings and other essential Protective Gear
5.	Daily Health Screenings for Students and Staff
6.	Healthy Hygiene Practices
7.	Identification and Tracing of Contacts
8.	Physical Distancing
9.	Staff Training and Family Education
10.	Testing of Students and Staff
11.	Triggers for Switching to Distance Learning
12.	Communication Plans

## Links to Important Guidance Documents

[GJUESD Transitional Reopening School Overview Model](#)

[GJUESD COVID-19 Worksite Specific Plan](#)

[SCPH Protocols for Schools](#)

[Handwashing: Clean Hands Save Lives](#)

[CDPH COVID-19 Consolidated School Guidance](#)

[COVID-19 Now What Flowchart](#)

[CDHP Guidance For Face Coverings](#)

[CDHP COVID-19 Outbreak Guidance](#)

[SCPH Student Symptom Decision Tree](#)

**1. Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how the use of shared items will be minimized.**

The district supports staff and students' health and safety and strives to maintain a healthy and clean environment. Staff will ensure that frequently touched surfaces are cleaned and disinfected daily and as practicable throughout the day using the Environmental Protection Agency (EPA) approved products. Staff and students will begin each school day in a freshly disinfected classroom environment.

- a. Classrooms are sanitized between cohorts of students
- b. High traffic areas are thoroughly cleaned daily and commonly used surfaces and personal work areas shall be frequently disinfected.
- c. Shared equipment is cleaned and sanitized between each use.
- d. Shared spaces are equipped with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- e. Bathroom facilities will stay operational and stocked at all times and cleaned twice daily
- f. Hand sanitizing dispensers have been installed in classrooms, offices, and common workplaces.
- g. Portable handwashing stations will be installed near classrooms without sinks.

**2. Stable Group Guidance: How students will be kept in small stable groups with fixed membership that stay together for all activities and minimize/avoid contact with other groups or individuals who are not part of the cohort [CDPH COVID-19 Consolidated Schools Guidance](#)**

**A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.** Students must remain in the same space and cohorts as small and consistent as practicable to reduce possibilities for infection, including for recess and lunch. Keep the same students and teachers or staff with each group, to the greatest extent practicable.

- a. **Targeted Small Group Cohort Instruction** (during school closure)
  - Limiting cohort size: No more than 16 persons based upon public health guidance; campus at 25% capacity
  - Restricting cohort mixing: Stable cohorts stay together during the day.
  - Supervising adults and students must not interact with other cohorts.
  - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- b. **Reopening Schools under the Blended Model** (Red & Orange Tiers)
  - Limiting number of students on campus: 50 percent of students may be on campus at any one time.
  - Stable groups should stay together during the day.
  - One group of students (1/2 of the class) attend school in person in the morning and another group attends school in the afternoon.
  - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- c. **Reopening Schools under the Modified Traditional** (Yellow Tier)
  - 100% of students may be on campus at one time.



- Restricting group (cohort) mixing: Stable groups should stay together during the day. 1 classroom is considered a stable cohort
- Maintaining proper physical distancing, masking, cleaning and other safety measures.

**3. Entrance, Egress and Movement within the School: How movement of students, staff and parents will be managed to avoid close contact and/or mixing of cohorts.**

**a. Arrival**

- Parents dropping off students will be asked to arrive as close to arrival time as possible, wait in their cars until the morning bell, maintain physical distancing and wear a face covering
- **Several designated gates for entry will be provided to reduce congregation of students arriving on campus**
- Gate Monitors will be stationed at each entrance and check for completion of pre-screening compliance requirement. (Daily Frontline submission on honor system)
- Students who arrive without having completed the daily health screening shall be directed to an area to be screened with a temperature check
- Students arriving by bus submit the screening form upon boarding the bus. Bus monitor will walk students on campus
- Students report directly to their classroom
- Playground area not permitted for use during arrival
- Parents with kinder students will not be allowed to enter the campus without a face-covering

**b. Dismissal**

- Students will exit school immediately after being dismissed
- **Designated gates for exit will be provided**
- Playground area not permitted for use during dismissal
- Parents picking up students will be asked to arrive as close to dismissal time as possible, to wait in their cars, maintain physical distancing and wear a face covering

**c. Non-Classroom Spaces**

- Nonessential visitors will be limited
- Congregate movement on sidewalks will be minimized
- Guidelines will be placed on ground/floors that students can follow to enable physical distancing

**4. Face coverings and other essential Protective Gear: How [CDPH Guidance For Face Coverings](#) requirements will be satisfied and enforced.**

**a. Face coverings must be used following [CDPH Guidance For Face Coverings](#).** particularly in indoor environments, on school buses, and areas where physical distancing alone is insufficient to prevent disease transmission.

**b. Students are encouraged to wear their personal cloth face coverings.** However, disposable face masks will be provided to students who do not have personal face coverings.

**c. All staff/students must wear a face covering:**

- Under two years old – No

- Students PreK - 2nd grade - Yes, unless exempt
- Students 3rd grade - High School - Yes, unless exempt
- Staff: Yes; In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable". Staff must return to wearing face covering outside the classroom.

**d. Exemptions to face coverings**

- Students with certain documented medical conditions, mental health conditions, or disability that prevents them from wearing a face covering. (A face shield may be used in lieu of face masks)
- Students who are hearing impaired or communicating with a person who is hearing impaired
- While eating/drinking, if physical distancing is maintained

**5. Daily Health Screenings for Students and Staff: How staff/students will be screened for symptoms of COVID-19 and how ill students of staff will be separated from others and sent home.**

**a. Families are required to screen their students before coming to school.**

- Before arriving on campus, parents/guardians will submit an online screening form (through the Frontline App) daily for each student (paper screening forms will also be available). Students with completed screenings will proceed onto campus
- Families who do not have a thermometer should notify school. The health office will provide one to families at no cost.
- Students arriving without having completed the Frontline screening will step aside and be screened by a monitor in another location.
- After a Frontline report is run at 8:00 am, students who have not completed a screening will be called to the office to be screened with temperature checks; parents will be contacted and reminded to complete the Frontline app daily.
- Students with a temperature  $\geq 100.4$  or any of the listed symptoms should stay home

**b. All Staff will self-screen themselves daily before presenting to their work location.**

- An electronic screening form will be submitted daily by employees
- Staff with a temperature  $\geq 100.4$  or any of the listed symptoms should stay home and call in their absence.

**c. Staff will be observant of students who are observed to be symptomatic or do not look well.**

**d. Staff will follow the following procedures for students becoming symptomatic at school:**

- Staff should call the health office and advise they are sending a symptomatic student to the health office
- Health office staff should perform quick triage of symptomatic students in the triage area before entering health office
- Take brief health history to rule out chronic conditions that could be the cause of symptoms (allergies, asthma or other respiratory conditions)

- 
- Take temperature using a no-contact thermometer
  - If COVID-19 symptoms are present after a health screening and the check-list is performed, the student will be escorted to the designated isolation room until the parent/guardian can pick-up the student
  - Health staff will then report to the District Nurse & provide a copy of the screening results
- e. If the temperature is < 100 degrees and the student has no observed symptoms, allow him/her to rest in the health office/student area for 10 minutes.**
- If not feeling better after 10 minutes, place in the isolation area, call parents/guardian to pick up the student
  - Health staff to take a full set of vitals and report to the school nurse
- f. Isolating Students**
- Any student or staff exhibiting symptoms will be asked to wait in an isolation area until they can be transported home/healthcare facility. (i.e. spare room, conference room) with Physical distancing marked off or in separate rooms with external ventilation
  - Staff should wear appropriate PPE (i.e., gloves, gowns, masks, etc.). Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms
  - Ventilate the room to outside air after student leaves and clean area 24 hours after use
- 6. Healthy Hygiene Practices: The availability of handwashing areas and hand sanitizer, and how their use will be promoted and incorporated into routines.**
- a. Parents shall screen their student's temperature at home, and if the temperature is  $\geq 100.04$  degrees, keep the student at home and contact the student's health care provider.
  - b. Students must keep their personal property to themselves and keep non-school related items at home.
  - c. Remind parents to keep students' home who are sick or have been in contact with a person with COVID-19.
  - d. Students and staff should wash their hands frequently and after sharing equipment, eating, coughing, sneezing, or using the restroom.
  - e. Continue to teach students appropriate hygiene, including coughing and sneezing inside the elbow or a tissue.
  - f. Students and staff should use hand sanitizer when hand-washing is not practicable.
  - g. Avoid touching your eyes, nose, and mouth with unwashed hands.
  - h. [CDHP Guidance For Face Coverings](#), [Student Symptom Tree](#) and [COVID-19 Now What Flowchart](#) should be provided to staff and families.
  - i. Strongly recommended that all students and staff be immunized against influenza.
- 7. Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirmation that all schools have designated staff persons to support contact tracing.**

**a. Communication Guidelines & Reporting COVID-19 Cases**

- The GJUESD Follows the CDPH Guidance for confirmed or suspected cases of COVID-19 in a school setting: CDHP Consolidated Schools Guidance
- Site Administrator will notify the District Nurse/Designee and Superintendent
- District Nurse/Designee calls Sacramento County Public Health at 916-875-5881 and speaks to a public health nurse
- Site Administrator notifies school community of a known case (Blackboard email or letter)
- District Nurse/Designee will follow the contact tracing procedures for notifying staff and families of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to the privacy of educational records. All notifications must remain confidential.

**b. Contact Tracing for Confirmed COVID-19 Cases**

- If a positive case (staff/student with COVID-19) is identified within a school, the school contact tracing Point of Contact (POC) tracer traces potential contacts that may have been exposed.
- The SCPH will guide the school district in contact tracing. The POC tracer should reach out to the SCPH school team. Together with the team and the contact tracing, POC will identify potentially exposed contacts to a case and determine what measures should be taken following the CDPH Reopening In-Person Learning Framework for K-12 Schools.
- The POC tracer works with the patient (staff/student) to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious.
- Health staff then warn these exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible.
- Contacts are informed that they may have been exposed to a patient with the infection; they are not told the patient's identity who may have exposed them.
- Contacts are provided with education, information, and support to understand their risk:
  - what they should do to separate themselves from others who are not exposed
  - monitor themselves for illness, and the possibility that they could spread the infection to others even if they do not feel ill.

**c. Protocol for returning to school following an illness**

- If under the treatment of a medical provider, medical documentation to return is required.
- Students/staff who were symptomatic and thought or knew they had COVID-19 may return when:
  - At least fourteen days have passed since COVID symptoms first appeared
  - No fever for at least 24 hours (three full days without the use of fever-reducing medications, and
  - Respiratory symptoms have improved (e.g., cough, shortness of breath)
- If student/staff has been exposed to someone who has tested positive for COVID-19, they may return to school/work following a 10-day quarantine and they have no symptoms:
  - Exposure = Individual who has had close contact (< 6 feet) for  $\geq$  15 minutes

**8. Physical Distancing:** How space and routines will be arranged to allow for the physical distancing of students and staff.

**a. In the Classroom**

- Social Distancing in classrooms with students assigned & seated 6 feet apart from each other and teacher, as practicable
- Plexiglass dividers will be in place for Preschool, TK, Kindergarten and Primary SDC should students be seated at tables that allow a distance of no less than 4 feet to be maintained.
- Sharing of instructional items will be limited.
- Roaming in the classrooms will be limited.
- Activities involving singing must take place outdoors.
- When lining up, during transitions, etc. students will keep 6 feet apart.

**b. Playground**

- Use of shared playground equipment may be limited or closed (Equipment will be closed during the initial Blended reopening model)
- Playground areas will be assigned to specific cohorts
- Drinking fountains will not be accessible (students encouraged to bring water bottles); District has ordered water bottles for students
- Lining up will be 6 feet apart
- Yard supervisors will encourage physical activities that require less contact with surfaces
- When sharing equipment- cleaning and disinfecting will take place between uses
- All persons will wear a face-covering

**c. Sidewalks**

- Designated routes for traffic flow
- Congregate movement will be minimized as much as practicable

**d. BFLC**

- One way traffic for entering and exiting BFLC
- Students using BFLC will be assigned a seat
- Only furniture that can be sanitized will be available for student use

**e. Busses**

- Students will have assigned seating
- When sharing a seat, students will need to wear a face-covering
- Bus drivers will wear face coverings
- Bus rails will be sanitized frequently

**f. Student Gatherings**

- Assemblies, rallies, dances, and sports will temporarily be on hold
- Field trips are on hold
- MakerSpaces will remain closed

**9. Staff Training And Family Education:** How staff will be trained and families will be educated on the application and enforcement of the district's reopening plan.

**a. Staff Training:**

- Each school site has a COVID-19 Worksite Specific Plan available to staff
- All staff are required to complete the Covid-19 training module before returning to work onsite
- All staff were emailed COVID-19 required training information from SIA on July 29, 2020
- Staff will sign a *Staff Commitment to Safety* that they will abide by the information provided in the *Staff/Students Health and Safety Guidelines*. This document will be kept confidential.

**b. Family Education:**

- These *Staff/Students Health and Safety Guidelines* will be posted on the District's website and hard copies will also be available in every school office
- Families will complete a *Student Commitment to Safety* in the Frontline system that indicates they will abide by the information provided in the *Staff/Students Health and Safety Guidelines*. This document will be kept confidential.
- A *Family Health and Safety live informational Presentation* has been recorded and posted on the District's website.
  - [English Recorded Link](#)
  - [English Powerpoint Presentation](#)
- Parents/Guardians will be provided with the list of COVID-19 symptoms and instructed to keep their children should stay at home if they are sick and/or if they were exposed to someone with COVID-19.
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Symptoms include:
  1. Fever ( $\geq 100.4$  degrees F) or chills
  2. Cough
  3. Shortness of breath or difficulty breathing
  4. Fatigue
  5. Muscle or body aches
  6. Headache
  7. New loss of taste or smell
  8. Sore throat
  9. Congestion or runny nose
  10. Nausea or vomiting
  11. Diarrhea
- c. Parents directed to quarantine their child at home may discontinue isolation under the following conditions:
  - At least 24 hours have passed *since recovery*, defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and,
  - At least ten days have passed *since symptoms first appeared*.
- d. Prevention includes the daily taking and monitoring student temperatures at home
- e. Provide the school with accurate contact information and multiple emergency contacts

- f. The importance of parent/guardian coming to school quickly (within 15 minutes) to pick up their child, if called
- g. The Importance of reinforcing handwashing, use of face coverings and maintaining appropriate distance/space

**10. Testing of Staff and Students:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Also describes how staff and students will be tested periodically to detect asymptomatic infections.

**a. Symptomatic Testing for Staff and Students:**

- This testing is used for individuals with symptoms of COVID-19
- Staff and students who have symptoms of COVID-19 shall quarantine per CDPH guidelines at home and are encouraged to be rapidly tested.
- In order to expedite testing the individual can be tested either by their healthcare provider or through the Sacramento County Public Health Lab. Testing at the Public Health Lab is at no charge but needs to be arranged by calling the Public Health contact person.

**b. Response Testing for Staff and Students**

- This testing is used to identify positive individuals once a case has been identified in a given stable group.
- Staff and students who have been exposed to someone with COVID-19 shall quarantine per CDPH guidelines at home and and encouraged to be rapidly tested
- In order to expedite testing the individual can be tested either by their healthcare provider or through the Sacramento County Public Health Lab. Testing at the Public Health Lab is at no charge but needs to be arranged by calling the Public Health contact person

**c. Asymptomatic testing for Staff and Students:**

- This testing will be used for surveillance. The district will follow the testing cadences with support from the State of California, Table 3- page 39-40 of the [CDPH Consolidated Schools guidance](#):
  - Staff and students shall participate in the CDPH-recommended testing cadence of **every two weeks**.
  - Asymptomatic testing shall also be implemented for screening, at a higher cadence of **once weekly** should the community fall into the “deep purple” tier (CR <14\*). (*\*The case rates are adjusted case rates*)
- COVID-19 testing will be available free of charge to staff and students at a central location in the community. This includes coordination with the City of Galt, Valencia Branch Laboratories and other agencies to provide a community-based testing site.
- The City of Galt is partnering with *CDPH, Valencia Branch Laboratories* and local community agencies to expand services at the community-based testing site. By appointment: <http://www.ci.galt.ca.us/city-departments/community-covid-testing>
  - *Chabolla Community Center, 600 Chabolla Avenue, Galt, (209)-366-7180  
Thursdays 7:00am - 12:00pm (7:00-8:00am designated for School & City Staff)*

**11. Triggers for Switching to Distance Learning:** The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.

When a school or Local Health Department (LHD) is aware that an outbreak may be underway, the LHD should investigate, in collaboration with the school, to determine whether these cases had a common exposure at school. CDPH defines a school outbreak as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically-linked in the school, are from different households and are not constant of each other.

### **Closing Cohorts within a School**

- a. A student or staff member of a cohort test positive for COVID-19:
  - The cohort will be closed for 14 days from last exposure
  - The cohort will continue instruction through distance learning during closure
  - Site will follow other CDPH recommended actions
- b. A student or staff member of a cohort has been in close contact with a person who has tested positive for COVID-19:
  - Cohort remains open
  - Site follows other CDPH recommended actions
- c. A student or staff member of a cohort responds “yes” to one of the health screening questions
  - Cohort remains open
  - Student or staff member does not enter the campus and sent home
  - Site follows other CDPH recommended actions

### **School Closure**

Individual school closure in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted which suggest that active in-school transmission is occurring. Closure should be done in consultation with the Local Health Officer (LHO). Situations that may indicate the need for school closure:

- a. Within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school.
- b. Within a 14-day period, at least three outbreaks have occurred in the school and more than 5% of the school population is infected.
- c. The LHO may also determine school closure is warranted for other reasons including results from public health investigation of other local epidemiological data.
- d. Schools may typically reopen after 14 days and the following have occurred:
  - Cleaning and disinfection
  - Public health investigation
  - Consultation with the local public health department

### **District Closure**

- a. A superintendent should close a school district if 25% or more of schools in the district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- b. The district may typically reopen after 14 days, in consultation with the local public health department.



- 12. Communication Plans:** How the Superintendent will communicate with students, staff and parents about cases and exposures at school, consistent with the privacy requirements such as FERPA and HIPAA.
- a. In order to best communicate with families and staff during these changing times of the COVID-19 pandemic, GJUESD will continue to utilize multiple methods of communication. These include automated emails, phone calls, district website, resource documents, letters, social media, and personal outreach. These communications will provide families with the most up to date information about COVID-19.
  - b. Schools will adhere to required reporting requirements and notify, as indicated, SCPH of any newly reported case of COVID-19 in a student or staff member. The Superintendent or School Administrator will send a notice, developed in collaboration with SCPH, to the entire school community (parents and staff) to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with SCPH to notify exposed people.
  - c. Documentation/Tracking incidents of possible exposure will be ongoing. Notification will be made to local health officials of affected staff, student, and/or immediate family members (or same household) of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state laws related to the privacy of education and records.



## CDC-California K-12 Schools Guidance Crosswalk

*February 16, 2021*

**On February 12, 2021**, the Centers for Disease Control and Prevention (CDC) under President Biden issued guidance on safely resuming in-person instruction in K-12 schools. The CDC guidance is a set of non-mandatory recommendations and does not supersede existing state or local guidance. As state and local officials study the CDC approach and recommendations, this document is intended to serve as an initial crosswalk between the new [CDC guidance](#) and [existing California guidance](#).

The CDC guidance is highly aligned with California's approach. Where there are differences, California's health and safety standards for school staff and students are generally more cautious.

### **Phased Approach**

**CDC:** “[A] phased mitigation approach emphasizes in-person learning modes for younger students throughout all levels of community transmission.”

**California:** “Phased reopening plans” should “gradually allow[] for specified grades . . . to resume in-person learning, beginning with the youngest and most disproportionately impacted students.”

### **Community Transmission**

California takes a more cautious approach with regard to first-time school openings when community transmission is relatively high. The following chart summarizes some of the key comparisons:

Community Transmission	CDC	California
All	“[S]chools that are already open . . . can remain open”	“[S]chools who have already opened . . . may remain open”
0 – 1.3 cases per day	All schools may open	All schools may open
1.4 – 7 cases per day	All schools may open	All schools may open
7.1 – 14.1 cases per day	All schools may open	Only elementary schools may open
Greater than 14.1 cases per day	Only elementary schools may open	Elementary schools may open, unless greater than 25 cases per day

California's community transmission thresholds are based on recent [studies](#) indicating minimal school-related transmission in communities with 15 – 29 cases per day, the [recommendation](#) from the Harvard Global Health Institute, and similar approaches taken by other states (e.g., [Oregon](#), [Colorado](#), [Washington](#)).

### **Reopening Priorities**

**CDC:** “K-12 schools should be the last settings to close after all other mitigation measures in the community have been employed, and the first to reopen when they can do so safely.”



**California:** “As communities emerge out of the COVID-19 surge, getting more students back in the classroom should be at the top of the to-do list.” (Governor Newsom, December 30, 2020).

### **Basic Mitigation Strategies**

**CDC:** “Evidence suggests that many K-12 schools that have strictly implemented mitigation strategies have been able to safely open for in-person instruction and remain open.”

**California:** “Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction.”

### **Masks**

**CDC:** “Require consistent and correct use of face masks, by all students, teachers, and staff to prevent SARS-CoV-2 transmission through respiratory droplets.”

**California:** Requirement since July 2020. Expanded to TK-2 students in January 2021.

### **Physical Distancing**

**CDC:** “Physical distancing (at least 6 feet) should be maximized to the greatest extent possible.”

**California:** “Distance teacher and other staff desks at least 6 feet away from student and other staff desks. Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. Upon request by the local health department and/or State Safe Schools Team, the superintendent should be prepared to demonstrate that good faith effort, including an effort to consider all outdoor/indoor space options and hybrid learning models.”

### **Routine COVID-19 Testing**

**CDC:** “Evidence suggests that many K-12 schools that have strictly implemented mitigation strategies have been able to safely open for in-person instruction and remain open.” Additionally, “Some schools may also elect to use screening testing . . . as an additional layer of mitigation to complement mitigation strategies.”

**California:** “Empirically, schools that have successfully implemented the core mitigation strategies . . . are operating safely.” Additionally, “a range of potential testing approaches can be considered for implementation as part of a comprehensive safety strategy.”

### **Vaccines**

**CDC:** “[O]fficials should consider giving high priority to teachers in early phases of vaccine distribution.” “Access to vaccination should not be considered a condition for reopening schools for in-person instruction.”

**California:** State guidelines give high priority to school staff, including teachers, designating them within the second phase. Approximately half of states do not.

# COMPREHENSIVE OVERVIEW OF GUIDANCE UPDATES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)

NEW GUIDANCE (January 2021)	PREVIOUS GUIDANCE
<b><u>SCHOOL REOPENING PROCESS:</u></b>	
<ul style="list-style-type: none"> <li>Schools in a local health jurisdiction in a tier other than Purple under the Blueprint for a Safer Economy Framework can reopen 5 days after the LEA completes and posts the CSP publicly on its website homepage.</li> <li>Elementary Schools: Grades K-6 may reopen when their local health jurisdiction is in the Purple Tier only if:               <ul style="list-style-type: none"> <li>the case rate is below 25/100,000 (CR&lt;25); and</li> <li>CSP is posted publicly and submitted concurrently to LHD and State Safe Schools for All Team and a 7 day review period has passed without any feedback from reviewers. <i>(for more details: <a href="#">pg 9-12</a>)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Schools can reopen when their local health jurisdiction has been in the Red Tier (or below) under the Blueprint for a Safer Economy for at least two weeks.</li> <li>Elementary Schools located within local health jurisdiction that were in the Purple Tier could apply for a waiver from the local health officer (LHO) to open grades K-6 for in-person learning. (<i>CDPH 7/17/20, pg 1</i>)</li> </ul>
<b><u>COVID-19 SAFETY PLAN (CSP):</u></b>	
<p>All schools must complete and post to their website homepages a COVID-19 Safety Plan prior to reopening for in-person instruction. The CSP consists of two parts: 1) the Cal/OSHA COVID-19 Prevention Program (CPP) and 2) the COVID-19 School Guidance Checklist. (<i>pg 10</i>)</p>	<p>COVID-19 School Site-Specific Protection Plan (SSPP)</p>
<b><u>SYMPTOM AND EXPOSURE SCREENING:</u></b>	
<ul style="list-style-type: none"> <li>Implement symptom and exposure screening for all staff and students at home each day before leaving for school. (<i>pg 27</i>)</li> <li>Schools do not need to monitor compliance with home screening. (<i>pg 28</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Implement health screenings of students and staff upon arrival at school (<i>CA For All 8/3/2020, pg 12</i>)</li> </ul>

## COMPREHENSIVE OVERVIEW OF GUIDANCE UPDATES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)

NEW GUIDANCE (January 2021)	PREVIOUS GUIDANCE
<b>FACE COVERINGS:</b>	
Teach and reinforce the use of face coverings, or in limited instances, <a href="#">face shields with drapes</a> . (pg 16)	Teach and reinforce the use of face coverings, or in limited instances, face shields. (CA For All 8/3/2020, pg 7)
<b>CLASSROOM SPACE:</b>	
Distance student chairs at least 6 feet from one another, except where not possible after good-faith effort. <i>Under no circumstance should distance between student chairs be less than 4 feet</i> (pg 21)	Consider ways to establish separation of students through other means if practicable, such as six feet between desks, where practicable... (CA For All 8/3/2020, pg 12)
<b>WHAT TO DO IF THERE IS A CONFIRMED OR SUSPECTED CASE IN A SCHOOL:</b>	
<ul style="list-style-type: none"> <li>● <i>Close contact with a confirmed case:</i> <ul style="list-style-type: none"> <li>○ Exclude from school for 10 days from last exposure</li> <li>○ School community notification of a known case. No communication needed if exposure did not happen in school setting</li> </ul> </li> <li>● <i>Confirmed case:</i> <ul style="list-style-type: none"> <li>○ Identify school contacts, inform the LHD of identified contacts, and exclude contacts (possibly the entire stable group) from school for 10 days after the last date the case was present at school while infectious.</li> <li>○ New: Notification of persons with potential exposure if case was present in school while infectious</li> </ul> </li> <li>● <i>Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition:</i> <ul style="list-style-type: none"> <li>○ May return to school after 24 hours have passed without fever and symptoms have started improving. (pg 31-32)</li> </ul> </li> <li>● New guidance outlines the collaboration between Local Health Departments and Schools in more detail (pg 33-37)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Close contact with a confirmed case:</i> <ul style="list-style-type: none"> <li>○ Quarantine for 14 days from last exposure</li> <li>○ School community notification of a known case</li> </ul> </li> <li>● <i>Confirmed case:</i> <ul style="list-style-type: none"> <li>○ Identify contacts, quarantine &amp; exclude exposed contacts (likely entire cohort) for 14 days after the last date the case was present at school while infectious.</li> </ul> </li> <li>● <i>Tests negative after symptoms:</i> <ul style="list-style-type: none"> <li>○ May return to school 3 days after symptoms resolve.</li> </ul> </li> </ul> <p>(CDPH 7/17/20, pg 3)</p>

# COMPREHENSIVE OVERVIEW OF GUIDANCE UPDATES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)

NEW GUIDANCE (January 2021)	PREVIOUS GUIDANCE
<b>REPORTING POSITIVE CASES:</b>	
<ul style="list-style-type: none"> <li>Effective immediately, every local educational agency and private school in California shall notify its local health officer of any known case of COVID19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19. (<a href="#">pg 47</a>)</li> <li>This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case. (<a href="#">pg 47</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Employers must notify the LHD in the jurisdiction where the workplace is located if there is a known or suspected outbreak in the workplace. (<a href="#">CDPH 9/18/2020</a>)</li> </ul>
<b>TESTING:</b>	
<ul style="list-style-type: none"> <li>Any school currently open is subject to the minimum testing requirement standards established by Cal/OSHA. These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to <a href="#">Cal/OSHA guidance</a> for complete details. (<a href="#">pg 40</a>)</li> <li>The state of California has put into place support for a testing cadence through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement. (<a href="#">pg 39</a>)</li> </ul>	<ul style="list-style-type: none"> <li>School districts and schools shall test staff periodically, as testing capacity permits and as practicable. (<a href="#">CDPH 7/17/20, pg 2</a>)</li> </ul>
<b>OUTBREAKS:</b>	
<ul style="list-style-type: none"> <li><i>Definition:</i> 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting) (<a href="#">pg 35</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Outbreak definition present at a CDPH web document did not explicitly name students. (<a href="#">CDPH 9/18/2020</a>)</li> </ul>

## COMPREHENSIVE OVERVIEW OF GUIDANCE UPDATES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)

NEW GUIDANCE (January 2021)	PREVIOUS GUIDANCE
<b>SCHOOL CLOSURE DETERMINATIONS:</b>	
<ul style="list-style-type: none"> <li>• Within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school.</li> <li>• Within a 14-day period, at least three outbreaks have occurred in the school AND more than 5% of the school population is infected.</li> <li>• The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. (<a href="#">pg 37</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school.</li> <li>• At least 5 percent of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of the school.</li> <li>• The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. (<a href="#">CDPH 7/17/20, pg 4</a>)</li> </ul>
<b>CLEANING AND DISINFECTION:</b>	
<ul style="list-style-type: none"> <li>• Frequent disinfection, which was thought at the beginning of the pandemic to be a key safety component, can pose a health risk to children and students due to the chemicals used and has proven to have limited to no impact on COVID19 transmission. Disinfection with specified products (...) is recommended for schools after a case has been identified in the school, in the spaces where the case spent a large proportion of their time. (<a href="#">pg 15</a>)</li> <li>• Desks or chairs do not need daily cleaning if only used by one individual during the day (<a href="#">pg 26</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff should clean and disinfect frequently-touched surfaces at school and on school buses at least daily and, as practicable, these surfaces should be cleaned and disinfected frequently throughout the day by trained custodial staff. (<a href="#">CA For All 8/3/2020, pg 9</a>)</li> <li>• N/A</li> </ul>
<b>TRANSPORTATION:</b>	
<p>Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. Two windows on a bus should be opened fully at a minimum. (<a href="#">pg 21</a>)</p>	<p>Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. (<a href="#">CA For All 8/3/2020, pg 11</a>)</p>

## COMPREHENSIVE OVERVIEW OF GUIDANCE UPDATES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)

NEW GUIDANCE (January 2021)	PREVIOUS GUIDANCE
<b><u>BAND AND CHOIR PRACTICE:</u></b>	
<p>Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask-wearing are implemented to the maximum extent possible. (<a href="#">pg 23</a>)</p>	<p>Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted. (<a href="#">CA For All 8/3/2020, pg 14</a>)</p>
<b><u>SCHOOL ATHLETIC ACTIVITIES:</u></b>	
<p>School athletic activities and sports should follow the <a href="#">CDPH Outdoor and Indoor Youth and Adult Recreational Guidance</a>. (<a href="#">pg 23</a>)</p>	<ul style="list-style-type: none"> <li>• Outdoor and indoor sporting events (...) and other activities that require close contact or that would promote congregating are not permitted at this time.</li> <li>• Youth sports and physical education are permitted only when the following can be maintained: (1) physical distancing of at least six feet; and (2) a stable cohort, such as a class, that limits the risks of transmission (...) (<a href="#">CA For All 8/3/2020, pg 13-14</a>)</li> </ul>
<b><u>PLAYGROUND EQUIPMENT:</u></b>	
<p>If used, outdoor playgrounds/natural play areas only need routine maintenance. (...) When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts. (<a href="#">pg 26</a>)</p>	<p>Limit use and sharing of (...) <i>playground equipment</i> to the extent practicable. When shared use is allowed, clean and disinfect between uses. (<a href="#">CA For All 8/3/2020, pg 10</a>)</p>



## COMPREHENSIVE OVERVIEW OF GUIDANCE UPDATES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)

NEW GUIDANCE (January 2021)	PREVIOUS GUIDANCE
<b><u>REPORTING IN-PERSON INSTRUCTION:</u></b>	
<ul style="list-style-type: none"> <li>Beginning January 25, 2021, every local educational agency and private school in California shall notify the California Department of Public Health whether it is serving students in-person.</li> <li>This reporting shall continue every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) until this directive is modified or rescinded. (<a href="#">pg 50</a>)</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b><u>VACCINATION:</u></b>	
<ul style="list-style-type: none"> <li>CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people under 16 are not eligible for the vaccine since trials for that group are still underway.</li> <li>Upcoming vaccine guidance document that will be available on the <a href="#">Safe Schools for All Hub</a>. (<a href="#">pg 40</a>)</li> </ul>	<ul style="list-style-type: none"> <li>No mention of COVID-19 vaccination guidance.</li> </ul>



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.164</b> Board Consideration of Approval of Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<ul style="list-style-type: none"> <li>a. Approval of the Agenda</li> <li>b. Minutes: January 27, 2021 Regular Board Meeting</li> <li>c. Payment of Warrants:  <u>Vendor Warrant Numbers:</u> 21386745-21386780, 21387263-21387286, 21388823-21388890, 21389843-21389898  <u>Certificated/Classified Payrolls Dated:</u> 1/29/21, 2/10/21</li> <li>d. Personnel           <ul style="list-style-type: none"> <li>1. Resignations/Retirement</li> <li>2. Leave of Absence Request</li> <li>3. New Hires</li> </ul> </li> </ul>	

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

<p><b>Regular Board Meeting</b> Zoom Teleconference</p> <p><b>Board Members Present</b> Thomas Silva Wesley Cagle Traci Skinner Grace Malson Casey Raboy</p>	<p><b>January 27, 2021</b> Webinar Meeting ID: 868 6600 0077</p> <p><b>Administrators Present</b> Jennifer Porter                      Judith Hayes Kuljeet Nijjar                        Laura Marquez Donna Gill                              Laura Papineau Ron Rammer                            Stephanie Simonich David Nelson</p>
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# MINUTES

**This meeting is being held pursuant to Executive Order N-26-20 issued by California Governor Gavin Newsom on March 12, 2020**

- A. Thomas Silva announced items to be discussed in Closed Session**
- B. Closed Session was called to order at 6:06 p.m. to discuss the following items:**
  - 1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
    - Superintendent
  - 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 7:12 p.m.** The open meeting was called to order at 7:15 p.m. by Thomas Silva. He announced no action taken in closed session followed by the flag salute.
- D. Karen Schauer shared the Teleconference Board Meeting Protocol**
- E. Communication**
  - 1. Karen Schauer shared communication from David W. Gordon, Sacramento County Superintendent of Schools, regarding the GJUESD 2020-2021 First Period Interim Report. She noted the District's positive certification.

**F. Reports**

**LCAP GOAL 1**

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

## 1. Reach for the Upside Initiative Finalist

Karen Schauer, Superintendent, reported the District is selected as one of thirty Northern California public school districts as a finalist in a new initiative called Reach for the Upside, funded by Genentech, in collaboration with Stanford's Hasso Plattner Institute of Design (the d.school). She indicated the rigorous selection process acknowledges the efforts of GJUESD over time for learners in this District.

Claudia Del Toro-Anguiano, Curriculum Director, completed the application process. She acknowledged Jennifer Collier, extended learning supervisor, as a contributor to the application. Ms. Del Toro Anguiano stated the District would be notified next week if selected. She indicated the initiative involves coaching and training with staff from Stanford. The work's focus is to advance student-centered learning, equity, and students, teachers, and families' well-being.

Karen Schauer added that the initiative process might help focus the District Local Control Accountability Plan (LCAP) process with district committees.

## 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. Reopening Schools and Governor's Budget: Updates and Discussion

Karen Schauer reported the District developed a transitional reopening schools model that demonstrates how the District will transition from distance learning to on-campus learning over time with direction from the Board and in collaboration with district labor unions. She indicated the District might be ready to open in February or March. Additionally, the Governor's January 2021 budget proposal includes incentives related to reopening timelines, and the California Department of Public Health released revised guidance for reopening schools.

Dr. Schauer stated the District is working to do everything possible to reopen schools and maximize resources.

Lois Yount, Business Services Director, reported the Governor's January budget proposal is large for education. She indicated the Governor targets state resources to help the state and its residents recover from the health and economic crisis of COVID-19. Ms. Yount highlighted budget impacts and provided an overview of the state budget and the state economy.

Ms. Yount reported GJUESD is estimated to receive 2.5 million in emergency funds and is hoping to start receiving those funds in March. The Governor is also calling for emergency funding for reopening schools and proposed state expanded learning time and academic intervention grants to address learning loss.

Ms. Yount added that many school districts would experience a funding cliff in the future if they are experiencing natural attendance declines exacerbated by COVID-19. Currently, GJUESD is down 200 students and could see decreased funding beginning the 2022-23 school year.

Donna Whitlock, Educational Services Director, provided a California Department of Public Health (CDPH) Guidance update. Ms. Whitlock highlighted new reopening schools guidance. She indicated districts need to be in the Red Tier for five consecutive days to reopen and have two plans in place: 1) COVID-19 Safety Plan and 2) COVID-19 School Guidance Checklist. Additionally, the District needs to provide testing for all students and staff every two weeks. GJUESD is working closely with the City of Galt to expand testing and the school district nurse to support contact tracing.

Ms. Whitlock reported the District is consulting with union bargaining team members, parents, and the community. The District meets with the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (PAC), and City of Galt leadership.

Ms. Whitlock reported on a new state report requirement for school districts. The report includes information related to schools' reopening status and the type of instruction students receive. The report is due every two weeks so the state can determine progress towards reopening.

Karen Schauer stated the goal is to reopen schools in the Red Tier.

Claudia Del Toro-Anguiano stated all staff is doing a phenomenal job. Teachers still have celebrations, classroom competitions, academic conferences, and Wednesday collaboration. She indicated that academic growth appears to be slow and acknowledged that SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is challenging to teach remotely. She said the District is showing small gains. Children that were doing fine before distance learning are still doing fine. Children struggling before distance learning are still struggling and have a more significant achievement gap.

Ms. Del Toro-Anguiano shared observations from school administrators. They indicated that English Language Development (ELD) support is on track and special education students meet Individual Education Plan (IEP) goals. Administrators added that a lack of engagement and regular student attendance is a concern at all schools. Administrators are also supporting a significant number of staff members that have social-emotional needs and ask for support.

Ms. Del Toro-Anguiano reported on state assessment requirements. She indicated results are summative in nature. She also spoke to district assessments and a plan to administer winter MAP when students return to in-person instruction. Three areas of focus include 1) monitoring local assessment data because it informs instruction, 2) identifying staff support, and creating a district-wide collaboration platform and 3) setting social-emotional learning as the foundation to building an academic growth pathway.

Karen Schauer stated the District is working to implement safety precautions and maximize the budget while never losing sight of student learning.

Grace Malson reflected on social-emotional learning as the foundation of learning. She indicated she is aware of opportunities at the middle school for students to participate in small cohorts and asked if this opportunity is available to elementary school students.

Karen Schauer stated that the District is offering small cohorts at every school for a total of 41 cohorts at this time.

Donna Whitlock reported that additional cohorts are being considered and coordinated by Jennifer Collier, Extended Learning Supervisor, to address staff and parent childcare needs. GJUESD and the city of Galt is prepared to support childcare needs through the SOAR program and possibly an expanded ASES program.

Lois Yount reported that the transportation department is prepared to transport all students that have requested transportation.

Karen Schauer reported that the District would launch a safety commitment form for employees and adapted it for families. The District will roll-out the new requirement in early February along with safety plans. Dr. Schauer stated the District is offering free COVID-19 testing for staff and students while addressing new state requirements for more frequent testing. Additionally, the District is preparing for a possible vaccine center in Galt.

Traci Skinner asked, "if COVID-19 testing would be mandatory for students and staff?"

Karen Schauer responded the Governor is proposing testing for students and staff; however, it is not a requirement at this time. The District is providing testing for employees and students and working towards increasing capacity.

Traci Skinner asked (if the COVID-19 vaccine would be mandatory for students and staff?"

Karen Schauer responded the same response as testing.

Traci Skinner asked if the am/pm model does not work for parents, and they choose to continue in distance learning, are they going to be able to switch to in-person learning at any time?" or is there a commitment that parents need to make?

Karen Schauer responded that the District hires staff based on need and space. The District would consider accommodation requests on a case-by-case basis with waiting lists.

Donna Whitlock reported that the District is offering GLEE 2.0 to 208 students. These students will remain on distance learning through the end of the school year per a signed agreement.

**Public Comment:** Annette Kunze, Barbara Woods, Margo Aquirre, Tiffany Lourence, Sara Murray, and Matha Vielma addressed the Board regarding school reopening.

OTHER REPORTS

1. Karen Schauer reported no complaints received for the Williams Uniform Complaint Process Quarter 1 Report

**G. Routine Matters/New Business**

202.153 Grace Malson made a motion to approve the Consent Calendar, seconded by Traci Skinner and unanimously carried.

MOTION

- a. Approval of the Agenda
- b. Minutes: December 14, 2020, Annual Organizational Meeting
- c. Payment of Warrants:  
Vendor Warrant Numbers: 21382087-21382166, 21382894-21382905, 21383346-21383387, 21384877-21384970, 21385940-21385995  
Certificated/Classified Payrolls Dated: 12/11/2020, 1/1/2021, 1/8/2021

d. Personnel

Resignations/Retirements

Name	Position	Effective Date	Site
Gomez, Mariah	Instruction Assistant, Special Education	1/26/2021	River Oaks

Leave of Absence Requests

Name	Position	Effective Date	Site
Garcia, Donna	Instructional Assistant	1/4/21-5/18/21	Greer
Sanchez, Christina	Yard Supervisor	1/31/21-4/11/21	Lake Canyon
Willey, Alyson	Teacher	1/4/21-1/19/21	River Oaks

New Hires/Reassignment

Name	Position	Site
Baptista, Kristine (Reassignment)	Information Systems Technician	District Office
Godina, Albert	Groundskeeper	Maintenance and Operations
Ziegler, Marikin	Instructional Assistant	Valley Oaks

e. Donations

202.154 Consent Calendar (Continued) – Items Removed for Later Consideration. No items were removed.

CC  
Items  
Removed

202.155 Wesley Cagle made a motion to approve the 2019-2020 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, seconded by Traci Skinner and unanimously carried.

MOTION

- |         |   |                            |
|---------|---|----------------------------|
| 202.156 | Traci Skinner made a motion to approve the Memorandum Of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding One-Time Early Retirement Incentive Program for 2020-21, seconded by Grace Malson and unanimously carried.   | MOTION                     |
| 202.157 | Casey Raboy made a motion to approve Resolution #9 Authorizing GJUESD to Enter Into an Agreement with Public Agency Retirement Services to Design and Administer a Supplementary Retirement Plan for Eligible Certificated Non-management Employees, seconded by Traci Skinner and unanimously carried.                                     | MOTION                     |
| 202.158 | Grace Malson made a motion to approve the Memorandum Of Understanding Between the Galt Elementary Faculty Association (GEFA) and GJUESD Regarding Learning Continuity Professional Growth Package, seconded by Wesley Cagle and unanimously carried.  | MOTION                     |
| 202.159 | Wesley Cagle made a motion to approve Addendum COVID-19 Re-opening Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding "Widespread Purple Tier" Telework, Scheduling and Essential Services, seconded by Traci Skinner and unanimously carried. | MOTION                     |
| 202.160 | Grace Malson made a motion to approve Addendum Memorandum Of Understanding (MOU) 2020-2021 COVID Response between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Transportation Procedures, seconded by Casey Raboy and unanimously carried.   | MOTION                     |
| 202.161 | Thomas Silva made a motion to approve the Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding 2021 Minimum Wage Increase, seconded by Casey Raboy and unanimously carried.  | MOTION                     |
| 202.162 | The First Reading of Board Policy/Administrative Regulation 6173: Education For Homeless Children was held.   | 1 <sup>st</sup><br>Reading |
| 202.163 | Casey Raboy made a motion to approve the 2021-2022 School Calendar, seconded by Traci Skinner and unanimously carried.  | MOTION                     |

**H. Pending Agenda Items**

1. School District Properties
2. Low Performing Block Grant: Mathematics

**I. Adjournment 9:24 p.m.**

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*Traci Skinner, Clerk*

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*Date*





# CONSENT CALENDAR

## Human Resources

Recommend approval of the following:

### Resignations/Retirements

Name	Position	Effective Date	Site
Mancebo, Cynthia	Instruction Assistant – Special Education	2/23/21	Fairsite

### Leave of Absence Requests

Name	Position	Effective Date	Site
Brandon-Lopez, April	Teacher	5/20/2021	River Oaks
Escobedo, Alexandra	Bus Driver	2/16/21	Transportation
Hopper, Joyce	Bus Driver	1/26/21	Transportation
LaQuay, Katherine	Teacher	4/5/2021	Greer Elementary
Macias, Beatriz	Instructional Assistant	1/29/21	Greer Elementary
Paige, Alexis	Teacher	2/5/21	River Oaks
Villalpando, Maria	Bilingual Office Assistant	2/1/21	Fairsite

### New Hires/Reassignment

Name	Position	Site
Bachmann, Brenda (Reassignment)	Fiscal Services Supervisor	District Office
Castellanos, Juan	Custodian (PT)	McCaffrey
Chavez-Vasquez, Mariah	Food & Nutrition Clerk	District
Grunsky, Robert	Custodian (PT)	Greer
Kunz, Melissa	Yard Supervisor	Greer
McCullough, Morgan	Custodian (PT)	Lake Canyon
Sandoval, Patricia	Custodian (PT)	River Oaks



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

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item:</b> 202.165 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.166</b> Board Consideration of Approval of 2 <sup>nd</sup> Interim Budget Report For Fiscal Year 2020-21
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

This is the Second Interim Budget Report for the 2020-21 school year. This report includes changes in revenue since the First Interim approved in December 2020 and the Governor's January budget proposals for the 2021-22 school year.

**Revenue Increases:**

- Title II and IV - \$5,416
- Early Childhood Education Math Carryover - \$6,592
- Facility Hardship State Funds - \$2,103,477

**Revenue Decreases:**

- Title I - \$5,799
- Local Control Funding Formula (LCFF) - \$268,637

**Summary of Assumptions:**

- LCFF decrease of approximately \$1.7 million in 2022-23 due to declining enrollment
- Cost Of Living Adjustments (COLA) of 3.84% in 2021-22 and 2.92% in 2022-2023
- Increases to STRS and PERS Employer Rates

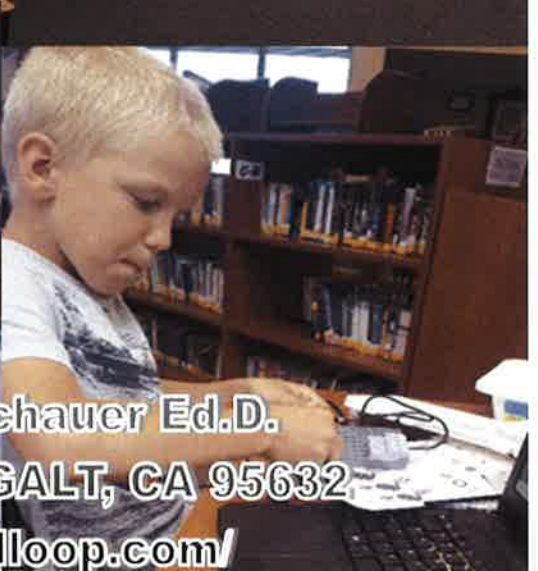
The 2021-22 budget will be presented to the Board in June 2021.

Board approval is recommended.



# GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

## SECOND INTERIM REPORT 2020-2021



Superintendent, Karen Schauer Ed.D.  
1018 C STREET, SUITE 210 GALT, CA 95632  
<https://gjuesd-ca.schoolloop.com/>

## Galt Joint Union Elementary School District 2020-2021 Second Interim

### MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

The Multi-year Projection is based on the following assumptions:

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT based on the Governor's January Budget Proposal.
- Enrollment Projections: Note – the district is funded on the attendance rate of the enrollment or "Average Daily Attendance" (ADA). Typically, we average about a 95% - 96% actual attendance rate on our enrollment. ADA is held harmless at the 2019-20 P-2 apportionment level for 2020-2021.
  - 3546 enrollment for 2020-2021 to 2021-2022
  - 3305 enrollment for 2022-2023
- COLA Projections:
  - 0% projected in 2020-2021
  - 3.84% projected in 2021-2022
  - 2.98% projected in 2022-2023
- LCFF Gap Funding
  - 100% for all years
- STRS Employer Rates
  - 2020-2021: 16.15%
  - 2021-2022: 15.92%
  - 2022-2023: 18.00%
- PERS Employer Rates
  - 2020-2021: 20.70%
  - 2021-2022: 23.00%
  - 2022-2023: 26.30%
- Unduplicated/Free/Reduced/EL percentages:
  - 2020-2021: 61.84%
  - 2021-2022: 61.75%
  - 2022-2023: 61.79%
- The Routine Repair and Maintenance restricted account remains at 3% of the total general fund budget expenditures for 2020-21 and beyond.
- Components of the Ending Balance
  - ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
  - ✓ The calculation for the Supplemental/Concentration funding is \$4,403,115.00 for 2020-21, \$4,554,026.00 in 2021-22, and \$4,377,335.00 in 2022-23.

**Multi Year Financial Analysis**  
**2020-21 Second Interim**

	Account Codes	First Interim 2020-21	Second Interim 2020-21	Projected 2021-22	Projected 2022-23
<b>A. REVENUES</b>					
LCFF Sources	8010-8099	32,830,337	32,561,700	33,784,039	32,434,244
Federal Revenues	8100-8299	6,386,187	6,392,456	2,749,642	2,749,642
Other State Revenues	8300-8599	3,625,081	3,625,081	3,253,296	3,253,296
Other Local Revenues	8600-8799	2,499,776	2,490,519	2,490,519	2,490,519
<b>Total Revenues</b>		<b>45,341,381</b>	<b>45,069,756</b>	<b>42,277,496</b>	<b>40,927,701</b>
<b>B. EXPENDITURES</b>					
Certificated Salaries	1000-1999	19,318,910	18,771,278	18,483,780	18,710,138
Classified Salaries	2000-2999	7,743,719	7,615,325	7,785,288	7,884,593
Employee Benefits	3000-3999	10,086,619	9,891,893	10,013,419	10,597,401
Books and Supplies	4000-4999	3,405,344	3,312,242	2,158,729	2,158,729
Services	5000-5999	4,816,691	4,974,032	4,318,099	4,341,856
Capital Outlay	6000-6999	99,936	277,426	0	0
Other Outgo	7100-7200/7438-7439	48,150	96,618	0	0
Direct/Indirect Costs	7310-7350	(68,813)	(109,690)	(109,690)	(109,690)
<b>Total Expenses</b>		<b>45,450,556</b>	<b>44,829,124</b>	<b>42,649,624</b>	<b>43,583,027</b>
Difference (Revenues-Expenses)		(109,175)	240,632	(372,128)	(2,655,326)
Prior Year Adjustments					
Transfers In		5,000	5,000	5,000	5,000
Other Sources		10,000	10,000	10,000	10,000
Transfers Out		0	87,943	87,943	87,943
Contributions		0	0	0	0
<b>Total Transfers</b>		<b>15,000</b>	<b>(72,943)</b>	<b>(72,943)</b>	<b>(72,943)</b>
Net Increase(Decrease) in Fund Balance		(94,175)	167,689	(445,071)	(2,728,269)
Beginning Balance		4,580,610	4,580,610	4,748,299	4,303,227
Audit Adjustments					
<b>Ending Reserve Balance</b>		<b>4,486,435</b>	<b>4,748,299</b>	<b>4,303,227</b>	<b>1,574,959</b>
3% Econ. Uncertainties		1,363,517	1,347,512	1,282,127	1,310,129
<b>Components of Reserve</b>					
		Projected 2020-21	Projected 2020-21	Projected 2021-22	Projected 2022-23
Revolving Fund		20,000	20,000	20,000	20,000
Prepaid		0	0	0	0
		0	0	0	0
<b>Restricted Beg. Balance:</b>		0	0	0	0
Restricted Carryover		68,169	11,572	(0)	(0)
Routine Maintenance Carryover		0	0	0	0
Lottery Current to spend next year		76,280	76,280	76,280	76,280
Reserve for Supplemental/Conc.		193,348	0	0	0
School Site Carryovers		0	0	0	0
3% Economic Uncertainties		1,363,517	1,347,512	1,282,127	1,310,129
Remaining Reserve		2,765,121	3,292,935	2,924,821	168,550
<b>Ending Balances</b>		<b>4,486,435</b>	<b>4,748,299</b>	<b>4,303,227</b>	<b>1,574,959</b>
<i>Total Reserve Percentage</i>		9.9%	10.6%	10.1%	3.6%
<b>Total Unrestricted Reserve</b>		<b>9.08%</b>	<b>10.33%</b>	<b>9.84%</b>	<b>3.39%</b>

## Galt Joint Union Elementary School District 2020-21 Second Interim Budget Assumptions

### INCOME

### ASSUMPTION

#### **Student ADA**

-Revenue is based on the 2019-20 P2 ADA of 3,411  
  
-The statutory COLA remains at 0% for 2020-21 and 3.84% for 2021-22 and 2.98% for 2022-23

#### **Federal Income**

-The following changes have been made:  
  
Decrease in Title I allocation of \$5,799  
Increase in Title II allocation of \$3,894  
Increase in Title IV allocation of \$1,522  
Added ECE Math carryover of \$6,592  
Adjustment to the Special Education grant of \$60

#### **State Income**

-The following changes have been made:  
  
Decrease to LCFF allocation of \$268,637 due to decrease in unduplicated pupil count

#### **Local Income**

-The following changes have been made:  
  
Current year donations have been updated  
Decreased NGSS allocation by \$2,727  
Minimal decreases were made to in multiple programs

#### **Transfers In**

-Transfers in remain the same

### EXPENSES

#### **Cert. Salaries**

-No significant changes

#### **Class. Salaries**

-No significant changes

#### **Benefits**

-Increase in SDI from 1% to 1.2% beginning January 1

#### **Supplies**

- No significant changes

#### **Operating Expenses**

- No significant changes

#### **Capital Outlay**

-No significant changes

#### **Transfers Out**

-Added \$87,943 transfer to cafeteria fund

**OTHER FUNDS:**

<b>CHILD DEVELOPMENT</b>	-No significant changes
<b>CAFETERIA FUND</b>	-Income and expenditure projections have been updated
<b>POST RETIREMENT</b>	-No significant changes
<b>BUILDING FUND BOND PROCEEDS</b>	-No significant changes
<b>CAPITAL FACILITIES</b>	-No significant changes
<b>SCHOOL FACILITIES</b>	-Added \$2,103,477
<b>MELLO ROOS</b>	-No significant changes



G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:			
		2020-21 Original Budget	2020-21 Board Approved Operating Budget	2020-21 Actuals to Date	2020-21 Projected Totals
01I	General Fund/County School Service Fund	GS	GS	GS	GS
08I	Student Activity Special Revenue Fund				
09I	Charter Schools Special Revenue Fund				
10I	Special Education Pass-Through Fund				
11I	Adult Education Fund				
12I	Child Development Fund	G	G	G	G
13I	Cafeteria Special Revenue Fund	G	G	G	G
14I	Deferred Maintenance Fund				
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects				
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits	G	G	G	G
21I	Building Fund	G	G	G	G
25I	Capital Facilities Fund	G	G	G	G
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund			G	G
40I	Special Reserve Fund for Capital Outlay Projects				
49I	Capital Project Fund for Blended Component Units	G	G	G	G
51I	Bond Interest and Redemption Fund				
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund				
63I	Other Enterprise Fund				
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund				
71I	Retiree Benefit Fund				
73I	Foundation Private-Purpose Trust Fund				
76I	Warrant/Pass-Through Fund				
95I	Student Body Fund				
AI	Average Daily Attendance	S	S		S
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ESMOE	Every Student Succeeds Act Maintenance of Effort				G
ICR	Indirect Cost Rate Worksheet				
MYPI	Multiyear Projections - General Fund				GS
SIAI	Summary of Interfund Activities - Projected Year Totals				G
01CSI	Criteria and Standards Review				S

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	30,228,366.00	32,830,337.00	18,142,674.55	32,561,700.00	(268,637.00)	-0.8%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	630,716.00	620,510.00	365,317.13	620,510.00	0.00	0.0%
4) Other Local Revenue		8600-8799	366,879.00	373,373.00	147,039.45	366,843.00	(6,530.00)	-1.7%
5) TOTAL, REVENUES			31,225,961.00	33,824,220.00	18,655,031.13	33,549,053.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	14,490,720.00	14,771,387.00	7,576,843.22	14,207,737.00	563,650.00	3.8%
2) Classified Salaries		2000-2999	5,182,400.00	4,824,107.00	2,364,970.92	4,827,681.00	(3,574.00)	-0.1%
3) Employee Benefits		3000-3999	6,075,005.00	6,079,180.00	3,266,995.37	5,946,324.00	132,856.00	2.2%
4) Books and Supplies		4000-4999	530,753.00	1,021,933.00	274,001.74	1,020,599.00	1,334.00	0.1%
5) Services and Other Operating Expenditures		5000-5999	2,194,583.00	2,381,306.00	1,293,719.20	2,385,913.98	(4,607.98)	-0.2%
6) Capital Outlay		6000-6999	0.00	0.00	47,468.92	111,969.00	(111,969.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	48,150.00	48,150.00	49,366.00	96,618.00	(48,468.00)	-100.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(334,551.00)	(392,239.00)	0.00	(441,627.00)	49,388.00	-12.6%
9) TOTAL, EXPENDITURES			28,187,060.00	28,733,824.00	14,873,365.37	28,155,214.98		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			3,038,901.00	5,090,396.00	3,781,665.76	5,393,838.02		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
b) Transfers Out		7600-7629	182,232.00	0.00	0.00	87,943.00	(87,943.00)	New
2) Other Sources/Uses								
a) Sources		8930-8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,502,014.00)	(4,559,590.00)	0.00	(4,456,628.00)	102,962.00	-2.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,669,246.00)	(4,544,590.00)	0.00	(4,529,571.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,630,345.00)	545,806.00	3,781,665.76	864,267.02		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,872,458.67	3,872,458.67		3,872,458.67	0.00	0.0%
b) Audit Adjustments		9793	(2,529.00)	(2,529.00)		(2,529.00)	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,869,929.67	3,869,929.67		3,869,929.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,869,929.67	3,869,929.67		3,869,929.67		
2) Ending Balance, June 30 (E + F1e)			2,239,584.67	4,415,735.67		4,734,196.69		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		20,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	76,280.00	76,280.00		76,280.00		
Site Lottery	1100	9780	76,280.00					
	1100	9780						
Site Lottery	1100	9780		76,280.00				
	1100	9780						
Site Lottery	1100	9780				76,280.00		
	1100	9780						
	1100	9780						
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,143,304.67	4,319,455.67		4,637,916.69		
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment State Aid - Current Year		8011	19,758,986.00	19,914,991.00	15,561,721.00	19,552,982.00	(362,009.00)	-1.8%
Education Protection Account State Aid - Current Year		8012	4,140,442.00	6,323,187.00	3,190,927.00	6,323,081.00	(106.00)	0.0%
State Aid - Prior Years		8019	0.00	0.00	(4,181,772.00)	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	32,229.00	32,952.00	9,027.14	31,702.00	(1,250.00)	-3.8%
Timber Yield Tax		8022	0.00	1.00	0.00	0.00	(1.00)	-100.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	3,497,014.00	3,488,769.00	1,830,773.15	3,670,805.00	182,036.00	5.2%
Unsecured Roll Taxes		8042	110,399.00	132,997.00	64,469.47	120,060.00	(12,937.00)	-9.7%
Prior Years' Taxes		8043	22,427.00	75,178.00	84,162.54	27,567.00	(47,611.00)	-63.3%
Supplemental Taxes		8044	335,691.00	190,719.00	48,746.29	336,303.00	145,584.00	76.3%
Education Revenue Augmentation Fund (ERAF)		8045	2,103,692.00	2,394,432.00	1,534,444.79	2,222,089.00	(172,343.00)	-7.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	227,486.00	274,751.00	0.00	274,751.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	2,360.00	175.17	2,360.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>30,228,366.00</b>	<b>32,830,337.00</b>	<b>18,142,674.55</b>	<b>32,561,700.00</b>	<b>(268,637.00)</b>	<b>-0.8%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>30,228,366.00</b>	<b>32,830,337.00</b>	<b>18,142,674.55</b>	<b>32,561,700.00</b>	<b>(268,637.00)</b>	<b>-0.8%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	109,474.00	109,474.00	109,474.00	109,474.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	520,497.00	510,291.00	255,843.13	510,291.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	745.00	745.00	0.00	745.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>630,716.00</b>	<b>620,510.00</b>	<b>365,317.13</b>	<b>620,510.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	25,960.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	10,402.76	80,060.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	120,772.00	112,772.00	43,015.11	112,772.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	90,063.00	104,557.00	66,864.58	98,027.00	(6,530.00)	-6.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	797.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>366,879.00</b>	<b>373,373.00</b>	<b>147,039.45</b>	<b>366,843.00</b>	<b>(6,530.00)</b>	<b>-1.7%</b>
<b>TOTAL, REVENUES</b>			<b>31,225,961.00</b>	<b>33,824,220.00</b>	<b>18,655,031.13</b>	<b>33,549,053.00</b>	<b>(275,167.00)</b>	<b>-0.8%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	12,502,999.00	12,850,316.00	6,527,736.25	12,286,666.00	563,650.00	4.4%
Certificated Pupil Support Salaries		1200	307,715.00	306,019.00	154,393.65	306,019.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,580,280.00	1,585,680.00	880,006.41	1,585,680.00	0.00	0.0%
Other Certificated Salaries		1900	99,726.00	29,372.00	14,706.91	29,372.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>14,490,720.00</b>	<b>14,771,387.00</b>	<b>7,576,843.22</b>	<b>14,207,737.00</b>	<b>563,650.00</b>	<b>3.8%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	473,766.00	490,012.00	250,783.35	483,709.00	6,303.00	1.3%
Classified Support Salaries		2200	1,804,918.00	1,629,869.00	747,330.44	1,624,999.00	4,870.00	0.3%
Classified Supervisors' and Administrators' Salaries		2300	475,664.00	469,754.00	271,999.83	501,359.00	(31,605.00)	-6.7%
Clerical, Technical and Office Salaries		2400	1,952,202.00	1,911,112.00	1,041,367.33	1,887,016.00	24,096.00	1.3%
Other Classified Salaries		2900	475,850.00	323,360.00	53,489.97	330,598.00	(7,238.00)	-2.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>5,182,400.00</b>	<b>4,824,107.00</b>	<b>2,364,970.92</b>	<b>4,827,681.00</b>	<b>(3,574.00)</b>	<b>-0.1%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,320,226.00	2,348,333.00	1,214,297.37	2,268,658.00	79,675.00	3.4%
PERS		3201-3202	828,943.00	809,764.00	452,369.63	835,682.00	(25,918.00)	-3.2%
OASDI/Medicare/Alternative		3301-3302	624,356.00	596,656.00	277,941.97	589,815.00	6,841.00	1.1%
Health and Welfare Benefits		3401-3402	1,388,331.00	1,392,820.00	689,833.50	1,327,497.00	65,323.00	4.7%
Unemployment Insurance		3501-3502	10,061.00	9,992.00	4,998.50	9,749.00	243.00	2.4%
Workers' Compensation		3601-3602	318,127.00	314,431.00	158,771.23	306,597.00	7,834.00	2.5%
OPEB, Allocated		3701-3702	150,205.00	169,382.00	107,495.34	174,555.00	(5,173.00)	-3.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	434,756.00	437,802.00	361,287.83	433,771.00	4,031.00	0.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>6,075,005.00</b>	<b>6,079,180.00</b>	<b>3,266,995.37</b>	<b>5,946,324.00</b>	<b>132,856.00</b>	<b>2.2%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	466,830.00	977,456.00	205,336.95	931,299.00	46,157.00	4.7%
Noncapitalized Equipment		4400	63,923.00	44,477.00	68,664.79	89,300.00	(44,823.00)	-100.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>530,753.00</b>	<b>1,021,933.00</b>	<b>274,001.74</b>	<b>1,020,599.00</b>	<b>1,334.00</b>	<b>0.1%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	63,275.00	81,042.00	44,810.46	81,042.00	0.00	0.0%
Travel and Conferences		5200	37,765.00	39,499.00	4,160.03	39,499.00	0.00	0.0%
Dues and Memberships		5300	20,190.00	24,999.00	24,179.54	25,070.00	(71.00)	-0.3%
Insurance		5400-5450	214,206.00	232,084.00	103,105.54	199,911.98	32,172.02	13.9%
Operations and Housekeeping Services		5500	745,181.00	751,431.00	397,696.43	752,801.00	(1,370.00)	-0.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	170,589.00	181,502.00	97,615.99	181,636.00	(134.00)	-0.1%
Transfers of Direct Costs		5710	(11,179.00)	(800.00)	0.00	(800.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	862,796.00	967,779.00	569,446.63	1,002,984.00	(35,205.00)	-3.6%
Communications		5900	91,760.00	103,770.00	52,704.58	103,770.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,194,583.00</b>	<b>2,381,306.00</b>	<b>1,293,719.20</b>	<b>2,385,913.98</b>	<b>(4,607.98)</b>	<b>-0.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	47,468.92	111,969.00	(111,969.00)	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>47,468.92</b>	<b>111,969.00</b>	<b>(111,969.00)</b>	<b>New</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	48,150.00	48,150.00	49,366.00	96,618.00	(48,468.00)	-100.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>48,150.00</b>	<b>48,150.00</b>	<b>49,366.00</b>	<b>96,618.00</b>	<b>(48,468.00)</b>	<b>-100.7%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(208,252.00)	(323,426.00)	0.00	(331,937.00)	8,511.00	-2.6%
Transfers of Indirect Costs - Interfund		7350	(126,299.00)	(68,813.00)	0.00	(109,690.00)	40,877.00	-59.4%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(334,551.00)</b>	<b>(392,239.00)</b>	<b>0.00</b>	<b>(441,627.00)</b>	<b>49,388.00</b>	<b>-12.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>28,187,060.00</b>	<b>28,733,824.00</b>	<b>14,873,365.37</b>	<b>28,155,214.98</b>	<b>578,609.02</b>	<b>2.0%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>5,000.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	182,232.00	0.00	0.00	87,943.00	(87,943.00)	New
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>182,232.00</b>	<b>0.00</b>	<b>0.00</b>	<b>87,943.00</b>	<b>(87,943.00)</b>	<b>New</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>10,000.00</b>	<b>10,000.00</b>	<b>0.00</b>	<b>10,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(4,502,014.00)	(4,559,590.00)	0.00	(4,456,628.00)	102,962.00	-2.3%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>(4,502,014.00)</b>	<b>(4,559,590.00)</b>	<b>0.00</b>	<b>(4,456,628.00)</b>	<b>102,962.00</b>	<b>-2.3%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> <b>(a - b + c - d + e)</b>			<b>(4,669,246.00)</b>	<b>(4,544,590.00)</b>	<b>0.00</b>	<b>(4,529,571.00)</b>	<b>15,019.00</b>	<b>-0.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,522,870.00	6,386,187.00	3,644,938.53	6,392,456.00	6,269.00	0.1%
3) Other State Revenue		8300-8599	2,552,170.00	3,004,571.00	725,163.66	3,004,571.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,970,637.00	2,126,403.00	989,352.24	2,123,676.00	(2,727.00)	-0.1%
5) TOTAL, REVENUES			8,045,677.00	11,517,161.00	5,359,454.43	11,520,703.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	4,155,274.00	4,547,523.00	2,590,544.47	4,563,541.00	(16,018.00)	-0.4%
2) Classified Salaries		2000-2999	2,626,535.00	2,919,612.00	1,520,543.69	2,787,644.00	131,968.00	4.5%
3) Employee Benefits		3000-3999	3,771,823.00	4,007,439.00	1,198,348.08	3,945,569.00	61,870.00	1.5%
4) Books and Supplies		4000-4999	628,525.00	2,383,411.00	1,297,211.32	2,291,643.00	91,768.00	3.9%
5) Services and Other Operating Expenditures		5000-5999	1,282,327.00	2,435,385.00	1,372,523.97	2,588,118.00	(152,733.00)	-6.3%
6) Capital Outlay		6000-6999	0.00	99,936.00	165,456.16	165,457.00	(65,521.00)	-65.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	208,252.00	323,426.00	0.00	331,937.00	(8,511.00)	-2.6%
9) TOTAL, EXPENDITURES			12,672,736.00	16,716,732.00	8,144,627.69	16,673,909.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(4,627,059.00)	(5,199,571.00)	(2,785,173.26)	(5,153,206.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	4,502,014.00	4,559,590.00	0.00	4,456,628.00	(102,962.00)	-2.3%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,502,014.00	4,559,590.00	0.00	4,456,628.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(125,045.00)	(639,981.00)	(2,785,173.26)	(696,578.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	708,151.40	708,151.40		708,151.40	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			708,151.40	708,151.40		708,151.40		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			708,151.40	708,151.40		708,151.40		
2) Ending Balance, June 30 (E + F1e)			583,106.40	68,170.40		11,573.40		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	(44,122.41)	0.00		0.00		
All Others		9719	0.00	(0.41)		(0.41)		
b) Restricted			627,228.81	68,170.81		11,573.92		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		(0.11)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
<b>Subtotal, LCFF Sources</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	788,711.00	788,711.00	(0.17)	788,771.00	60.00	0.0%
Special Education Discretionary Grants		8182	80,708.00	80,708.00	(1.00)	80,708.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,218,022.00	1,304,584.00	546,793.61	1,298,785.00	(5,799.00)	-0.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	141,410.00	189,425.00	51,599.70	193,319.00	3,894.00	2.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	80,516.00	119,158.00	46,756.19	119,158.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	90,427.00	160,787.00	45,992.81	162,309.00	1,522.00	0.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,123,076.00	3,742,814.00	2,953,797.39	3,749,406.00	6,592.00	0.2%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,522,870.00</b>	<b>6,386,187.00</b>	<b>3,644,938.53</b>	<b>6,392,456.00</b>	<b>6,269.00</b>	<b>0.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	183,705.00	183,705.00	81,185.71	183,705.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	356,249.00	464,888.00	286,762.91	464,888.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	6,000.00	3,000.00	6,000.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,012,216.00	2,349,978.00	354,215.04	2,349,978.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>2,552,170.00</b>	<b>3,004,571.00</b>	<b>725,163.66</b>	<b>3,004,571.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	53,055.00	53,055.00	9,506.74	53,055.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	214,963.00	195,857.00	63,567.05	195,857.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustm		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	881,158.00	967,365.00	483,290.45	964,638.00	(2,727.00)	-0.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	821,461.00	910,126.00	432,988.00	910,126.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>1,970,637.00</b>	<b>2,126,403.00</b>	<b>989,352.24</b>	<b>2,123,676.00</b>	<b>(2,727.00)</b>	<b>-0.1%</b>
<b>TOTAL, REVENUES</b>			<b>8,045,677.00</b>	<b>11,517,161.00</b>	<b>5,359,454.43</b>	<b>11,520,703.00</b>	<b>3,542.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,110,831.00	3,848,028.00	2,188,487.24	3,859,427.00	(11,399.00)	-0.3%
Certificated Pupil Support Salaries		1200	209,462.00	212,929.00	117,497.72	214,310.00	(1,381.00)	-0.6%
Certificated Supervisors' and Administrators' Salaries		1300	197,422.00	225,657.00	134,114.83	225,657.00	0.00	0.0%
Other Certificated Salaries		1900	637,559.00	260,909.00	150,444.68	264,147.00	(3,238.00)	-1.2%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>4,155,274.00</b>	<b>4,547,523.00</b>	<b>2,590,544.47</b>	<b>4,563,541.00</b>	<b>(16,018.00)</b>	<b>-0.4%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,527,650.00	1,493,119.00	693,026.79	1,461,006.00	32,113.00	2.2%
Classified Support Salaries		2200	508,848.00	716,559.00	417,162.26	688,817.00	27,742.00	3.9%
Classified Supervisors' and Administrators' Salaries		2300	137,115.00	137,791.00	36,375.48	67,651.00	70,140.00	50.9%
Clerical, Technical and Office Salaries		2400	149,492.00	138,662.00	61,396.05	138,802.00	(140.00)	-0.1%
Other Classified Salaries		2900	303,430.00	433,481.00	312,583.11	431,368.00	2,113.00	0.5%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>2,626,535.00</b>	<b>2,919,612.00</b>	<b>1,520,543.69</b>	<b>2,787,644.00</b>	<b>131,968.00</b>	<b>4.5%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,360,378.00	2,521,640.00	395,148.24	2,524,590.00	(2,950.00)	-0.1%
PERS		3201-3202	454,935.00	482,412.00	261,494.73	453,775.00	28,637.00	5.9%
OASDI/Medicare/Alternative		3301-3302	264,296.00	295,851.00	155,922.05	286,108.00	9,743.00	3.3%
Health and Welfare Benefits		3401-3402	540,098.00	540,081.00	291,502.91	516,534.00	23,547.00	4.4%
Unemployment Insurance		3501-3502	3,398.00	3,800.00	2,060.47	3,744.00	56.00	1.5%
Workers' Compensation		3601-3602	103,266.00	114,979.00	64,349.71	113,143.00	1,836.00	1.6%
OPEB, Allocated		3701-3702	3,125.00	3,125.00	2,759.06	3,125.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	42,327.00	45,551.00	25,110.91	44,550.00	1,001.00	2.2%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>3,771,823.00</b>	<b>4,007,439.00</b>	<b>1,198,348.08</b>	<b>3,945,569.00</b>	<b>61,870.00</b>	<b>1.5%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	64,748.00	120,203.00	32,502.06	120,203.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	556,483.00	1,969,173.00	759,260.09	1,614,852.00	354,321.00	18.0%
Noncapitalized Equipment		4400	7,294.00	294,035.00	505,449.17	556,588.00	(262,553.00)	-89.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>628,525.00</b>	<b>2,383,411.00</b>	<b>1,297,211.32</b>	<b>2,291,643.00</b>	<b>91,768.00</b>	<b>3.9%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	230,730.00	686,565.00	409,587.98	765,654.00	(79,089.00)	-11.5%
Travel and Conferences		5200	21,670.00	370,422.00	17,611.69	307,335.00	63,087.00	17.0%
Dues and Memberships		5300	924.00	924.00	540.00	1,314.00	(390.00)	-42.2%
Insurance		5400-5450	0.00	0.00	1,460.00	1,460.00	(1,460.00)	New
Operations and Housekeeping Services		5500	7,000.00	7,000.00	6,087.38	13,420.00	(6,420.00)	-91.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	33,000.00	117,530.00	103,960.55	117,530.00	0.00	0.0%
Transfers of Direct Costs		5710	11,179.00	800.00	0.00	800.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	974,324.00	1,241,092.00	824,460.05	1,369,553.00	(128,461.00)	-10.4%
Communications		5900	3,500.00	11,052.00	8,816.32	11,052.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,282,327.00</b>	<b>2,435,385.00</b>	<b>1,372,523.97</b>	<b>2,588,118.00</b>	<b>(152,733.00)</b>	<b>-6.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	50,278.00	104,809.47	104,810.00	(54,532.00)	-108.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	15,058.00	15,056.69	15,057.00	1.00	0.0%
Equipment Replacement		6500	0.00	34,600.00	45,590.00	45,590.00	(10,990.00)	-31.8%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>99,936.00</b>	<b>165,456.16</b>	<b>165,457.00</b>	<b>(65,521.00)</b>	<b>-65.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	208,252.00	323,426.00	0.00	331,937.00	(8,511.00)	-2.6%
Transfers of Indirect Costs - interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>208,252.00</b>	<b>323,426.00</b>	<b>0.00</b>	<b>331,937.00</b>	<b>(8,511.00)</b>	<b>-2.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>12,672,736.00</b>	<b>16,716,732.00</b>	<b>8,144,627.69</b>	<b>16,673,909.00</b>	<b>42,823.00</b>	<b>0.3%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
<b>Proceeds</b>								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Long-Term Debt Proceeds</b>								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	4,502,014.00	4,559,590.00	0.00	4,456,628.00	(102,962.00)	-2.3%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			4,502,014.00	4,559,590.00	0.00	4,456,628.00	(102,962.00)	-2.3%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> <b>(a - b + c - d + e)</b>			4,502,014.00	4,559,590.00	0.00	4,456,628.00	102,962.00	-2.3%

2020-21 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	30,228,366.00	32,830,337.00	18,142,674.55	32,561,700.00	(268,637.00)	-0.8%
2) Federal Revenue		8100-8299	3,522,870.00	6,386,187.00	3,644,938.53	6,392,456.00	6,269.00	0.1%
3) Other State Revenue		8300-8599	3,182,886.00	3,625,081.00	1,090,480.79	3,625,081.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,337,516.00	2,499,776.00	1,136,391.69	2,490,519.00	(9,257.00)	-0.4%
5) TOTAL, REVENUES			39,271,638.00	45,341,381.00	24,014,485.56	45,069,756.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	18,645,994.00	19,318,910.00	10,167,387.69	18,771,278.00	547,632.00	2.8%
2) Classified Salaries		2000-2999	7,808,935.00	7,743,719.00	3,885,514.61	7,615,325.00	128,394.00	1.7%
3) Employee Benefits		3000-3999	9,846,828.00	10,086,619.00	4,465,343.45	9,891,893.00	194,726.00	1.9%
4) Books and Supplies		4000-4999	1,159,278.00	3,405,344.00	1,571,213.06	3,312,242.00	93,102.00	2.7%
5) Services and Other Operating Expenditures		5000-5999	3,476,910.00	4,816,691.00	2,666,243.17	4,974,031.98	(157,340.98)	-3.3%
6) Capital Outlay		6000-6999	0.00	99,936.00	212,925.08	277,426.00	(177,490.00)	-177.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	48,150.00	48,150.00	49,366.00	96,618.00	(48,468.00)	-100.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(126,299.00)	(68,813.00)	0.00	(109,690.00)	40,877.00	-59.4%
9) TOTAL, EXPENDITURES			40,859,796.00	45,450,556.00	23,017,993.06	44,829,123.98		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,588,158.00)	(109,175.00)	996,492.50	240,632.02		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
b) Transfers Out		7600-7629	182,232.00	0.00	0.00	87,943.00	(87,943.00)	New
2) Other Sources/Uses								
a) Sources		8930-8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(167,232.00)	15,000.00	0.00	(72,943.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,755,390.00)	(94,175.00)	996,492.50	167,689.02		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,580,610.07	4,580,610.07		4,580,610.07	0.00	0.0%
b) Audit Adjustments		9793	(2,529.00)	(2,529.00)		(2,529.00)	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,578,081.07	4,578,081.07		4,578,081.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,578,081.07	4,578,081.07		4,578,081.07		
2) Ending Balance, June 30 (E + F1e)			2,822,691.07	4,483,906.07		4,745,770.09		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		20,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	(44,122.41)	0.00		0.00		
All Others		9719	0.00	(0.41)		(0.41)		
b) Restricted		9740	627,228.81	68,170.81		11,573.92		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	76,280.00	76,280.00		76,280.00		
Site Lottery	1100	9780	76,280.00					
Site Lottery	1100	9780		76,280.00				
Site Lottery	1100	9780				76,280.00		
Site Lottery	1100	9780						
Site Lottery	1100	9780						
Site Lottery	1100	9780						
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,143,304.67	4,319,455.67		4,637,916.69		
Unassigned/Unappropriated Amount		9790	0.00	0.00		(0.11)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	19,758,986.00	19,914,991.00	15,561,721.00	19,552,982.00	(362,009.00)	-1.8%
Education Protection Account State Aid - Current Year		8012	4,140,442.00	6,323,187.00	3,190,927.00	6,323,081.00	(106.00)	0.0%
State Aid - Prior Years		8019	0.00	0.00	(4,181,772.00)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	32,229.00	32,952.00	9,027.14	31,702.00	(1,250.00)	-3.8%
Timber Yield Tax		8022	0.00	1.00	0.00	0.00	(1.00)	-100.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	3,497,014.00	3,488,769.00	1,830,773.15	3,670,805.00	182,036.00	5.2%
Unsecured Roll Taxes		8042	110,399.00	132,997.00	64,469.47	120,060.00	(12,937.00)	-9.7%
Prior Years' Taxes		8043	22,427.00	75,178.00	84,162.54	27,567.00	(47,611.00)	-63.3%
Supplemental Taxes		8044	335,691.00	190,719.00	48,746.29	336,303.00	145,584.00	76.3%
Education Revenue Augmentation Fund (ERAF)		8045	2,103,692.00	2,394,432.00	1,534,444.79	2,222,089.00	(172,343.00)	-7.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	227,486.00	274,751.00	0.00	274,751.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	2,360.00	175.17	2,360.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>30,228,366.00</b>	<b>32,830,337.00</b>	<b>18,142,674.55</b>	<b>32,561,700.00</b>	<b>(268,637.00)</b>	<b>-0.8%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>30,228,366.00</b>	<b>32,830,337.00</b>	<b>18,142,674.55</b>	<b>32,561,700.00</b>	<b>(268,637.00)</b>	<b>-0.8%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	788,711.00	788,711.00	(0.17)	788,771.00	60.00	0.0%
Special Education Discretionary Grants		8182	80,708.00	80,708.00	(1.00)	80,708.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,218,022.00	1,304,584.00	546,793.61	1,298,785.00	(5,799.00)	-0.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	141,410.00	189,425.00	51,599.70	193,319.00	3,894.00	2.1%

2020-21 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	80,516.00	119,158.00	46,756.19	119,158.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290	90,427.00	160,787.00	45,992.81	162,309.00	1,522.00	0.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,123,076.00	3,742,814.00	2,953,797.39	3,749,406.00	6,592.00	0.2%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,522,870.00</b>	<b>6,386,187.00</b>	<b>3,644,938.53</b>	<b>6,392,456.00</b>	<b>6,269.00</b>	<b>0.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	109,474.00	109,474.00	109,474.00	109,474.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	704,202.00	693,996.00	337,028.84	693,996.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	356,249.00	464,888.00	286,762.91	464,888.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	6,000.00	3,000.00	6,000.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,012,961.00	2,350,723.00	354,215.04	2,350,723.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>3,182,886.00</b>	<b>3,625,081.00</b>	<b>1,090,480.79</b>	<b>3,625,081.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	25,960.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	10,402.76	80,060.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	173,827.00	165,827.00	52,521.85	165,827.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	214,963.00	195,857.00	63,567.05	195,857.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	971,221.00	1,071,922.00	550,155.03	1,062,665.00	(9,257.00)	-0.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	797.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	821,461.00	910,126.00	432,988.00	910,126.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,337,516.00</b>	<b>2,499,776.00</b>	<b>1,136,391.69</b>	<b>2,490,519.00</b>	<b>(9,257.00)</b>	<b>-0.4%</b>
<b>TOTAL, REVENUES</b>			<b>39,271,638.00</b>	<b>45,341,381.00</b>	<b>24,014,485.56</b>	<b>45,069,756.00</b>	<b>(271,625.00)</b>	<b>-0.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	15,613,830.00	16,698,344.00	8,716,223.49	16,146,093.00	552,251.00	3.3%
Certificated Pupil Support Salaries		1200	517,177.00	518,948.00	271,891.37	520,329.00	(1,381.00)	-0.3%
Certificated Supervisors' and Administrators' Salaries		1300	1,777,702.00	1,811,337.00	1,014,121.24	1,811,337.00	0.00	0.0%
Other Certificated Salaries		1900	737,285.00	290,281.00	165,151.59	293,519.00	(3,238.00)	-1.1%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>18,645,994.00</b>	<b>19,318,910.00</b>	<b>10,167,387.69</b>	<b>18,771,278.00</b>	<b>547,632.00</b>	<b>2.8%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	2,001,416.00	1,983,131.00	943,810.14	1,944,715.00	38,416.00	1.9%
Classified Support Salaries		2200	2,313,766.00	2,346,428.00	1,164,492.70	2,313,816.00	32,612.00	1.4%
Classified Supervisors' and Administrators' Salaries		2300	612,779.00	607,545.00	308,375.31	569,010.00	38,535.00	6.3%
Clerical, Technical and Office Salaries		2400	2,101,694.00	2,049,774.00	1,102,763.38	2,025,818.00	23,956.00	1.2%
Other Classified Salaries		2900	779,280.00	756,841.00	366,073.08	761,966.00	(5,125.00)	-0.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>7,808,935.00</b>	<b>7,743,719.00</b>	<b>3,885,514.61</b>	<b>7,615,325.00</b>	<b>128,394.00</b>	<b>1.7%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	4,680,604.00	4,869,973.00	1,609,445.61	4,793,248.00	76,725.00	1.6%
PERS		3201-3202	1,283,878.00	1,292,176.00	713,864.36	1,289,457.00	2,719.00	0.2%
OASDI/Medicare/Alternative		3301-3302	888,652.00	892,507.00	433,864.02	875,923.00	16,584.00	1.9%
Health and Welfare Benefits		3401-3402	1,928,429.00	1,932,901.00	981,336.41	1,844,031.00	88,870.00	4.6%
Unemployment Insurance		3501-3502	13,459.00	13,792.00	7,058.97	13,493.00	299.00	2.2%
Workers' Compensation		3601-3602	421,393.00	429,410.00	223,120.94	419,740.00	9,670.00	2.3%
OPEB, Allocated		3701-3702	153,330.00	172,507.00	110,254.40	177,680.00	(5,173.00)	-3.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	477,083.00	483,353.00	386,398.74	478,321.00	5,032.00	1.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>9,846,828.00</b>	<b>10,086,619.00</b>	<b>4,465,343.45</b>	<b>9,891,893.00</b>	<b>194,726.00</b>	<b>1.9%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	64,748.00	120,203.00	32,502.06	120,203.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,023,313.00	2,946,629.00	964,597.04	2,546,151.00	400,478.00	13.6%
Noncapitalized Equipment		4400	71,217.00	338,512.00	574,113.96	645,888.00	(307,376.00)	-90.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,159,278.00</b>	<b>3,405,344.00</b>	<b>1,571,213.06</b>	<b>3,312,242.00</b>	<b>93,102.00</b>	<b>2.7%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	294,005.00	767,607.00	454,398.44	846,696.00	(79,089.00)	-10.3%
Travel and Conferences		5200	59,435.00	409,921.00	21,771.72	346,834.00	63,087.00	15.4%
Dues and Memberships		5300	21,114.00	25,923.00	24,719.54	26,384.00	(461.00)	-1.8%
Insurance		5400-5450	214,206.00	232,084.00	104,565.54	201,371.98	30,712.02	13.2%
Operations and Housekeeping Services		5500	752,181.00	758,431.00	403,783.81	766,221.00	(7,790.00)	-1.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	203,589.00	299,032.00	201,576.54	299,166.00	(134.00)	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,837,120.00	2,208,871.00	1,393,906.68	2,372,537.00	(163,666.00)	-7.4%
Communications		5900	95,260.00	114,822.00	61,520.90	114,822.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,476,910.00</b>	<b>4,816,691.00</b>	<b>2,666,243.17</b>	<b>4,974,031.98</b>	<b>(157,340.98)</b>	<b>-3.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	50,278.00	104,809.47	104,810.00	(54,532.00)	-108.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	15,058.00	62,525.61	127,026.00	(111,968.00)	-743.6%
Equipment Replacement		6500	0.00	34,600.00	45,590.00	45,590.00	(10,990.00)	-31.8%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>99,936.00</b>	<b>212,925.08</b>	<b>277,426.00</b>	<b>(177,490.00)</b>	<b>-177.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
<b>Tuition</b>								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	48,150.00	48,150.00	49,366.00	96,618.00	(48,468.00)	-100.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Transfers of Pass-Through Revenues</b>								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Special Education SELPA Transfers of Apportionments</b>								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
<b>ROC/P Transfers of Apportionments</b>								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Debt Service</b>								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>48,150.00</b>	<b>48,150.00</b>	<b>49,366.00</b>	<b>96,618.00</b>	<b>(48,468.00)</b>	<b>-100.7%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(126,299.00)	(68,813.00)	0.00	(109,690.00)	40,877.00	-59.4%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(126,299.00)</b>	<b>(68,813.00)</b>	<b>0.00</b>	<b>(109,690.00)</b>	<b>40,877.00</b>	<b>-59.4%</b>
<b>TOTAL, EXPENDITURES</b>			<b>40,859,796.00</b>	<b>45,450,556.00</b>	<b>23,017,993.06</b>	<b>44,829,123.98</b>	<b>621,432.02</b>	<b>1.4%</b>



2020-21 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	182,232.00	0.00	0.00	87,943.00	(87,943.00)	New
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			182,232.00	0.00	0.00	87,943.00	(87,943.00)	New
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
(c) TOTAL, SOURCES			10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(167,232.00)	15,000.00	0.00	(72,943.00)	87,943.00	-586.3%

<u>Resource</u>	<u>Description</u>	<u>2020-21 Projected Year Totals</u>
5640	Medi-Cal Billing Option	0.26
6010	After School Education and Safety (ASES)	2.48
6300	Lottery: Instructional Materials	0.17
6512	Special Ed: Mental Health Services	0.87
7311	Classified School Employee Professional De	0.80
7510	Low-Performing Students Block Grant	0.06
7810	Other Restricted State	249.87
9010	Other Restricted Local	11,319.41
Total, Restricted Balance		<u>11,573.92</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	645,885.00	665,188.00	409,466.00	665,188.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,280.00	12,280.00	315.00	12,280.00	0.00	0.0%
5) TOTAL REVENUES			658,165.00	677,468.00	409,781.00	677,468.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	222,968.00	222,280.00	118,430.46	227,430.00	(5,150.00)	-2.3%
2) Classified Salaries		2000-2999	208,217.00	206,049.00	96,285.45	208,839.00	(790.00)	-0.4%
3) Employee Benefits		3000-3999	138,615.00	140,948.00	62,901.79	140,940.00	8.00	0.0%
4) Books and Supplies		4000-4999	15,605.00	36,255.00	13,917.37	26,965.00	9,290.00	25.6%
5) Services and Other Operating Expenditures		5000-5999	34,818.00	35,180.00	16,942.87	38,517.00	(3,357.00)	-9.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	35,482.00	33,933.00	0.00	34,497.00	(564.00)	-1.7%
9) TOTAL EXPENDITURES			655,685.00	674,625.00	308,477.94	675,188.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			2,280.00	2,843.00	101,303.06	2,280.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,280.00	2,843.00	101,303.06	2,280.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	55,407.90	55,407.90		55,407.90	0.00	0.0%
b) Audit Adjustments		9793	2,529.00	2,529.00		2,529.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			57,936.90	57,936.90		57,936.90		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			57,936.90	57,936.90		57,936.90		
2) Ending Balance, June 30 (E + F1e)			60,216.90	60,779.90		60,216.90		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			60,216.90	60,779.90		60,216.90		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8265	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	566,738.00	573,567.00	344,216.00	573,567.00	0.00	0.0%
All Other State Revenue	All Other	8590	79,147.00	91,621.00	65,250.00	91,621.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>645,885.00</b>	<b>665,188.00</b>	<b>409,466.00</b>	<b>665,188.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
<b>Sales</b>								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,280.00	2,280.00	315.00	2,280.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Fees and Contracts</b>								
Child Development Parent Fees		8673	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Local Revenue</b>								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>12,280.00</b>	<b>12,280.00</b>	<b>315.00</b>	<b>12,280.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>658,165.00</b>	<b>677,468.00</b>	<b>409,781.00</b>	<b>677,468.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	211,993.00	211,305.00	112,444.86	216,455.00	(5,150.00)	-2.4%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	10,975.00	10,975.00	5,985.60	10,975.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>222,968.00</b>	<b>222,280.00</b>	<b>118,430.46</b>	<b>227,430.00</b>	<b>(5,150.00)</b>	<b>-2.3%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	145,028.00	142,860.00	62,140.96	142,860.00	0.00	0.0%
Classified Support Salaries		2200	11,254.00	11,254.00	6,477.17	11,254.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	51,025.00	51,025.00	27,867.32	51,025.00	0.00	0.0%
Other Classified Salaries		2900	910.00	910.00	0.00	1,700.00	(790.00)	-86.8%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>208,217.00</b>	<b>206,049.00</b>	<b>96,285.45</b>	<b>206,839.00</b>	<b>(790.00)</b>	<b>-0.4%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	57,811.00	59,478.00	19,126.44	60,249.00	(771.00)	-1.3%
PERS		3201-3202	16,706.00	17,585.00	11,046.68	17,538.00	47.00	0.3%
OASDI/Medicare/Alternative		3301-3302	19,328.00	19,163.00	8,423.15	18,586.00	577.00	3.0%
Health and Welfare Benefits		3401-3402	33,094.00	33,094.00	18,489.28	33,094.00	0.00	0.0%
Unemployment Insurance		3501-3502	224.00	223.00	107.20	219.00	4.00	1.8%
Workers' Compensation		3601-3602	9,364.00	9,317.00	4,732.74	9,262.00	55.00	0.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,088.00	2,088.00	976.30	1,992.00	96.00	4.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>138,615.00</b>	<b>140,948.00</b>	<b>62,901.79</b>	<b>140,940.00</b>	<b>8.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	15,805.00	36,255.00	13,917.37	26,965.00	9,290.00	25.6%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>15,805.00</b>	<b>36,255.00</b>	<b>13,917.37</b>	<b>26,965.00</b>	<b>9,290.00</b>	<b>25.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,208.00	2,377.00	2,728.96	3,734.00	(1,357.00)	-57.1%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	26,700.00	26,700.00	12,890.71	26,700.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,950.00	1,950.00	0.00	1,950.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,460.00	1,633.00	1,383.00	3,633.00	(2,000.00)	-122.5%
Communications		5900	2,500.00	2,500.00	(59.80)	2,500.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>34,818.00</b>	<b>35,160.00</b>	<b>16,942.87</b>	<b>38,517.00</b>	<b>(3,357.00)</b>	<b>-9.5%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	35,462.00	33,933.00	0.00	34,497.00	(564.00)	-1.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>35,462.00</b>	<b>33,933.00</b>	<b>0.00</b>	<b>34,497.00</b>	<b>(564.00)</b>	<b>-1.7%</b>
<b>TOTAL EXPENDITURES</b>			<b>655,685.00</b>	<b>674,625.00</b>	<b>308,477.94</b>	<b>675,188.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		



<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
6052	Child Development: Prekindergarten and Family Literacy, Pro	0.03
6130	Child Development: Center-Based Reserve Account	60,216.87
<b>Total, Restricted Balance</b>		<b>60,216.90</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,531,300.00	1,108,000.00	380,317.37	1,324,040.00	216,040.00	19.5%
3) Other State Revenue		8300-8599	162,141.00	138,099.00	31,861.32	103,008.00	(35,091.00)	-25.4%
4) Other Local Revenue		8600-8799	123,150.00	0.00	(973.03)	110.00	110.00	New
5) TOTAL REVENUES			1,816,591.00	1,246,099.00	411,205.66	1,427,158.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	673,860.00	441,273.00	334,528.70	636,998.00	(195,725.00)	-44.4%
3) Employee Benefits		3000-3999	291,552.00	189,157.00	144,839.37	265,383.00	(76,226.00)	-40.3%
4) Books and Supplies		4000-4999	837,661.96	649,209.00	271,005.76	606,047.00	43,162.00	6.6%
5) Services and Other Operating Expenditures		5000-5999	34,446.00	32,100.00	25,721.85	32,000.00	100.00	0.3%
6) Capital Outlay		6000-6999	0.00	6,880.00	6,880.00	6,880.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	90,837.00	34,860.00	0.00	75,193.00	(40,313.00)	-115.6%
9) TOTAL EXPENDITURES			1,928,356.96	1,353,499.00	782,975.68	1,622,501.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(111,765.96)	(107,400.00)	(371,770.02)	(195,343.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	182,232.00	0.00	0.00	87,943.00	87,943.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			182,232.00	0.00	0.00	87,943.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			70,466.04	(107,400.00)	(371,770.02)	(107,400.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	202,675.21	202,675.21		202,675.21	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			202,675.21	202,675.21		202,675.21		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			202,675.21	202,675.21		202,675.21		
2) Ending Balance, June 30 (E + F1e)			273,141.25	95,275.21		95,275.21		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			273,105.21	95,275.21		95,275.21		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	36.04	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	1,531,300.00	1,108,000.00	380,317.37	1,324,040.00	216,040.00	19.5%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,531,300.00</b>	<b>1,108,000.00</b>	<b>380,317.37</b>	<b>1,324,040.00</b>	<b>216,040.00</b>	<b>19.5%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	162,141.00	138,099.00	31,861.32	103,008.00	(35,081.00)	-25.4%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>162,141.00</b>	<b>138,099.00</b>	<b>31,861.32</b>	<b>103,008.00</b>	<b>(35,081.00)</b>	<b>-25.4%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	122,550.00	0.00	(98.40)	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(985.00)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	600.00	0.00	110.37	110.00	110.00	New
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>123,150.00</b>	<b>0.00</b>	<b>(973.03)</b>	<b>110.00</b>	<b>110.00</b>	<b>New</b>
<b>TOTAL, REVENUES</b>			<b>1,816,591.00</b>	<b>1,246,099.00</b>	<b>411,205.66</b>	<b>1,427,158.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	546,863.00	357,188.00	264,174.25	516,833.00	(159,645.00)	-44.7%
Classified Supervisors' and Administrators' Salaries		2300	80,587.00	54,015.00	46,997.51	80,570.00	(26,555.00)	-49.2%
Clerical, Technical and Office Salaries		2400	46,430.00	30,070.00	23,356.94	39,595.00	(9,525.00)	-31.7%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>673,860.00</b>	<b>441,273.00</b>	<b>334,528.70</b>	<b>636,998.00</b>	<b>(195,725.00)</b>	<b>-44.4%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	119,851.00	85,050.00	64,606.79	113,595.00	(28,545.00)	-33.6%
OASDI/Medicare/Alternative		3301-3302	51,796.00	34,836.00	25,050.75	48,482.00	(13,646.00)	-39.2%
Health and Welfare Benefits		3401-3402	78,973.00	52,541.00	42,507.55	80,917.00	(28,376.00)	-54.0%
Unemployment Insurance		3501-3502	357.00	236.00	168.84	327.00	(91.00)	-38.6%
Workers' Compensation		3601-3602	10,858.00	7,288.00	5,342.87	10,135.00	(2,847.00)	-39.1%
OPEB, Allocated		3701-3702	16,130.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,587.00	9,206.00	7,162.57	11,927.00	(2,721.00)	-29.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>291,552.00</b>	<b>189,157.00</b>	<b>144,839.37</b>	<b>265,383.00</b>	<b>(76,226.00)</b>	<b>-40.3%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	74,332.98	42,369.00	27,586.22	53,300.00	(10,931.00)	-25.8%
Noncapitalized Equipment		4400	54,093.00	54,093.00	0.00	0.00	54,093.00	100.0%
Food		4700	709,236.00	552,747.00	243,419.54	552,747.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>837,661.98</b>	<b>649,209.00</b>	<b>271,005.76</b>	<b>606,047.00</b>	<b>43,162.00</b>	<b>6.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,250.00	2,000.00	371.17	2,000.00	0.00	0.0%
Dues and Memberships		5300	255.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	294.00	(294.00)	New
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	31,941.00	30,100.00	25,350.68	29,706.00	394.00	1.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>34,446.00</b>	<b>32,100.00</b>	<b>25,721.85</b>	<b>32,000.00</b>	<b>100.00</b>	<b>0.3%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	6,880.00	6,880.00	6,880.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>6,880.00</b>	<b>6,880.00</b>	<b>6,880.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
<b>Debt Service</b>								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	90,837.00	34,880.00	0.00	75,193.00	(40,313.00)	-115.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>90,837.00</b>	<b>34,880.00</b>	<b>0.00</b>	<b>75,193.00</b>	<b>(40,313.00)</b>	<b>-115.6%</b>
<b>TOTAL EXPENDITURES</b>			<b>1,928,356.96</b>	<b>1,353,499.00</b>	<b>782,975.68</b>	<b>1,622,501.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	182,232.00	0.00	0.00	87,943.00	87,943.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>182,232.00</b>	<b>0.00</b>	<b>0.00</b>	<b>87,943.00</b>	<b>87,943.00</b>	<b>New</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	36.04	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	(36.04)	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>182,232.00</b>	<b>0.00</b>	<b>0.00</b>	<b>87,943.00</b>		

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	56,473.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	24,801.61
5330	Child Nutrition: Summer Food Service Program Operations	14,000.60
Total, Restricted Balance		<u>95,275.21</u>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,706.00	4,937.00	557.00	4,937.00	0.00	0.0%
5) TOTAL, REVENUES			3,706.00	4,937.00	557.00	4,937.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			3,706.00	4,937.00	557.00	4,937.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			3,706.00	4,937.00	557.00	4,937.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	271,871.23	271,871.23		271,871.23	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			271,871.23	271,871.23		271,871.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			271,871.23	271,871.23		271,871.23		
2) Ending Balance, June 30 (E + F1e)			275,577.23	276,808.23		276,808.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	275,577.23	276,808.23		276,808.23		
Retiree Benefits	0000	9780	275,577.23					
Retiree Benefits	0000	9780		276,808.23				
Retiree Benefits	0000	9780				276,808.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	3,706.00	4,937.00	557.00	4,937.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			3,706.00	4,937.00	557.00	4,937.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			3,706.00	4,937.00	557.00	4,937.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50,000.00	1,000.00	728.00	1,000.00	0.00	0.0%
5) TOTAL REVENUES			50,000.00	1,000.00	728.00	1,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,450.00	4,550.00	1,909.00	6,109.00	(1,558.00)	-34.3%
6) Capital Outlay		6000-8999	0.00	785,375.00	781,174.64	783,816.00	1,559.00	0.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			10,450.00	789,925.00	783,083.64	789,925.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			39,550.00	(788,925.00)	(782,355.64)	(788,925.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			39,550.00	(788,925.00)	(782,355.64)	(788,925.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	788,925.56	788,925.56		788,925.56	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			788,925.56	788,925.56		788,925.56		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			788,925.56	788,925.56		788,925.56		
2) Ending Balance, June 30 (E + F1e)			828,475.56	0.56		0.56		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	828,475.56	0.56		0.56		
Bond Projects	0000	9780	828,475.56					
Bond Projects	0000	9780		0.56				
Bond Projects	0000	9780				0.56		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	50,000.00	1,000.00	728.00	1,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>50,000.00</b>	<b>1,000.00</b>	<b>728.00</b>	<b>1,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>50,000.00</b>	<b>1,000.00</b>	<b>728.00</b>	<b>1,000.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,450.00	4,550.00	1,909.00	6,109.00	(1,559.00)	-34.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			10,450.00	4,550.00	1,909.00	6,109.00	(1,559.00)	-34.3%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	785,375.00	781,174.64	783,816.00	1,559.00	0.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>785,375.00</b>	<b>781,174.64</b>	<b>783,816.00</b>	<b>1,559.00</b>	<b>0.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
<b>Other Transfers Out</b>								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Debt Service</b>								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>10,450.00</b>	<b>789,925.00</b>	<b>783,083.64</b>	<b>789,925.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,386.00	3,901.00	0.00	3,901.00	0.00	0.0%
4) Other Local Revenue		8600-8799	327,211.00	327,211.00	198,674.50	327,211.00	0.00	0.0%
5) TOTAL REVENUES			330,597.00	331,112.00	198,674.50	331,112.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	40,750.00	40,750.00	23,769.48	40,750.00	0.00	0.0%
3) Employee Benefits		3000-3999	13,141.00	13,656.00	5,658.52	13,656.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	194,810.00	229,063.00	90,641.67	212,470.00	16,593.00	7.2%
6) Capital Outlay		6000-6999	0.00	1,090,473.00	1,571,543.00	1,571,543.00	(481,070.00)	-44.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			249,701.00	1,374,942.00	1,691,612.67	1,839,419.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			80,896.00	(1,043,830.00)	(1,492,938.17)	(1,508,307.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(5,000.00)	(5,000.00)	0.00	(5,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			75,896.00	(1,048,830.00)	(1,492,938.17)	(1,513,307.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited								
		9791	2,252,143.62	2,252,143.62		2,252,143.62	0.00	0.0%
b) Audit Adjustments								
		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,252,143.62	2,252,143.62		2,252,143.62		
d) Other Restatements								
		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,252,143.62	2,252,143.62		2,252,143.62		
2) Ending Balance, June 30 (E + F1e)			2,328,039.62	1,203,313.62		738,836.62		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash								
		9711	0.00	0.00		0.00		
Stores								
		9712	0.00	0.00		0.00		
Prepaid Items								
		9713	0.00	0.00		0.00		
All Others								
		9719	0.00	0.00		0.00		
b) Legally Restricted Balance			2,328,039.62	1,203,313.62		738,836.62		
c) Committed								
Stabilization Arrangements								
		9750	0.00	0.00		0.00		
Other Commitments								
		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
		9760	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties								
		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		
		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	3,386.00	3,901.00	0.00	3,901.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>3,386.00</b>	<b>3,901.00</b>	<b>0.00</b>	<b>3,901.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	50,075.00	50,075.00	0.00	50,075.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	27,136.00	27,136.00	3,674.00	27,136.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	250,000.00	250,000.00	195,000.50	250,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>327,211.00</b>	<b>327,211.00</b>	<b>198,674.50</b>	<b>327,211.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>330,597.00</b>	<b>331,112.00</b>	<b>198,674.50</b>	<b>331,112.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	40,750.00	40,750.00	23,769.48	40,750.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			40,750.00	40,750.00	23,769.48	40,750.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	9,971.00	10,488.00	3,838.80	10,488.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	591.00	591.00	353.71	591.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	455.00	455.00	259.43	455.00	0.00	0.0%
Unemployment Insurance		3501-3502	21.00	21.00	12.18	21.00	0.00	0.0%
Workers' Compensation		3601-3602	653.00	653.00	379.61	653.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,450.00	1,450.00	814.79	1,450.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			13,141.00	13,658.00	5,658.52	13,656.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,000.00	13,000.00	0.00	13,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	180,810.00	215,063.00	90,641.67	198,470.00	16,593.00	7.7%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			194,810.00	229,083.00	90,641.67	212,470.00	16,593.00	7.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	1,090,473.00	1,571,543.00	1,571,543.00	(481,070.00)	-44.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>1,090,473.00</b>	<b>1,571,543.00</b>	<b>1,571,543.00</b>	<b>(481,070.00)</b>	<b>-44.1%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
<b>Other Transfers Out</b>								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Debt Service</b>								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>249,701.00</b>	<b>1,374,942.00</b>	<b>1,691,612.67</b>	<b>1,639,419.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>5,000.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>(5,000.00)</b>	<b>(5,000.00)</b>	<b>0.00</b>	<b>(5,000.00)</b>		

<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
7690	On-Behalf Pension Contributions	0.00
9010	Other Restricted Local	738,836.62
<b>Total, Restricted Balance</b>		<b>738,836.62</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	2,103,477.00	2,103,477.00	2,103,477.00	New
4) Other Local Revenue		8600-8799	0.00	0.00	399.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	2,103,876.00	2,103,477.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	461.13	2,103,477.00	(2,103,477.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	461.13	2,103,477.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	0.00	2,103,414.87	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	2,103,414.87	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited								
		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments								
		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)								
			0.00	0.00		0.00		
d) Other Restatements								
		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)								
			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)								
			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash								
		9711	0.00	0.00		0.00		
Stores								
		9712	0.00	0.00		0.00		
Prepaid Items								
		9713	0.00	0.00		0.00		
All Others								
		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements								
		9750	0.00	0.00		0.00		
Other Commitments								
		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties								
		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount								
		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	0.00	0.00	2,103,477.00	2,103,477.00	2,103,477.00	New
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	2,103,477.00	2,103,477.00	2,103,477.00	New
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	399.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	399.00	0.00	0.00	0.0%
<b>TOTAL REVENUES</b>			0.00	0.00	2,103,876.00	2,103,477.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	461.13	2,103,477.00	(2,103,477.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>461.13</b>	<b>2,103,477.00</b>	<b>(2,103,477.00)</b>	<b>New</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>461.13</b>	<b>2,103,477.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		



<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,500.00	1,500.00	207.00	100.00	(1,400.00)	-93.3%
5) TOTAL REVENUES			4,500.00	1,500.00	207.00	100.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	51,334.00	17,950.00	17,950.00	33,384.00	65.0%
6) Capital Outlay		6000-6999	0.00	92,496.00	116,139.78	124,480.00	(31,984.00)	-34.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	143,830.00	134,089.78	142,430.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,500.00	(142,330.00)	(133,882.78)	(142,330.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			4,500.00	(142,330.00)	(133,882.78)	(142,330.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	142,330.88	142,330.88		142,330.88	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,330.88	142,330.88		142,330.88		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,330.88	142,330.88		142,330.88		
2) Ending Balance, June 30 (E + F1e)			146,830.88	0.88		0.88		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	146,830.88	0.88		0.88		
Mello Roos	0000	9780	146,830.88					
Mello Roos	0000	9780		0.88				
Mello Roos	0000	9780				0.88		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals								
		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest								
		8660	4,500.00	1,500.00	207.00	100.00	(1,400.00)	-93.3%
Net Increase (Decrease) in the Fair Value of Investments								
		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,500.00</b>	<b>1,500.00</b>	<b>207.00</b>	<b>100.00</b>	<b>(1,400.00)</b>	<b>-93.3%</b>
<b>TOTAL, REVENUES</b>			<b>4,500.00</b>	<b>1,500.00</b>	<b>207.00</b>	<b>100.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	3,200.00	3,200.00	3,200.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	48,134.00	14,750.00	14,750.00	33,384.00	69.4%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	51,334.00	17,950.00	17,950.00	33,384.00	65.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	55,046.00	55,046.00	55,046.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	37,450.00	61,093.78	69,434.00	(31,984.00)	-85.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>92,496.00</b>	<b>116,139.78</b>	<b>124,480.00</b>	<b>(31,984.00)</b>	<b>-34.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>143,830.00</b>	<b>134,089.78</b>	<b>142,430.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>



Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,401.94	3,401.94	3,401.94	3,401.94	0.00	0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	3,401.94	3,401.94	3,401.94	3,401.94	0.00	0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	9.06	9.06	10.00	10.00	0.94	10%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	9.06	9.06	10.00	10.00	0.94	10%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	3,411.00	3,411.00	3,411.94	3,411.94	0.94	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>5. County Operations Grant ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>9. TOTAL CHARTER SCHOOL ADA Reported In Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0%

	Object	Beginning Balances (Ret. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
<b>A. BEGINNING CASH</b>			1,972,623.00	4,649,113.00	2,820,892.00	6,214,678.00	5,213,010.00	4,287,693.00	9,768,107.00	6,980,030.00
<b>B. RECEIPTS</b>										
LCFF/Revenue Limit Sources										
	8010-8019	Principal Apportionment	1,006,654.00	1,006,654.00	3,407,442.00	1,811,978.00	1,811,978.00	3,407,441.00	1,811,978.00	0.00
	8020-8079	Property Taxes	38,434.00	359.00	2,010.00		9.00	2,058,333.00	857,831.00	899,268.00
	8080-8099	Miscellaneous Funds								
	8100-8299	Federal Revenue		250,769.00	2,373,852.00		3,213.00	384,524.00	265,580.00	15,000.00
	8300-8599	Other State Revenue			279,115.00	51,485.00	114,274.00	438,208.00	0.00	0.00
	8600-8799	Other Local Revenue	127,579.00	52,937.00	438,534.00	172,904.00	150,861.00	147,142.00	121,002.00	274,425.00
	8910-8929	Interfund Transfers In								
	8930-8979	All Other Financing Sources								
<b>TOTAL RECEIPTS</b>			1,172,667.00	1,310,719.00	6,500,953.00	2,036,367.00	2,080,335.00	6,435,648.00	3,056,391.00	1,188,693.00
<b>C. DISBURSEMENTS</b>										
	1000-1999	Certificated Salaries	1,025,074.00	1,572,616.00	1,783,227.00	1,593,193.00	1,550,079.00	31,720.00	3,059,348.00	1,567,867.00
	2000-2999	Classified Salaries	607,778.00	571,606.00	590,347.00	567,418.00	571,971.00	14,557.00	1,127,761.00	651,323.00
	3000-3999	Employee Benefits	503,921.00	674,721.00	698,832.00	661,872.00	611,155.00	211,510.00	935,930.00	752,512.00
	4000-4999	Books and Supplies	127,520.00	198,011.00	499,197.00	121,835.00	38,532.00	328,074.00	261,141.00	321,426.00
	5000-5999	Services	157,160.00	396,705.00	463,096.00	383,360.00	175,322.00	374,112.00	381,777.00	512,565.00
	6000-6599	Capital Outlay	16,700.00	15,922.00	9,550.00	45,556.00	50,278.00	8,975.00	58,459.00	
	7000-7499	Other Outgo							11,939.00	
	7600-7629	Interfund Transfers Out								
	7630-7699	All Other Financing Uses								
<b>TOTAL DISBURSEMENTS</b>			2,438,153.00	3,429,581.00	4,044,249.00	3,373,234.00	2,997,337.00	968,948.00	5,836,355.00	3,805,693.00
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
	9111-9199	Cash Not In Treasury								
	9200-9299	Accounts Receivable	0.00	4,150,092.00	346,156.00	940,904.00	407,232.00	0.00	21,802.00	
	9310	Due From Other Funds								
	9320	Stores								
	9330	Prepaid Expenditures								
	9340	Other Current Assets								
	9490	Deferred Outflows of Resources								
<b>SUBTOTAL</b>			0.00	4,150,092.00	346,156.00	940,904.00	407,232.00	0.00	21,802.00	0.00
<u>Liabilities and Deferred Inflows</u>										
	9500-9599	Accounts Payable	208,116.00	55,515.00	3,822.00	72,033.00	8,315.00	8,088.00	8,113.00	
	9610	Due To Other Funds								
	9640	Current Loans								
	9650	Unearned Revenues								
	9690	Deferred Inflows of Resources								
<b>SUBTOTAL</b>			0.00	208,116.00	55,515.00	3,822.00	72,033.00	8,315.00	8,088.00	8,113.00
<u>Nonoperating</u>										
	9910	Suspense Clearing								
<b>TOTAL BALANCE SHEET ITEMS</b>			0.00	3,941,976.00	290,641.00	937,082.00	335,199.00	(8,315.00)	13,714.00	(8,113.00)
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			2,676,490.00	(1,828,221.00)	3,393,786.00	(1,001,668.00)	(925,317.00)	5,480,414.00	(2,788,077.00)	(2,617,000.00)
<b>F. ENDING CASH (A + E)</b>			4,649,113.00	2,820,892.00	6,214,678.00	5,213,010.00	4,287,693.00	9,768,107.00	6,980,030.00	4,363,030.00
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		4,363,030.00	3,497,461.00	1,127,299.00	1,587,762.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,595,463.00	0.00		1,536,691.00	8,479,784.00		25,876,063.00	25,876,063.00
Property Taxes	8020-8079	763.00	1,260,563.00		1,565,707.00			6,683,277.00	6,683,277.00
Miscellaneous Funds	8080-8099				2,360.00			2,360.00	2,360.00
Federal Revenue	8100-8299	856,481.00	50,000.00	1,046,812.00	15,000.00	1,131,225.00		6,392,456.00	6,392,456.00
Other State Revenue	8300-8599	354,517.00			221,751.00	2,165,731.00		3,625,081.00	3,625,081.00
Other Local Revenue	8600-8799	133,131.00	126,815.00	211,391.00	24,792.00	509,006.00		2,490,519.00	2,490,519.00
Interfund Transfers In	8910-8929					5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979					10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		2,940,355.00	1,437,378.00	1,258,203.00	3,366,301.00	12,300,746.00	0.00	45,084,756.00	45,084,756.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,567,654.00	1,571,097.00	1,547,910.00	1,571,072.00	330,421.00		18,771,278.00	18,771,278.00
Classified Salaries	2000-2999	651,766.00	649,940.00	663,327.00	663,326.00	284,205.00		7,615,325.00	7,615,325.00
Employee Benefits	3000-3999	752,512.00	752,512.00	752,512.00	752,515.00	1,831,389.00		9,891,893.00	9,891,893.00
Books and Supplies	4000-4999	321,427.00	321,426.00	321,426.00	321,428.00	130,799.00		3,312,242.00	3,312,242.00
Services	5000-5999	512,565.00	512,565.00	512,565.00	512,565.00	79,675.00		4,974,032.00	4,974,031.98
Capital Outlay	6000-6599					71,986.00		277,426.00	277,426.00
Other Outgo	7000-7499					(13,072.00)		(1,133.00)	(13,072.00)
Interfund Transfers Out	7600-7629					87,943.00		87,943.00	87,943.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,805,924.00	3,807,540.00	3,797,740.00	3,820,906.00	2,803,346.00	0.00	44,929,006.00	44,917,066.98
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199			3,000,000.00				3,000,000.00	
Accounts Receivable	9200-9299							5,866,186.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	3,000,000.00	0.00	0.00	0.00	8,866,186.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							364,002.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	364,002.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	3,000,000.00	0.00	0.00	0.00	8,502,184.00	
E. NET INCREASE/DECREASE (B - C + D)		(865,569.00)	(2,370,162.00)	460,463.00	(454,605.00)	9,497,400.00	0.00	8,657,934.00	167,689.02
F. ENDING CASH (A + E)		3,497,461.00	1,127,299.00	1,587,762.00	1,133,157.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								10,630,557.00	

Object	Beginning Balances (Ref. Only)	2020-21 INTERIM REPORT									
		July	August	September	October	November	December	January	February		
ACTUALS THROUGH THE MONTH OF (Enter Month Name):											
<b>A. BEGINNING CASH</b>											
		1,133,157.00	2,612,720.00	3,051,531.00	5,416,316.00	6,020,421.00	4,400,510.00	8,265,197.00	5,511,331.00		
<b>B. RECEIPTS</b>											
LCFF/Revenue Limit Sources											
Principal Apportionment	8010-8019	1,190,224.00	1,190,224.00	2,965,885.00	2,142,402.00	2,142,402.00	2,965,885.00	2,142,402.00	2,142,402.00		
Property Taxes	8020-8079	38,434.00	359.00	2,010.00		9.00	2,058,333.00	857,831.00	899,268.00		
Miscellaneous Funds	8080-8099										
Federal Revenue	8100-8299		17,295.00	295,644.00	1,000.00	572,974.00	10,000.00	259,000.00	35,000.00		
Other State Revenue	8300-8599				46,500.00	237,354.00	109,474.00	182,301.00			
Other Local Revenue	8600-8799	29,302.00	40,737.00	456,106.00	133,141.00	203,764.00	83,678.00	171,547.00	259,425.00		
Interfund Transfers In	8910-8929										
All Other Financing Sources	8930-8979										
<b>TOTAL RECEIPTS</b>		1,257,960.00	1,248,615.00	3,719,645.00	2,323,043.00	3,156,503.00	5,227,370.00	3,613,081.00	3,336,095.00		
<b>C. DISBURSEMENTS</b>											
Certificated Salaries	1000-1999	1,155,237.00	1,569,685.00	1,565,688.00	1,615,164.00	1,615,164.00	130,458.00	3,134,778.00	1,517,867.00		
Classified Salaries	2000-2999	590,679.00	649,625.00	645,512.00	649,732.00	599,472.00	50,110.00	1,248,455.00	626,323.00		
Employee Benefits	3000-3999	90,693.00	600,000.00	600,000.00	650,000.00	650,000.00	160,000.00	1,264,146.00	685,000.00		
Books and Supplies	4000-4999	29,318.00	86,780.00	150,000.00	50,000.00	150,000.00	227,519.00	227,519.00	227,519.00		
Services	5000-5999	223,756.00	150,000.00	175,000.00	50,000.00	175,000.00	492,049.00	492,049.00	492,049.00		
Capital Outlay	6000-6599										
Other Outgo	7000-7499										
Interfund Transfers Out	7600-7629										
All Other Financing Uses	7630-7699										
<b>TOTAL DISBURSEMENTS</b>		2,089,683.00	3,056,090.00	3,136,200.00	3,014,896.00	3,189,636.00	1,060,136.00	6,366,947.00	3,548,758.00		
<b>D. BALANCE SHEET ITEMS</b>											
<u>Assets and Deferred Outflows</u>											
Cash Not In Treasury	9111-9199										
Accounts Receivable	9200-9299	2,461,286.00	2,261,286.00	2,181,340.00	1,695,958.00	1,695,957.00					
Due From Other Funds	9310										
Stores	9320										
Prepaid Expenditures	9330										
Other Current Assets	9340										
Deferred Outflows of Resources	9490										
<b>SUBTOTAL</b>		0.00	2,461,286.00	2,261,286.00	2,181,340.00	1,695,958.00	1,695,957.00	0.00	0.00		
<u>Liabilities and Deferred Inflows</u>											
Accounts Payable	9500-9599	150,000.00	15,000.00	400,000.00	400,000.00	282,735.00	302,547.00				
Due To Other Funds	9610										
Current Loans	9640					3,000,000.00					
Unearned Revenues	9650										
Deferred Inflows of Resources	9690										
<b>SUBTOTAL</b>		0.00	150,000.00	15,000.00	400,000.00	400,000.00	3,282,735.00	302,547.00	0.00		
<u>Nonoperating</u>											
Suspense Clearing	9910										
<b>TOTAL BALANCE SHEET ITEMS</b>		0.00	2,311,286.00	2,246,286.00	1,781,340.00	1,295,958.00	(1,586,778.00)	(302,547.00)	0.00		
<b>E. NET INCREASE/DECREASE (B - C + D)</b>											
		1,479,563.00	438,811.00	2,364,785.00	604,105.00	(1,619,911.00)	3,864,687.00	(2,753,866.00)	(212,663.00)		
<b>F. ENDING CASH (A + E)</b>											
		2,612,720.00	3,051,531.00	5,416,316.00	6,020,421.00	4,400,510.00	8,265,197.00	5,511,331.00	5,298,668.00		
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>											

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		5,298,668.00	5,596,351.00	5,624,330.00	4,634,172.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,965,885.00	2,142,402.00	2,142,402.00	2,965,887.00			27,098,402.00	27,098,402.00
Property Taxes	8020-8079	763.00	1,260,563.00		1,568,067.00			6,685,637.00	6,685,637.00
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299	311,500.00	10,000.00	41,500.00		1,195,729.00		2,749,642.00	2,749,642.00
Other State Revenue	8300-8599	354,517.00			221,751.00	2,101,399.00		3,253,296.00	3,253,296.00
Other Local Revenue	8600-8799	214,006.00	165,619.00	287,666.00	249,373.00	196,155.00		2,490,519.00	2,490,519.00
Interfund Transfers In	8910-8929					5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979					10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		3,846,671.00	3,578,584.00	2,471,568.00	5,005,078.00	3,508,283.00	0.00	42,292,496.00	42,292,496.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,517,654.00	1,521,097.00	1,497,910.00	1,521,072.00	122,006.00		18,483,780.00	18,483,780.00
Classified Salaries	2000-2999	626,766.00	624,940.00	594,248.00	594,248.00	285,178.00		7,785,288.00	7,785,288.00
Employee Benefits	3000-3999	685,000.00	685,000.00	650,000.00	685,000.00	2,608,580.00		10,013,419.00	10,013,419.00
Books and Supplies	4000-4999	227,519.00	227,519.00	227,519.00	227,517.00	100,000.00		2,158,729.00	2,158,729.00
Services	5000-5999	492,049.00	492,049.00	492,049.00	492,049.00	100,000.00		4,318,099.00	4,318,099.00
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499					(109,690.00)		(109,690.00)	(109,690.00)
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		3,548,988.00	3,550,605.00	3,461,726.00	3,519,886.00	3,106,074.00	0.00	42,649,625.00	42,649,625.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							10,295,827.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	10,295,827.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,550,282.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							3,000,000.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	4,550,282.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	5,745,545.00	
E. NET INCREASE/DECREASE (B - C + D)		297,683.00	27,979.00	(990,158.00)	1,485,192.00	402,209.00	0.00	5,388,416.00	(357,129.00)
F. ENDING CASH (A + E)		5,596,351.00	5,624,330.00	4,634,172.00	6,119,364.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								6,521,573.00	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	6,392,456.00	-56.99%	2,749,642.00	0.00%	2,749,642.00
3. Other State Revenues	8300-8599	3,004,571.00	-12.37%	2,632,786.00	0.00%	2,632,786.00
4. Other Local Revenues	8600-8799	2,123,676.00	0.00%	2,123,676.00	0.00%	2,123,676.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	4,456,628.00	40.14%	6,245,499.00	4.12%	6,503,024.00
6. Total (Sum lines A1 thru A5c)		15,977,331.00	-13.93%	13,751,603.00	1.87%	14,009,128.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				4,563,541.00		3,953,072.00
b. Step & Column Adjustment				46,164.00		46,164.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(656,633.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,563,541.00	-13.38%	3,953,072.00	1.17%	3,999,236.00
2. Classified Salaries						
a. Base Salaries				2,787,644.00		2,552,039.00
b. Step & Column Adjustment				32,130.00		32,130.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(267,735.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,787,644.00	-8.45%	2,552,039.00	1.26%	2,584,169.00
3. Employee Benefits	3000-3999	3,945,569.00	-2.27%	3,855,812.00	3.73%	3,999,714.00
4. Books and Supplies	4000-4999	2,291,643.00	-50.34%	1,138,130.00	0.00%	1,138,130.00
5. Services and Other Operating Expenditures	5000-5999	2,588,118.00	-25.34%	1,932,185.00	1.23%	1,955,942.00
6. Capital Outlay	6000-6999	165,457.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	331,937.00	0.00%	331,937.00	0.00%	331,937.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		16,673,909.00	-17.46%	13,763,175.00	1.79%	14,009,128.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(696,578.00)		(11,572.00)		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		708,151.40		11,573.40		1.40
2. Ending Fund Balance (Sum lines C and D1)		11,573.40		1.40		1.40
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	(0.41)				
b. Restricted	9740	11,573.92		1.40		1.40
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.11)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		11,573.40		1.40		1.40



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Adjustment is due to the use of CARES act funds salaries and benefits.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	32,561,700.00	3.75%	33,784,039.00	-4.00%	32,434,244.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	620,510.00	0.00%	620,510.00	0.00%	620,510.00
4. Other Local Revenues	8600-8799	366,843.00	0.00%	366,843.00	0.00%	366,843.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	(4,456,628.00)	40.14%	(6,245,499.00)	4.12%	(6,503,024.00)
6. Total (Sum lines A1 thru A5c)		29,107,425.00	-1.95%	28,540,893.00	-5.63%	26,933,573.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				14,207,737.00		14,530,708.00
b. Step & Column Adjustment				174,832.00		174,832.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				148,139.00		5,362.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,207,737.00	2.27%	14,530,708.00	1.24%	14,710,902.00
2. Classified Salaries						
a. Base Salaries				4,827,681.00		5,233,249.00
b. Step & Column Adjustment				67,175.00		67,175.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				338,393.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,827,681.00	8.40%	5,233,249.00	1.28%	5,300,424.00
3. Employee Benefits	3000-3999	5,946,324.00	3.55%	6,157,607.00	7.15%	6,597,687.00
4. Books and Supplies	4000-4999	1,020,599.00	0.00%	1,020,599.00	0.00%	1,020,599.00
5. Services and Other Operating Expenditures	5000-5999	2,385,913.98	0.00%	2,385,914.00	0.00%	2,385,914.00
6. Capital Outlay	6000-6999	111,969.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	96,618.00	-100.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(441,627.00)	0.00%	(441,627.00)	0.00%	(441,627.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	87,943.00	0.00%	87,943.00	0.00%	87,943.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,243,157.98	2.59%	28,974,393.00	2.37%	29,661,842.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		864,267.02		(433,500.00)		(2,728,269.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,869,929.67		4,734,196.69		4,300,696.69
2. Ending Fund Balance (Sum lines C and D1)		4,734,196.69		4,300,696.69		1,572,427.69
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	4,637,916.69		4,204,416.69		1,436,075.69
2. Unassigned/Unappropriated	9790	0.00		0.00		40,072.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,734,196.69		4,300,696.69		1,572,427.69

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	4,637,916.69		4,204,416.69		1,436,075.69
c. Unassigned/Unappropriated	9790	0.00		0.00		40,072.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)						
		4,637,916.69		4,204,416.69		1,476,147.69
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Adjustment is due to the use of CARES act funds salaries and benefits.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	32,561,700.00	3.75%	33,784,039.00	-4.00%	32,434,244.00
2. Federal Revenues	8100-8299	6,392,456.00	-56.99%	2,749,642.00	0.00%	2,749,642.00
3. Other State Revenues	8300-8599	3,625,081.00	-10.26%	3,253,296.00	0.00%	3,253,296.00
4. Other Local Revenues	8600-8799	2,490,519.00	0.00%	2,490,519.00	0.00%	2,490,519.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		45,084,756.00	-6.19%	42,292,496.00	-3.19%	40,942,701.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				18,771,278.00		18,483,780.00
b. Step & Column Adjustment				220,996.00		220,996.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(508,494.00)		5,362.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,771,278.00	-1.53%	18,483,780.00	1.22%	18,710,138.00
2. Classified Salaries						
a. Base Salaries				7,615,325.00		7,785,288.00
b. Step & Column Adjustment				99,305.00		99,305.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				70,658.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,615,325.00	2.23%	7,785,288.00	1.28%	7,884,593.00
3. Employee Benefits	3000-3999	9,891,893.00	1.23%	10,013,419.00	5.83%	10,597,401.00
4. Books and Supplies	4000-4999	3,312,242.00	-34.83%	2,158,729.00	0.00%	2,158,729.00
5. Services and Other Operating Expenditures	5000-5999	4,974,031.98	-13.19%	4,318,099.00	0.55%	4,341,856.00
6. Capital Outlay	6000-6999	277,426.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	96,618.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(109,690.00)	0.00%	(109,690.00)	0.00%	(109,690.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	87,943.00	0.00%	87,943.00	0.00%	87,943.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		44,917,066.98	-4.85%	42,737,568.00	2.18%	43,670,970.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		167,689.02		(445,072.00)		(2,728,269.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,578,081.07		4,745,770.09		4,300,698.09
2. Ending Fund Balance (Sum lines C and D1)		4,745,770.09		4,300,698.09		1,572,429.09
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	19,999.59		20,000.00		20,000.00
b. Restricted	9740	11,573.92		1.40		1.40
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	4,637,916.69		4,204,416.69		1,436,075.69
2. Unassigned/Unappropriated	9790	(0.11)		0.00		40,072.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,745,770.09		4,300,698.09		1,572,429.09

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	4,637,916.69		4,204,416.69		1,436,075.69
c. Unassigned/Unappropriated	9790	0.00		0.00		40,072.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.52)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		4,637,916.17		4,204,416.69		1,476,147.69
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		10.33%		9.84%		3.38%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA (Used to determine the reserve standard percentage level on line F3d (Col. A: Form A1, Estimated P-2 ADA column, Lines A4 and C4; enter projections))						
		3,401.94		3,401.94		3,171.36
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		44,917,066.98		42,737,568.00		43,670,970.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		44,917,066.98		42,737,568.00		43,670,970.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,347,512.01		1,282,127.04		1,310,129.10
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,347,512.01		1,282,127.04		1,310,129.10
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

**1A. Calculating the District's ADA Variances**

DATA ENTRY: First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2020-21)	District Regular	3,401.94		
	Charter School	0.00		
	<b>Total ADA</b>	<b>3,401.94</b>	<b>0.0%</b>	<b>Met</b>
1st Subsequent Year (2021-22)	District Regular	3,402.00		
	Charter School			
	<b>Total ADA</b>	<b>3,402.00</b>	<b>0.0%</b>	<b>Met</b>
2nd Subsequent Year (2022-23)	District Regular	3,402.00		
	Charter School	3,171.00		
	<b>Total ADA</b>	<b>3,402.00</b>	<b>-6.8%</b>	<b>Not Met</b>

**1B. Comparison of District ADA to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - The projected change since first interim projections for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:  
(required if NOT met)

Declining enrollment and the hold harmless expires for 2022-23.

**2. CRITERION: Enrollment**

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

**2A. Calculating the District's Enrollment Variances**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2020-21)				
District Regular	3,546	3,546		
Charter School				
<b>Total Enrollment</b>	<b>3,546</b>	<b>3,546</b>	<b>0.0%</b>	<b>Met</b>
1st Subsequent Year (2021-22)				
District Regular	3,546	3,546		
Charter School				
<b>Total Enrollment</b>	<b>3,546</b>	<b>3,546</b>	<b>0.0%</b>	<b>Met</b>
2nd Subsequent Year (2022-23)				
District Regular	3,546	3,305		
Charter School				
<b>Total Enrollment</b>	<b>3,546</b>	<b>3,305</b>	<b>-6.8%</b>	<b>Not Met</b>

**2B. Comparison of District Enrollment to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment projections have changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

Declining enrollment and the hold harmless expires for 2022-23.

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	3,468	3,639	
Charter School			
<b>Total ADA/Enrollment</b>	<b>3,468</b>	<b>3,639</b>	<b>95.3%</b>
Second Prior Year (2018-19)			
District Regular	3,433	3,578	
Charter School			
<b>Total ADA/Enrollment</b>	<b>3,433</b>	<b>3,578</b>	<b>95.9%</b>
First Prior Year (2019-20)			
District Regular	3,402	3,545	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>3,402</b>	<b>3,545</b>	<b>96.0%</b>
Historical Average Ratio:			95.7%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			<b>96.2%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2020-21)				
District Regular	3,402	3,546		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>3,402</b>	<b>3,546</b>	<b>95.9%</b>	<b>Met</b>
1st Subsequent Year (2021-22)				
District Regular	3,402	3,546		
Charter School				
<b>Total ADA/Enrollment</b>	<b>3,402</b>	<b>3,546</b>	<b>95.9%</b>	<b>Met</b>
2nd Subsequent Year (2022-23)				
District Regular	3,171	3,305		
Charter School				
<b>Total ADA/Enrollment</b>	<b>3,171</b>	<b>3,305</b>	<b>95.9%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)



**4. CRITERION: LCFF Revenue**

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range:

**4A. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals		
	Current Year (2020-21)	32,830,337.00		
1st Subsequent Year (2021-22)	32,806,909.00	33,784,039.00	3.0%	Not Met
2nd Subsequent Year (2022-23)	32,806,206.00	32,434,244.00	-1.1%	Met

**4B. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:  
(required if NOT met)

COLA of 3.84% was added for 2021-22 and 2.98% for 2022-23.

**5. CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2017-18)	25,317,998.22	29,429,048.47	86.0%
Second Prior Year (2018-19)	26,044,579.70	28,342,425.47	91.9%
First Prior Year (2019-20)	26,337,582.76	28,776,773.89	91.5%
Historical Average Ratio:			89.8%

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	86.8% to 92.8%	86.8% to 92.8%	86.8% to 92.8%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2020-21)	24,981,742.00	28,155,214.98	88.7%	Met
1st Subsequent Year (2021-22)	25,921,564.00	28,886,450.00	89.7%	Met
2nd Subsequent Year (2022-23)	26,609,013.00	29,573,899.00	90.0%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**6. CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2020-21)	6,386,187.00	6,392,456.00	0.1%	No
1st Subsequent Year (2021-22)	2,743,373.00	2,749,642.00	0.2%	No
2nd Subsequent Year (2022-23)	2,743,373.00	2,749,642.00	0.2%	No

Explanation:  
(required if Yes)

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2020-21)	3,625,081.00	3,625,081.00	0.0%	No
1st Subsequent Year (2021-22)	3,253,296.00	3,253,296.00	0.0%	No
2nd Subsequent Year (2022-23)	3,253,296.00	3,253,296.00	0.0%	No

Explanation:  
(required if Yes)

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2020-21)	2,499,776.00	2,490,519.00	-0.4%	No
1st Subsequent Year (2021-22)	2,499,776.00	2,490,519.00	-0.4%	No
2nd Subsequent Year (2022-23)	2,499,776.00	2,490,519.00	-0.4%	No

Explanation:  
(required if Yes)

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2020-21)	3,405,344.00	3,312,242.00	-2.7%	No
1st Subsequent Year (2021-22)	2,160,728.00	2,158,729.00	-0.1%	No
2nd Subsequent Year (2022-23)	2,160,728.00	2,158,729.00	-0.1%	No

Explanation:  
(required if Yes)

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2020-21)	4,816,691.00	4,974,031.98	3.3%	No
1st Subsequent Year (2021-22)	4,337,014.00	4,318,099.00	-0.4%	No
2nd Subsequent Year (2022-23)	4,360,771.00	4,341,856.00	-0.4%	No

Explanation:  
(required if Yes)

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2020-21)	12,511,044.00	12,508,056.00	0.0%	Met
1st Subsequent Year (2021-22)	8,496,445.00	8,493,457.00	0.0%	Met
2nd Subsequent Year (2022-23)	8,496,445.00	8,493,457.00	0.0%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2020-21)	8,222,035.00	8,286,273.98	0.8%	Met
1st Subsequent Year (2021-22)	6,497,742.00	6,476,828.00	-0.3%	Met
2nd Subsequent Year (2022-23)	6,521,499.00	6,500,585.00	-0.3%	Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**

Federal Revenue  
(linked from 6A  
if NOT met)

**Explanation:**

Other State Revenue  
(linked from 6A  
if NOT met)

**Explanation:**

Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD MET - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**

Books and Supplies  
(linked from 6A  
if NOT met)

**Explanation:**

Services and Other Exps  
(linked from 6A  
if NOT met)

**7. CRITERION: Facilities Maintenance**

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if First Interim data does not exist. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,192,241.00	1,196,237.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		1,196,237.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:  
(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Available Reserve Percentages (Criterion 10C, Line 9)	10.3%	9.8%	3.4%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>3.4%</b>	<b>3.3%</b>	<b>1.1%</b>

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)			
Current Year (2020-21)	864,267.02	28,243,157.98		N/A	Met
1st Subsequent Year (2021-22)	(433,500.00)	28,974,393.00		1.5%	Met
2nd Subsequent Year (2022-23)	(2,728,269.00)	29,661,842.00		9.2%	Not Met

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

**Explanation:**  
(required if NOT met)

Due to declining enrollment in 2021-22 and the hold harmless expiring.

**9. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2)	(Form MYPI, Line D2)	
Current Year (2020-21)		4,745,770.09	Met
1st Subsequent Year (2021-22)		4,300,698.09	Met
2nd Subsequent Year (2022-23)		1,572,429.09	Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2020-21)		1,145,096.00	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)

**10. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$71,000 (greater of)	0	to 300
4% or \$71,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	3,402	3,402	3,171
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	44,917,066.98	42,737,568.00	43,670,970.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	44,917,066.98	42,737,568.00	43,670,970.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,347,512.01	1,282,127.04	1,310,129.10
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,347,512.01	1,282,127.04	1,310,129.10



**10C. Calculating the District's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	4,637,916.69	4,204,416.69	1,436,075.69
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	40,072.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, If negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(0.52)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	4,637,916.17	4,204,416.69	1,476,147.69
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	10.33%	9.84%	3.38%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,347,512.01</b>	<b>1,282,127.04</b>	<b>1,310,129.10</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Temporary Interfund Borrowings**

1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2020-21)	(4,559,590.00)	(4,456,628.00)	-2.3%	(102,962.00)	Met
1st Subsequent Year (2021-22)	(6,296,245.00)	(6,245,499.00)	-0.8%	(50,746.00)	Met
2nd Subsequent Year (2022-23)	(6,626,894.00)	(6,503,024.00)	-1.9%	(123,870.00)	Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2020-21)	5,000.00	5,000.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	5,000.00	5,000.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	5,000.00	5,000.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2020-21)	0.00	87,943.00	New	87,943.00	Not Met
1st Subsequent Year (2021-22)	0.00	87,943.00	New	87,943.00	Not Met
2nd Subsequent Year (2022-23)	0.00	87,943.00	New	87,943.00	Not Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since first Interim projections that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. MET - Projected contributions have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

After review of the cafeteria fund, a contribution is projected from the general fund.

- 1d. NO - There have been no capital project cost overruns occurring since first Interim projections that may impact the general fund operational budget.

**Project Information:**  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?  
(If No, skip items 1b and 2 and sections S6B and S6C)

b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2020
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	29	Fund 51/object 86000	Fund 51/objects 7438-7439	24,068,541
Supp Early Retirement Program	4	General Fund/object 8011	General Fund/object 3900	674,864
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2020
<b>TOTAL:</b>				24,743,405

Type of Commitment (continued)	Prior Year (2019-20) Annual Payment (P & I)	Current Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Capital Leases	27,403			
Certificates of Participation				
General Obligation Bonds	1,987,860	1,704,487	1,677,627	1,730,466
Supp Early Retirement Program	273,675	268,175	162,204	162,204
State School Building Loans				
Compensated Absences	131,984			

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2019-20) Annual Payment (P & I)	Current Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
<b>Total Annual Payments:</b>	2,420,922	1,972,662	1,839,831	1,892,670
<b>Has total annual payment increased over prior year (2019-20)?</b>		No	No	No

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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

**Explanation:**  
(Required if Yes  
to increase in total  
annual payments)

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

**Explanation:**  
(Required if Yes)

**S7. Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes
-----

b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No
----

c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No
----

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability	5,502,343.00	5,502,343.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	5,502,343.00	5,502,343.00

	Actuarial	Actuarial
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2020	Jun 30, 2020

3. OPEB Contributions

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2020-21)	540,614.00	540,614.00
1st Subsequent Year (2021-22)	540,614.00	540,614.00
2nd Subsequent Year (2022-23)	540,614.00	540,614.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2020-21)	172,507.00	177,680.00
1st Subsequent Year (2021-22)	172,507.00	177,680.00
2nd Subsequent Year (2022-23)	172,507.00	177,680.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2020-21)	174,905.00	174,905.00
1st Subsequent Year (2021-22)	207,659.00	207,659.00
2nd Subsequent Year (2022-23)	224,526.00	224,526.00
d. Number of retirees receiving OPEB benefits		
Current Year (2020-21)	27	27
1st Subsequent Year (2021-22)	28	28
2nd Subsequent Year (2022-23)	30	30

4. Comments:

**S7B. Identification of the District's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No
----

b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a
-----

c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a
-----

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
  - Current Year (2020-21)
  - 1st Subsequent Year (2021-22)
  - 2nd Subsequent Year (2022-23)
- b. Amount contributed (funded) for self-insurance programs
  - Current Year (2020-21)
  - 1st Subsequent Year (2021-22)
  - 2nd Subsequent Year (2022-23)

First Interim (Form 01CSI, Item S7B)	Second Interim

4. Comments:

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**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of first interim projections?

No

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	201.4	201.9	195.9	195.9

1a. Have any salary and benefit negotiations been settled since first interim projections?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--	--	--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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7. Amount included for any tentative salary schedule increases

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
---------------------------	----------------------------------	----------------------------------

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Yes	Yes	Yes
2.	1,914,364	1,914,364	1,914,364
3.	56.0%	56.0%	56.0%
4.	0.0%	0.0%	0.0%

**Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections**

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
220,996	220,996	220,996
0.0%	0.0%	0.0%

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Yes	Yes	Yes
No	No	No

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first interim projections?  
If Yes, complete number of FTEs, then skip to section S8C.   
If No, continue with section S8B.

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	203.8	204.5	204.5	204.5

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.  
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.  
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?  
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?  
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date:  End Date:

5. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

**One Year Agreement**

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>

or

**Multiyear Agreement**

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Classified (Non-management) Health and Welfare (H&W) Benefits**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the Interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	893,220	893,220	893,220
3. Percent of H&W cost paid by employer	68.9%	68.9%	68.9%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first interim for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

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**Classified (Non-management) Step and Column Adjustments**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	99,305	99,305	99,305
3. Percent change in step & column over prior year	0.0%	0.0%	0.0%

**Classified (Non-management) Attrition (layoffs and retirements)**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are savings from attrition included in the Interim and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	No	No	No

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of first interim projections?   
If Yes or n/a, complete number of FTEs, then skip to S9.  
If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	42.0	33.0	34.0	34.0

1a. Have any salary and benefit negotiations been settled since first interim projections?  
If Yes, complete question 2.   
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?  
If Yes, complete questions 3 and 4.

**Negotiations Settled Since First Interim Projections**

2. Salary settlement:	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	349,510	349,510	349,510
3. Percent of H&W cost paid by employer	56.8%	56.8%	56.8%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	28,800	28,800	28,800
3. Percent change in step and column over prior year	0.0%	0.0%	0.0%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of other benefits included in the interim and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

**S9. Status of Other Funds**

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

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**S9A. Identification of Other Funds with Negative Ending Fund Balances**

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DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an Interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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### ADDITIONAL FISCAL INDICATORS

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
  
- A2. Is the system of personnel position control independent from the payroll system?
  
- A3. Is enrollment decreasing in both the prior and current fiscal years?
  
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
  
- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
  
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
  
- A7. Is the district's financial system independent of the county office system?
  
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)
  
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

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### End of School District Second Interim Criteria and Standards Review

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## Board Meeting Agenda Item Information

<p><b>Meeting Date:</b> February 24, 2021</p>	<p><b>Agenda Item: 202.167</b> Board Consideration of Approval of 2020-21 Comprehensive School Safety Plans for:</p> <ol style="list-style-type: none"> <li>1. Lake Canyon Elementary</li> <li>2. Marengo Ranch Elementary</li> <li>3. River Oaks Elementary</li> <li>4. Valley Oaks Elementary</li> <li>5. Vernon E. Greer Elementary</li> <li>6. Robert L. McCaffrey Middle School</li> </ol>
<p><b>Presenter:</b> Donna Mayo-Whitlock</p>	<p><b>Action Item:</b> XX <b>Information Item:</b></p>

Board Policy 0450 and Education Code 32286 provides the district and schools direction to develop comprehensive school safety plans under guidelines provided by the California Department of Education. School Safety Plans are developed in consultation with each school's School Site Council and with local police and fire agencies.

Each school must have the Comprehensive School Safety Plan with **all non-sensitive safety-related plans** and materials available for the public when requested. Additional disaster procedures, routine and emergency crisis response plans and procedures for safety drills (such as fire and active shooter conditions) are confidential and not included for public review for security purposes.

*Additional Information:*

1. The Galt Police Department consults with school sites on their emergency drills each year.
2. Updated safety/emergency procedures are reviewed with site administrators in August of each year.
3. Site administrators annually review safety/emergency procedures with staff at the beginning of each year.
4. School Site Fire Inspections are completed annually.





**Galt Joint Union Elementary School District**

**2020-2021**

**Comprehensive Safety Plan**

**for**

**Lake Canyon Elementary**

**School**

Approved by the School Site Council: (To be presented 3/9/21)

Approved by the Board of Education: \_\_\_\_\_

# Table of Contents

## Assuring Each Student a Safe Physical Environment

	Page
✓ Assessment of Current Status of School Crime/Campus Security	3-4
✓ Strategies for Providing/Maintaining a Safe School Environment/	4
✓ Funding/PD Activities	5
✓ Child Abuse Reporting Procedures	6
✓ Counseling and Wellness/Important Phone Numbers	7
✓ Student Behavior Standards/ Suspension/Expulsion	8-9
✓ Mandatory Suspension and Expulsion/Notifying Teachers of Dangerous Students	10
✓ Preventing Discrimination and Harassment	10-13
✓ Dress Code	14
✓ Bullying/Cyberbullying	15
✓ School Rules	16-20
✓ CalSCHLS Student Survey	20-22
✓ Safety To and From School	22
✓ Dealing with Hate Crimes	23
✓ Collaborative Relationships Among City, County and Community Agencies	24
✓ Prevention and Intervention Strategies/ Pandemic Flu Response	25
✓ Surveillance/Reporting	26-27

✓ = Mandatory

# Assessment of Current Status of School Crime



Safety is always a top priority at Lake Canyon Elementary. Our staff continually emphasizes keeping students safe at school through strict behavior standards, limited access to the campus through one entrance/exit, services from a school resource officer, campus supervisors, and activities that keep students participating in school.

The crime rate at Lake Canyon Elementary continues to be low. Due largely to strong community support, the commitment to safety of our staff, and our many community partnerships.

New web based surveillance cameras have been installed and are in excellent working condition. The Administrators collaborate with the Galt Police Department on a regular basis to discuss any crime issues facing our school.

#### Campus Security

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus supervisors, security personnel, security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals, as well as law enforcement professionals, have been consulted in the ongoing review and update of campus security.

#### **Strategies for Providing/Maintaining a Safe School Environment –**

Supervision of students is extremely important to us at Lake Canyon Elementary. We employ 7 part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid, positive discipline and “bully proofing”. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. They also receive ongoing training and workshops throughout the school year.

We discourage students from arriving at school before 7:30 a.m. due to lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason. The principal contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries for student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan’s Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on

campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at Lake Canyon Elementary, so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate parking lot from the student pick-up/drop-off zone. Adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces or wait in the parent pick up lane for children. Signage directs parents to the correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait behind the orange sidewalk lines until children are dismissed by the teacher. Parents are welcomed to visit classrooms after all children have been walked to the waiting area.

Clear school rules, and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information such as how parents can help their children succeed in school are communicated to parents regularly via school and classroom newsletters, flyers, events and assemblies. Lake Canyon utilizes a restorative justice approach to behavior incidents on campus. In addition, Lake Canyon implements listening circles and weekly staff and student gatherings through our House System.

Lake Canyon implements an extensive after school club offering each trimester which includes over twenty interest based clubs. This strong offering supports a positive school climate and culture.

#### \_\_Funding

Available sources are being targeted to address school safety issues such as the Local Control Funding Formula (LCFF) . Lake Canyon also regularly investigates and implements additional state or federal funding to improve school climate, respond to crisis, improve classroom management, and provide comprehensive student mental health services.

#### \_\_Professional Development Activities

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response. In addition, all school staff received trauma informed response

and intervention training, restorative practice training, and ongoing Fred Jones-based classroom behavior management training.

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by

confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

**Counseling and Wellness Services**

- Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for different types of student support).
- Lake Canyon has designated a trained person on our site to handle referrals (related to student physical and mental health) to collaborative district and community partners.

**Important Phone Numbers**

Sacramento County Child Protective Services ..... (916) 875-5437

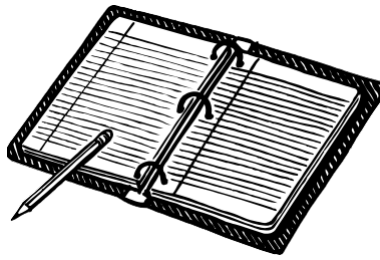
San Joaquin County Child Protective Services ..... (209) 468-1333

Galt Police Department..... (209) 366-7000

Sacramento County Sheriff's Department.....(916) 874-5115

San Joaquin County Sheriff's Department... ..... (209) 468-4400

# Behavior Standards





## Student Behavior Standards

Behavior standards are included in the District's "Parent Information Guide" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***

### **Article 1 Section 28C**

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

### **Suspension Data**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
2	1	1	0

### **Expulsion Data**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
0	0	0	0

## **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

## **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations
- 

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

**Harassment:**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her

observation of the incident to the Superintendent or designee who shall investigate the complaint.

4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
  
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

## Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

## **Bullying/Cyberbullying:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

# School Behavior Expectations

## **Be Responsible    Be Respectful    Be Safe**

Students will see these rules posted as quick reminders. An example of what each of those statements look like are outlined below:

All students at Lake Canyon School will demonstrate their *Responsibility* by:

- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their *Respect* toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a *Safe* school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself



COLIGAR	Classroom	Cafeteria	Restroom	Playground	Walkway	Library
<b>P</b> <b>Pride</b>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Always give your best effort</li> <li>Be an active participant</li> <li>Arrive on time</li> <li>Stay on task</li> <li>Remove hat indoors</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Sit at House table</li> <li>Get all things needed the first time through the line</li> <li>Remove hat indoors</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Clean up after yourself</li> <li>Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Play with everyone</li> <li>Take care of yourself</li> <li>Resolve your own conflicts</li> <li>Remove hats for pledge</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Be respectful of classrooms working</li> <li>Keep the walkways clean</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Always give your best effort</li> <li>Stay on task</li> <li>Remove hat indoors</li> </ul>
<b>A</b> <b>Attitude</b>	<ul style="list-style-type: none"> <li>Respect differences</li> <li>Follow directions</li> <li>Wait to be called on</li> <li>Treat others the way you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>Use a peaceful voice</li> <li>Use good table manners</li> <li>Say "Please" and "Thank You"</li> </ul>	<ul style="list-style-type: none"> <li>Allow for privacy of each person</li> <li>Use a quiet voice</li> <li>No playing with water, soap, or supplies</li> </ul>	<ul style="list-style-type: none"> <li>Use positive and appropriate language</li> <li>Invite others to join in</li> <li>Read rules before a game</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly so others can continue learning</li> <li>Smile and be courteous to people you meet in walkway</li> </ul>	<ul style="list-style-type: none"> <li>Respect differences</li> <li>Follow directions</li> <li>Treat books with care</li> </ul>
<b>W</b> <b>WISE CHOICES</b>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Do your job</li> <li>Be honest</li> <li>Respect other's things</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices</li> <li>Use time to eat wisely</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Return to class promptly</li> <li>Use water &amp; supplies wisely</li> </ul>	<ul style="list-style-type: none"> <li>Learn new games and activities</li> <li>Take a knee when the bell rings</li> <li>Use restroom &amp; fountains during</li> </ul>	<ul style="list-style-type: none"> <li>Take care of yourself</li> <li>Move quietly</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Be honest</li> <li>Respect other's things</li> <li>Report any damage you find in a book</li> </ul>
<b>S</b> <b>Safety</b>	<ul style="list-style-type: none"> <li>Maintain personal space</li> <li>Use materials appropriately</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk in line</li> <li>Place all trash in the proper cans</li> <li>Stay seated until dismissed</li> <li>No wandering around</li> </ul>	<ul style="list-style-type: none"> <li>No food inside</li> <li>Keep hands, feet, and other objects to yourself</li> <li>Wash hands with soap &amp; water</li> <li>Report problems to the nearest adult</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Stay in approved areas</li> <li>Keep hands &amp; feet to yourself</li> <li>Report problems and injuries to the nearest adult</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Travel on the right</li> <li>Maintain personal space</li> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Maintain personal space</li> <li>Use materials appropriately</li> <li>Walk</li> <li>Use a quiet voice</li> </ul>

## Positive School Culture and Climate-

### Lake Canyon's Essential 33 and House System-

The goal of the Lake Canyon Essential 33 and House System is to strengthen our implementation of a supportive and engaging environment. Through the implementation of Lake Canyon's Essential 33 and the House System there will be constant encouragement for students to do their best. The positive attitudes of students toward one another and toward the school will continue to increase.

Planned benefits to students:

- Being a part of a smaller community helps students acclimate quickly to their school environment and experience an immediate sense of belonging.
- Students have a team of caring faculty/staff mentors.
- It allows students to have an opportunity to interact with students from all grade levels.
- It increases opportunities for student leadership.
- It reinforces our campus essentials and expectations
- It can be a source of positive peer-pressure and motivation that can have a positive effect in the classroom.
- At weekly rallies, students will have opportunities to enjoy creative expression, physical activity, and social engagement. Music and chants are extensively used to support expression and engagement.
- Studies show that schools with House systems have happier, more engaged students and have more school spirit than they did before a House system was implemented.



## **Lake Canyon's Implementation of Restorative Justice-based behavior support and Restorative thinking**

is a significant shift from punishment-oriented thinking. People, including students, who are invited into restorative dialogue are sometimes confused by the concept of "making things right." Their default response to the question "What can we do to make things right?" often has to do with punishment. It is said that "children live what they learn." When what they have learned is that troublesome behavior demands a punishment-oriented response that is how they will live. But restorative practices invite different ways of responding. These new ways must be learned through experience. The activities of Lake Canyon's implementation give students the necessary experiences to support a shift toward restorative ways of thinking and behaving.

Restorative Justice Implementation for students who are sent to speak with administration and engage in a discussion which includes a series of five probing questions which include:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

**Affective Statements:** the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

**Restorative Discussion:** A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior exists in asking key questions.

### CalSCHLS Student Survey

In the 2019-20 school year the 5<sup>th</sup> and 6<sup>th</sup> grade students took the CalSCHLS Student Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the results:

#### Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
<b>School Engagement and Supports</b>		
School connectedness	88	82
Academic motivation	89	86
Caring adults in school	95	83
High expectations-adults in school	96	91
Meaningful participation	52	54
Facilities upkeep	95	93
Parent involvement in schooling	86	85
Social and emotional learning supports	93	87
Anti-bullying climate	90	84

<b>School Safety</b>		
Feel safe at school	100	86
Feel safe on way to and from school	91	91
Been hit or pushed	33	27
Mean rumors spread about you	36	42
Called bad names or target of mean jokes	26	36
Saw a weapon at school	9	11

<b>School Disciplinary Environment</b>		
Rule clarity	88	93
Students well behaved	72	52
Students treated fairly when break rules	47	73
Students treated with respect	98	91

<b>Substance Use and Physical/Mental Health</b>		
<b>Alcohol or drug use</b>		
Alcohol or drug use	7	16
Marijuana use	0	0
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	14	28
Experienced sadness	12	14

<b>Key Indicators of Social Emotional Health</b>			
		<b>Grade 5</b>	<b>Grade 6</b>
		<b>%</b>	<b>%</b>
<b>Covitality</b>	–	88	83
Belief in self	–	91	90
Belief in others	–	92	82
Empathy	–	90	88
Engaged living	–	78	72
<b>Growth mindset</b>	–	86	88
<b>Collaboration</b>	–	83	85
<b>Problem solving</b>	–	85	67

<b>Covitality Domain and Subdomains</b>			
<b>Belief in self</b>	–	91	90
Self-efficacy	–	94	92
Persistence	–	89	87
<b>Belief in others</b>	–	92	82
School supports	–	94	83
Peer supports	–	90	83

<b>Emotional competence</b>			
Empathy	–	90	88
<b>Engaged living</b>			
Optimism	–	85	81
Gratitude	–	98	92
Zest	–	52	44

### **Custom Question**

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

	<b>Grade 5</b>	<b>Grade 6</b>
	<b>%</b>	<b>%</b>
Strongly agree / Agree	100	85

## **Safety To and From School**

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

### **The Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

## Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

## **Collaborative Relationships for Strengthening School Safety**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.



## **Prevention and Intervention Strategies**

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### **Second Step Curriculum/Lake Canyon House System**

The Lake Canyon House System and the use of character curriculum, such as the Second Step curriculum, is designed to build students' social emotional well-being. It includes materials and training on four key components:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **SURVEILLANCE / REPORTING**

### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

### **Definition of Surveillance Levels**

#### **Standard Surveillance**

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

#### **Heightened Surveillance**

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

#### **Intensive Surveillance**

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet

- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

### **Influenza Case Definition**

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



Galt Joint Union Elementary School District

**Galt Joint Union Elementary School District**

**Marengo Ranch Elementary School**

**2020-2021 Comprehensive Safety Plan**

Approved by the School Site Council on February 8, 2021

Approved by the Board of Education on \_\_\_\_\_

**Table of Contents**  
**Assuring Each Student a Safe Physical Environment**

	<b>Page</b>
✓ <b>Assessment of Current Status of School Crime/Campus Security, Suspension and Expulsion Data, Strategies for Providing/Maintaining a Safe School Environment</b>	<b>3</b>
✓ <b>CalSCHLS Student Survey</b>	<b>4</b>
✓ <b>Child Abuse Reporting Procedures, Important Phone Numbers</b>	<b>6</b>
✓ <b>Counseling and Wellness, Student Behavior Standards</b>	<b>7</b>
✓ <b>Notifying Teachers of Dangerous Students, Preventing Discrimination and Harassment</b>	<b>8</b>
✓ <b>Dress Code</b>	<b>10</b>
✓ <b>Bullying/Cyberbullying</b>	<b>12</b>
✓ <b>School Rules, Safety To and From School</b>	<b>13</b>
✓ <b>Dealing with Hate Crimes</b>	<b>14</b>
✓ <b>Collaborative Relationships Among City, County and Community Agencies</b>	<b>15</b>
✓ <b>Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol, Pandemic Flu Response, Surveillance/Reporting</b>	<b>16</b>

✓= Mandatory

### **Assessment of Current Status of School Crime**

The crime rate at Marengo Ranch Elementary continues to be low. Fencing around the campus and security cameras are in place.

Access to the school campus during the day is restricted to the school office as a main entry point. Procedures are in place to address visitors on campus with specific sign-in protocols.

### **Suspension Data**

<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
16	6	0	3	7

### **Expulsion Data**

<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
0	0	0	0	0

### **Strategies for Providing/Maintaining a Safe School Environment**

Supervision of students is extremely important at Marengo Ranch Elementary. We employ 9 part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid and meet monthly with administration to discuss how things are going throughout the day. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. Site funding sources supply safety equipment: orange cones, stop signs, staff uniforms, raincoats, etc.

School gates open at 7:30 am and parents are welcome to walk their children to the playground areas. When the 7:55 am warning bell rings, parents are asked to head off campus and the gates are locked for the day. At the end of the day, the gates are opened for dismissal and parents wait at designated spots for the after school pick up.

We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise.

School staff members receive information related to the school safety plan and safety drills are practiced monthly, so that all students and staff know how to respond should there be an emergency. Classroom doors are locked at all times.

A student Safety Patrol Team is responsible for helping students at our gates as well as our sidewalks immediately adjacent to the campus. Yard Supervisors monitor all loading and unloading zones as well as crosswalks.

Clear school rules and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information such as how parents can help their children succeed in school are communicated to parents regularly.

### CalSCHLS Student Survey

In the 2019-20 school year, the 5<sup>th</sup> and 6<sup>th</sup> grade students took the CalSCHLS Student Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the results:

#### Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
<b>School Engagement and Supports</b>		
School connectedness	81	71
Academic motivation	84	96
Caring adults in school	73	85
High expectations-adults in school	89	87
Meaningful participation	27	36
Facilities upkeep	87	79
Parent involvement in schooling	85	83
Social and emotional learning supports	68	73
Anti-bullying climate	75	68
<b>School Safety</b>		
Feel safe at school	93	85
Feel safe on way to and from school	93	69
Been hit or pushed	43	54
Mean rumors spread about you	40	54
Called bad names or target of mean jokes	47	42
Saw a weapon at school	3	23
<b>School Disciplinary Environment</b>		
Rule clarity	93	62
Students well behaved	47	31
Students treated fairly when break rules	67	46
Students treated with respect	90	85

**Substance Use and Physical/Mental Health Alcohol or drug use**

Alcohol or drug use	7	31
Marijuana use	0	0
Cigarette use	0	0
Vaping	3	0
Late bedtime (after 10 pm)	10	29
Experienced sadness	10	23

**Key Indicators of Social Emotional Health**

		Grade 5 %	Grade 6 %
<b>Covitality</b>	–	76	80
Belief in self	–	87	97
Belief in others	–	75	83
Empathy	–	78	69
Engaged living	–	65	65
<b>Growth mindset</b>	–	83	82
<b>Collaboration</b>	–	80	78
<b>Problem solving</b>	–	69	71

**Covitality Domain and Subdomains**

<b>Belief in self</b>	–	87	97
Self-efficacy	–	91	95
Persistence	–	84	96
<b>Belief in others</b>	–	75	83
School supports	–	82	82
Peer supports	–	68	85
<b>Emotional competence</b>			
Empathy	–	78	69
<b>Engaged living</b>	–	65	65
Optimism	–	78	75
Gratitude	–	90	79
Zest	–	27	42

**Custom Question**

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

	Grade 5 %	Grade 6 %
Strongly agree / Agree	89	93



## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

### **Important elements of the reporting process include the following:**

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

### **Important Phone Numbers**

Sacramento County Child Protective Services ..... (916) 875-5437  
San Joaquin County Child Protective Services..... (209) 468-1333  
Galt Police Department ..... (209) 366-7000  
Sacramento County Sheriff’s Department ..... (916) 874-5115  
San Joaquin County Sheriff’s Department..... (209) 468-4400

## **Counseling and Wellness**

Counseling and wellness services are available to all students through our school social worker. The social worker coordinates services with staff and administration to monitor social skills groups, attendance improvement, conflict managers, counseling, and social services.

Monthly meetings with administration and Marengo Team for Student Success (MTSS) members target students who may be in need of possible supports or services.

## **Student Behavior Standards**

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***

***Article 1 Section 28C***

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion.

Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

Specific information regarding mandatory suspension and expulsion:

## **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education,

vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions, Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

### **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn

outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

**Bullying/Cyberbullying:** The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff, including, but is not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

## **Marengo Ranch School Rules**

### ***Be Responsible \* Be Respectful \* Be Safe***

Students will see these rules posted as quick reminders. An example of what each of those statements look like is outlined below:

All students at Marengo Ranch School will demonstrate their **Responsibility** by:

- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their **Respect** toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a **Safe** school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

### **Safety To and From School**

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.



### **Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, **Walking Paths to Schools**.

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **Collaborative Relationships for Strengthening School Safety**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

### **Prevention and Intervention Strategies**

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### **CARING SCHOOL COMMUNITY**

Caring School Community is a K-5<sup>th</sup> grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive schoolwide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

## **PROJECT ALERT**

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7th grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **SURVEILLANCE / REPORTING**

### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

## **Definition of Surveillance Levels**

### **Standard Surveillance**

17

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

### **Heightened Surveillance**

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

### **Intensive Surveillance**

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

### **Influenza Case Definition**

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
  - Cough
  - Sore throat
  - Headache
  - Muscle ache

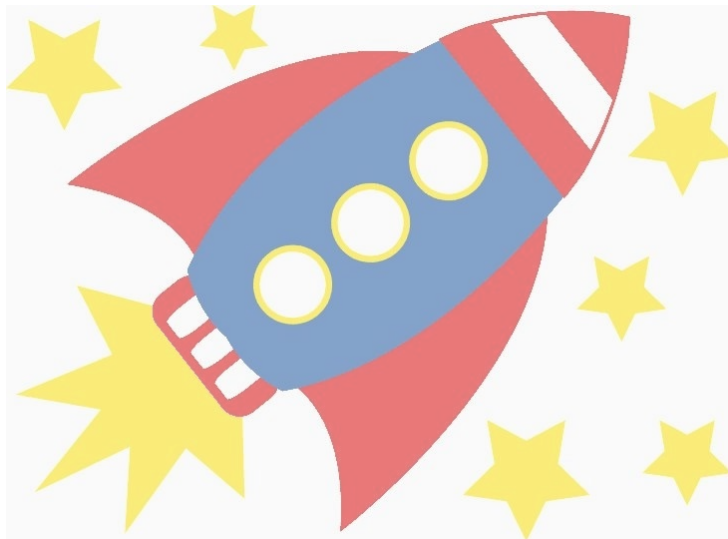
A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



**Galt Joint Union Elementary School District**

# **River Oaks Elementary School**

## **2020-2021 Comprehensive Safety Plan**



**Approved by the School Site Council on: 2/10/2021**

**Approved by the Board of Education on: \_\_\_\_\_**

# Table of Contents

## Assuring Each Student a Safe Physical Environment

	<b>Page</b>
✓ <b>Assessment of Current Status of School Crime, Suspension/Expulsion, Strategies for Providing/Maintaining a Safe School Environment</b>	<b>3</b>
✓ <b>Professional Development, Behavior Management Plan</b>	<b>4</b>
✓ <b>CaSCHLS Survey</b>	<b>5</b>
✓ <b>Child Abuse Reporting Procedures</b>	<b>6</b>
✓ <b>Important Phone Numbers, Student Behavior Standards</b>	<b>7</b>
✓ <b>Notifying Teachers of Dangerous Students</b>	<b>8</b>
✓ <b>Preventing Discrimination and Harassment</b>	<b>9</b>
✓ <b>Dress Code</b>	<b>11</b>
✓ <b>Bullying and Cyberbullying</b>	<b>12</b>
✓ <b>School Rules</b>	<b>13</b>
✓ <b>Safety To and From School, Dealing with Hate Crimes</b>	<b>15</b>
✓ <b>Collaborative Relationships Among City, County and Community Agencies</b>	<b>16</b>
✓ <b>Prevention and Intervention Strategies</b>	<b>17</b>
✓ <b>Surveillance/Reporting, Pandemic Flu Response</b>	<b>18</b>
✓ <b>Preventing Truancy</b>	<b>19</b>
✓ <b>Parent Involvement, Funding</b>	<b>20</b>
✓ <b>Counseling and Wellness Services</b>	<b>21</b>

✓= Mandatory

## Assessment of Current Status of School Crime & Suspension/Expulsion Data

### School Crime

We have experienced minimal school crime at River Oaks.

### Suspensions & Expulsions

#### Suspension Data

2016-2017	2017-2018	2018-2019	2019-2020
2	2	4	3

#### Expulsion Data

2016-2017	2017-2018	2018-2019	2019-2020
0	0	0	0

## Strategies for Providing/Maintaining a Safe School Environment

### Maintaining a Safe School Environment

At River Oaks, we work hard to provide and maintain a safe school environment. We understand the correlation between student success and safety at school. Children will not perform to their ability if they feel unsafe or threatened at school. Due to our high behavior standards and policies, we have created a school where children feel safe and valued.

We have trained yard duty staff that supervise the playgrounds, cafeteria, parking lots, crosswalks, and bus loading zone. We conduct monthly yard duty meetings to collaborate about school needs and student support. In addition, the district nurse provides annual first aid training.

The River Oaks campus is now fully fenced with locking gates. During school hours, approximately from 8:05 to 2:25, the gates are kept closed and locked. All visitors and volunteers are required to sign in at the office and wear a visitor's sticker or badge. We adhere to the Megan's Law and require all volunteers to be cleared before working with students or attending field trips. Staff members are also required to wear identification. All classrooms and offices have phones for emergency purposes. Classroom doors are kept locked during the school day. All doors have a window or peephole in order to see out before opening a door. Emergency drills are practiced monthly to ensure all staff

and students know how to respond in case of an emergency. The Galt Police Department has observed our lockdown drills during the 2019-20 school year thus far to provide support and feedback.

### **Professional Development**

In addition to monthly drills, administration has participated in active shooter training through the Galt Police Department. As needed, new information and procedures are shared with staff. Our school crisis team meets regularly to audit our safety plans and routines.

### **All School Behavior Management Plan**

It is our goal to create a safe learning environment at River Oaks Elementary School that is conducive to high student achievement. We achieve this by implementing Fred Jones classroom management strategies and the H3 character education program. Character traits are integrated into the classroom curriculum through direct instruction, modeling, discussion, references to characters in literature, history, and day-to-day experiences. Each month a different character trait is emphasized school-wide. Students who are observed using appropriate character traits are given a “Character Trait” ticket. Students have 2 ways to “spend” their tickets. 1) They can put their tickets in grade level buckets in the cafeteria during their lunch time. Every Friday, tickets are pulled from the buckets for each grade level during lunch and students receive a prize. 2) Students can choose to collect 10 tickets each month to receive a special prize from administration. Our ultimate goal is for our students to use the character traits when they make choices in their everyday life.

Classes that follow the school rules and are referral free for the week will be awarded a Rocket Card. When grades 1 – 6 receive four (4) Rocket Cards and 16 positive cafeteria coupons, administration will visit the classroom for a celebration. Kindergarten students receive celebrations with administration for following classroom rules and procedures as monitored by the classroom teachers. Annually, we have assemblies that promote character education and provide anti-bullying messages.

### **Bucket Filling Strategies**

We are a “Bucket Filling” school! We follow the motto that we all have an invisible bucket. When our bucket is full, we feel better about ourselves and our world around us. When our bucket is empty, we feel terrible. We teach children the importance of having a full bucket. We also teach and emphasize how we can fill the bucket of others around us. Students have many opportunities in their classrooms to be a bucket filler.

### **Recognizing Youth Strengths and Talents**

As school community, we are beginning to understand and recognize the strengths and talents of our youth. Teachers are creating activities and projects to put student strengths into action. Students are setting goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we are hoping to create higher engagement and hope for our youth.



## California Healthy Kids Survey

In 2019-20 school year, the 5<sup>th</sup> and 6<sup>th</sup> grade students took the California Healthy Kids Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the results:

### Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
<b>School Engagement and Supports</b>		
School connectedness	81	82
Academic motivation	88	85
Caring adults in school	70	73
High expectations-adults in school	91	86
Meaningful participation	41	49
Facilities upkeep	93	91
Parent involvement in schooling	80	74
Social and emotional learning supports	83	73
Anti-bullying climate	71	70
<b>School Safety</b>		
Feel safe at school	86	91
Feel safe on way to and from school	86	93
Been hit or pushed	40	33
Mean rumors spread about you	27	49
Called bad names or target of mean jokes	27	59
Saw a weapon at school	7	15
<b>School Disciplinary Environment</b>		
Rule clarity	80	89
Students well behaved	56	65
Students treated fairly when break rules	87	58
Students treated with respect	100	85
<b>Substance Use and Physical/Mental Health Alcohol or drug use</b>		
Alcohol or drug use	0	33
Marijuana use	0	0
Cigarette use	0	2
Vaping	0	2
Late bedtime (after 10 pm)	7	22
Experienced sadness	14	28

## Key Indicators of Social Emotional Health

		Grade 5 %	Grade 6 %
<b>Covitality</b>	–	76	78
Belief in self	–	90	86
Belief in others	–	81	82
Empathy	–	67	84
Engaged living	–	65	62
<b>Growth mindset</b>	–	79	82
<b>Collaboration</b>	–	86	82
<b>Problem solving</b>	–	74	69

### Covitality Domain and Subdomains

<b>Belief in self</b>	–	90	86
Self-efficacy	–	93	86
Persistence	–	88	85
<b>Belief in others</b>	–	81	82
School supports	–	79	78
Peer supports	–	85	85
<b>Emotional competence</b>			
Empathy	–	67	84
<b>Engaged living</b>	–	65	62
Optimism	–	71	68
Gratitude	–	84	82
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 / Agree	100	83

### Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

### **Important Phone Numbers**

Sacramento County Child Protective Services..... (916) 875-5437  
San Joaquin County Child Protective Services ..... (209) 468-1333  
Galt Police Department ..... (209) 366-7000  
Sacramento County Sheriff’s Department ..... (916) 874-5115  
San Joaquin County Sheriff’s Department..... (209) 468-4400

### **Student Behavior Standards**

Behavior standards are included in the District’s “*Parent Information Guide*” which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***  
***Article 1 Section 28C***

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

### **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

***If the governing board finds that one of the above acts occurred, it must expel the student.***

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2.

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.

As indicated in this advisory, the key element of the statute mandates that any

information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures)**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant:

- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.  
(5 CCR 4600)

- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary.

In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal Conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

### **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely

tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

### **Bullying/Cyberbullying**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages,



direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### **School Rules**

The following school rules can be found in the Parent/Student Handbook that is sent home on the first day of school and is available on our school website. Parents are asked to review the rules with their children, then sign and return the last page of the handbook to the school office. In addition, staff members review the rules with the students during the first few weeks of school.

### **School Rules**

- Follow the great eight character traits.
- Keep hands, feet and other objects to yourself.
- Walk on sidewalks.
- Use your "inside" voice while in school buildings.
- No loitering on campus after school.
- Use restrooms appropriately. No playing or loitering allowed.
- Students must possess a PASS when not in class during school hours.
- Money, other than for daily needs, should be left at home.
- Toys, video games, trading cards etc., remain at home. Items brought to school may be kept in the office until the end of the school day.

- Office and classroom telephones are for emergencies only.
- Cell phones should be off and put away in backpacks during school hours.
- Gum is not permitted at school.
- Use appropriate language at all times.
- Refrain from bringing roller blades and skates to school; including skate shoes.
- Students are not allowed to ride bikes or skateboards on campus at any time.

### **Cafeteria Rules**

- Walk at all times.
- Keep hands and feet to yourself.
- Be courteous to cafeteria workers.
- Use a quiet voice when talking to your neighbors.
- Clean up after yourself.
- Wait to be excused.
- At dismissal time, your table will be excused when your area is clean.
- No sharing food.
- Our kitchen staff and yard duties can't heat up food for students.

### **Time-Out Referrals**

Each class is assigned a time-out Class. If a student receives a referral, he/she will serve a time-out in another classroom during the very next recess.

Time-out referrals will be given for:

- Using inappropriate language or gestures
- Being in an unauthorized area, including classrooms when a teacher is not present
- Playing in the restrooms
- Bullying
- Play fighting
- Unsafe use of playground equipment
- Aggressive behavior
- Littering
- Throwing objects
- Spitting
- Eating on the playground
- Playing in line
- Behavior during recess that is disruptive to classes still in session
- Playing tag on the asphalt

### **Office Referrals**

Students will be sent to the office to speak with administration for the following reasons:

- Fighting (engaging in, threatening, or attempting)
- Disrespect
- Defacing school property
- Defiance of authority

- Exhausting the classroom management system
- Bullying

Parents will be contacted regarding all office referrals. Consequences for office referrals may be a parent conference, time-out in the office, loss of participation in a school-sponsored activity, in-house suspension, or suspension.

### **Safety To and From School**

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

### **The Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these

definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **Collaborative Relationships for Strengthening School Safety**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board (SARB) to intervene with families who can not consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students

during the school day as well as after hours.

### **Prevention and Intervention Strategies**

The District utilizes the Second Step Program to provide students with the necessary strategies to help with social and emotional learning. In addition, the district utilizes Project Alert to provide accurate information about the consequences of and alternatives to drug use.

### **SECOND STEP**

The Second Step curriculum teaches skills in the following four areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. **Empathy:** Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. **Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. **Problem Solving:** Students learn a process for solving problems with others in a positive way.

### **PROJECT ALERT**

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7<sup>th</sup> grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

### **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **SURVEILLANCE / REPORTING**

### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

### ***Definition of Surveillance Levels***

#### **Standard Surveillance**

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

#### **Heightened Surveillance**

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

#### **Intensive Surveillance**

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

#### **Influenza Case Definition**

The Centers for Disease Control and Prevention defines an influenza-like illness as

having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
  - Cough
  - Sore throat
  - Headache
  - Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

### **Preventing Truancy**

#### SARB Process (Student Attendance Review Board) and Truancy

State law requires that any child, who has been absent without a valid excuse more than three days, or tardy in excess of 30 minutes for three or more days in one school year, shall be reported as truant to the site administrator.

It is our hope that all students attend school in a regular manner. We are happy to discuss specific problems with families regarding attendance. However, in the event of a legally truant student, the parent and students will be referred to our School Attendance Review Board (SARB) for corrective action. The following are steps in the district SARB process:

1. The first SARB notification (SARB1) is mailed to the parent after the third unexcused absence or tardy over thirty minutes. SARB1 will also be mailed home after the 10<sup>th</sup> excused absence without a medical excuse from a physician.
2. If unexcused absences or truant tardies continue, a Student Attendance Review Team (SART) meeting is scheduled. The 2<sup>nd</sup> SARB notification (SARB2) is mailed to the parent notifying them of the meeting.
3. If unexcused absences or truant tardies continue, the 3<sup>rd</sup> SARB notification will be mailed to the parent.
4. If attendance still does not improve, the department of Educational Services will schedule a SARB hearing at the district level.

*We feel it is important to celebrate students with great attendance! Attendance recognition for students:*

- **Outstanding Attendance:** Attending school on time, all day, every day!
- **Monthly Perfect Attendance:** Beginning September, at the end of each month, students will receive a reward, treat, or an extra recess.
- **Trimester Perfect Attendance:** At the end of the each trimester, students who attended school every day will receive a perfect attendance certificate and a treat.
- **Year Perfect Attendance:** At the end of the school year, students with perfect attendance will be recognized with a certificate and treat at an end of the year

Awards Assembly.

### **Parent Involvement**

It takes a team approach to educate children. Educators and parents must work together to ensure children are learning, are safe, and happy at school. There are numerous ways we involve and communicate with our parent community.

- Back To School Night
- Open House
- Parent Teacher Association (PTA)
- Family Movie Nights
- Fall Festival
- Holiday Store
- Family Career Night
- Illuminate Parent Portal
- Monthly Newsletters
- School Website
- School Site Council
- English Language Advisory Committee
- Classroom Volunteers
- Parent Conferences
- Nurturing Parenting Classes
- Field Trips
- After School Clubs
- Remind Text
- Robo Phone Calls
- Family Dance
- River Oaks Rockets Facebook Page
- River Oaks Rockets Twitter Page
- PTA Daddy-Daughter Dance

### **Funding**

Available funding sources are being targeted to address school safety issues. Funds are used to improve school climate, respond to crisis, improve school-wide management, and provide comprehensive student mental health services. Title I and Supplemental Concentration funds are used to provide extended day programs for students that are not meeting their personal growth goals.

Site and district funds are used for the following:

- Training yard supervisors
- Student academic and behavior rewards
- Playground and PE equipment
- Safety gear for yard supervisors
- Radios for communication
- Extended Day Programs



PTA Funds are used for the following:

- School assemblies
- Student rewards
- Field trips
- School supplies
- Family/Community events

### **Counseling and Wellness Services**

Administration works collaboratively with teachers, district social workers, and psychologists to ensure students are receiving the appropriate services. Our social worker meets with groups of students for bereavement, divorce, anxiety and separation, friendship circles, and to build social skills. Administration follows the district SARB process to address attendance concerns.



**Galt Joint Union Elementary School District**

**Valley Oaks Elementary School**

***2020-2021 Comprehensive Safety Plan***



**Home of the Stingers**

**Approved by the School Site Council: 2/17/2021**

**Approved by the Board of Education: \_\_\_\_\_**

# Table of Contents

## Assuring Each Student a Safe Physical Environment

Page

✓	Assessment of Current Status of School Crime	3
✓	Suspension/Expulsion (include in above section)	3
✓	Strategies for Providing/Maintaining a Safe School Environment	4
✓	Preventative School Measures	5
✓	CalSCHLS Survey	6
✓	Character Education	8
✓	Child Abuse Reporting Procedures	11
✓	Important Phone Numbers	12
✓	Student Behavior Standards	13
✓	Notifying Teachers of Dangerous Students	14
✓	Preventing Discrimination and Harassment	15
✓	Dress Code	18
✓	Bullying/Cyberbullying	19
✓	School Rules	21
✓	School-Wide Behavior Norms Matrix	22
✓	Safety To and From School	26
✓	Dealing with Hate Crimes	27
✓	Collaborative Relationships Among City, County and Community Agencies	28
✓	Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol	29
✓	Pandemic Flu Response, Surveillance and Reporting	30

# Assessment of Current Status of School Safety/ Discipline

School safety is a top priority at Valley Oaks Elementary. Self-discipline is a goal toward which we strive for all our students. Valley Oaks has the prime educational responsibility for furthering a positive understanding and practice of discipline among its students. When rights and responsibilities are ignored or forgotten disciplinary actions become necessary. Among our interventions, suspensions are included.

Our assessment of the current status of school crime indicates that most of our suspensions have occurred due to failure to follow EC 48900 (a.1). This includes: Caused, attempted to cause, or threatened to cause physical injury to another person.

## Site Suspension and Expulsion Data

### Suspension Data

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
23	19	22	18	5

### Expulsion Data

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0	0	0	0	0

We expect to see a decrease in the number of suspensions each school year. While we hold students to a high behavioral standard and work consistently with students through restorative practices and preventative behavior measures and instruction, grievous offenses are not tolerated. We have a consistent school-wide Behavior Norms Matrix that is reviewed every day and we have implemented character education programs with our school counselor and an upper-grade program with Galt Police Department (Character Counts). Additionally, we have a full-time bilingual school counselor, who works with students (and families) with decision-making skills and character building.

## **Strategies for Providing and Maintaining a Safe School Environment**

Valley Oaks School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year a school-wide discipline program with clearly defined rules and expectations is communicated to parents and students. Parents and students are provided with a school handbook that reviews all school rules. "Second Step", a program designed to help students with their social and decision-making skills, has been expanded in use and is now used with students in 2nd, 5th and 6th grades, and will be used in all other grades as we see continued success. Additionally, our students in 5th and 6th grade participate in a series of workshops, presented by Galt Police Department, entitled "Character Counts", a program that helps students understand the importance of developing good decision-making skills at a young age. Throughout the year teachers continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Valley Oaks School. Any visitor to Valley Oaks School 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 and crossing guards to ensure that students are safe on campus before, during, and after school. Ten (10) yard supervisors work throughout the day to monitor student safety on the playground and in the cafeteria. Bi-monthly staff meetings are held for yard supervisors which provide ongoing training and address safety issues. School safety rules are well established and are enforced by all staff members. Surveillance cameras are used to monitor entrances, exits, and student areas. In addition, security fencing with safety gates were installed at the end of the 2018-2019 school year. This allows, during the day, only one entrance into Valley Oaks - through the office.

The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. To assist with this, the district provides two full time custodial staff to clean and maintain the school on a regular basis. Site repairs and landscaping care are addressed through the district maintenance and operations department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Valley Oaks school pride shows through the care of our facilities by staff, students and parents. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

Intense modernization efforts took place at Valley Oaks during the 2018-2019 school year, including renovation of three main buildings (HVAC, electrical, exterior wood/paint, roofing, etc.) and of the Multi-Use Room and cafeteria. Work crews established safety barriers around construction areas and workers were also cleared through Megan's Law databases. Since that time, painting and preventative maintenance work, like new rain gutters on the office and the BFLC/Conference Room, has been performed on the exterior of most classrooms and buildings at the school.

## **PREVENTATIVE MEASURES**

### **Drills**

Fire Drills (Monthly) and Lockdown drills (2x yearly) are conducted at Valley Oaks to help promote knowledge of proper procedures for students and staff in case of a fire or intruder/active shooter.

### **Campus Security**

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

- Classroom doors will be locked during the school day
- Specific locations are designated for student drop-off and pick-up.
- Protocols are in place to ensure the safety of students during emergency situations
- Security surveillance equipment is appropriately utilized
- Law enforcement and mental health professionals participated in the review and update of campus security protocols

### **Stinger Cards**

As a school community, we understand the need to recognize positive behaviors and actions from the students in order to maintain a school that promotes peace and positivity. One of the ways this is accomplished is through the use of "Stinger Cards". Stinger Cards are given throughout the school day to students who demonstrate one (or more) positive character traits (Caring, Honesty, Responsibility, Integrity, Respect for Others, Citizenship, Planning and Decision Making, and Problem Solving). Students may receive a pencil when they enter their Stinger Cards in the Stinger Card containers in the office. Winners are selected each week on Friday and at the Monthly Sing-Along, and each winner is entitled to a choice of a prize from the Principal's Prize Box.

## Principal's Pat on the Back

Another way that the Valley Oaks community promotes positive school culture and behavior is through the distribution of the "Principal's Pat on the Back" certificate. Teachers recognize student behavioral, social, and academic successes by filling out a Principal's Pat on the Back certificate. Each day, the principal reads over the school intercom system the names of the students who receive this recognition and why they received the recognition. Each student then comes to the school office, where the principal congratulates them and lets them write their name on the "wall" in the office. Each month, the signature wall is replaced.

## Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action. Students set goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we will create higher engagement and hope for our youth. Students in 4th grade take the Gallup Strengths Finder Assessment, which highlights 3 strengths in each student. Teachers of students in Grades K-3 help "spot" strengths in them and encourage students to know and utilize their strengths.

## CaSCHLS Student Survey

In the 2019-2020 school year, our 5<sup>th</sup> and 6<sup>th</sup> grade students took the CaSCHLS Student Survey. It measures key indicators of Student Climate and Student Well-Being, as well as key indicators of Social/Emotional Health. This survey asks questions about key indicators of school climate and student wellbeing, in the areas of: School Engagement and Supports, School Safety, Disciplinary Environment, and Lifetime Substance Use. Listed below are the results:

<b>Key Indicators of School Climate and Student Well-Being</b>		
	<b>Grade 5 %</b>	<b>Grade 6 %</b>
<b>School Engagement and Supports</b>		
School connectedness	70	63
Academic motivation	89	80
Caring adults in school	72	69
High expectations-adults in school	87	86
Meaningful participation	34	34
Facilities upkeep	86	59
Parent involvement in schooling	84	75

Social and emotional learning supports	80	80
Anti-bullying climate	74	67
<b>School Safety</b>		
Feel safe at school	74	69
Feel safe on way to and from school	76	88
Been hit or pushed	43	34
Mean rumors spread about you	36	44
Called bad names or target of mean jokes	50	42
Saw a weapon at school	14	16
<b>School Disciplinary Environment</b>		
Rule clarity	88	84
Students well behaved	44	34
Students treated fairly when break rules	60	44
Students treated with respect	88	94
<b>Substance Use and Physical/Mental Health</b>		
Alcohol or drug use	19	19
Marijuana use	2	0
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	14	28
Experienced sadness	17	16
<b>Key Indicators of Social Emotional Health</b>		
	<b>Grade 5 %</b>	<b>Grade 6 %</b>
<b>Covitality</b>	78	72
Belief in self	87	81
Belief in others	76	76
Empathy	84	75



Engaged living	65	56
<b>Growth mindset</b>	77	74
<b>Collaboration</b>	78	78
<b>Problem solving</b>	67	64
<b>Covitality Domain and Subdomains</b>	<b>Grade 5 %</b>	<b>Grade 6 %</b>
<b>Belief in self</b>	87	81
Self-efficacy	85	84
Persistence	89	79
<b>Belief in others</b>	76	76
School supports	83	81
Peer supports	69	71
<b>Emotional competence</b>		
Empathy	84	75
<b>Engaged living</b>	65	56
Optimism	71	66
Gratitude	85	83
Zest	39	20
<b>Custom Question</b>		
<b>This school encourages me to know and use my strengths to do what I do best.</b>		
	<b>Grade 5 %</b>	<b>Grade 6 %</b>
Strongly agree / Agree	83	71

## Character Education

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations. Character education will enable students and adults to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Character education is approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. Programs such as Character Counts offer opportunities for

students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions. At Valley Oaks, we continue to recognize students for displaying the Eight Great Traits. We do this on a daily basis through the issuing of Stinger Cards and on a monthly basis by recognizing students at our Monthly Sing-Along. Each teacher chooses a student(s) who has displayed the "Trait of the Month" and they are publicly recognized in the Sing-Along. Additionally, each student who earns "Trait of the Month" is recognized on the school's social media sites and gets to have "Pizza with the Principal".

### **Conflict Resolution**

Students who have a conflict are encouraged to meet with school administrators and/or the school counselor to resolve the issue(s). Conflict resolution protocols involve teaching children the following steps:

- Define
- Explain
- Discuss
- Resolve

### **Relational Aggression Training**

Sometimes relational aggression is referred to as emotional bullying or the "mean girl" phenomenon and involves social manipulation such as:

- excluding people from a group
- spreading rumors
- breaking confidences or sharing secrets
- recruiting others to dislike a target

In general, girls tend to be more relationally aggressive than boys, especially during fifth grade through eighth grade. This year is the 3rd year in which students in grades 5-6 have received training on what Relational Aggression is and how to best avoid it.

Efforts are being made to establish a training that is more reflective of issues that boys tend to have - "roasting", name-calling, and physical aggression.

### **Safe School Ambassadors**

This is the third year of implementation of Safe School Ambassadors. Students in grades 4-6 were selected, based on desire and recommendation, to be trained in how to best handle situations where conflict or disagreements arise. They received two days of training at the beginning of the year and have regular check-ins with their "family" and their "family" leader - to refocus and review positive strategies.

## **Funding**

Available sources of funding are targeted to address school safety issues. We use funding from the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, provide comprehensive student mental health services, and/or respond to crisis.

## **Professional Development Activities**

All school staff receive appropriate professional development on the implementation of the Valley Oaks Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training
- Recognition of student mental health issues designated to determine an appropriate first response.

## **Parent Involvement**

Parental involvement is increased by promoting events such as Back to School Night, Family Math Night, Family Literacy Night, Open House, Día del Niño, Fall Carnival, Family Art Night, and other events. Parents are an integral part of the English Language Advisory Committee, Parent Teacher Organization (PTO), and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book through the Illuminate Parent Portal. Additionally, information on district-level parenting classes disseminates literature on effective parenting skills and involvement in the education of their children.

Communication with parents is achieved through multiple means. Valley Oaks has a school website, Facebook page, Instagram, and Twitter account. Updates occur regularly, and the school-wide Blackboard Connect system is also used to relay important messages via phone call, email messages, and text messages.

## Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

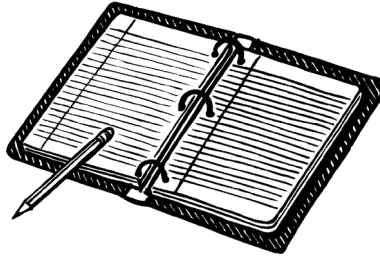
Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are appraised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

## **Important Phone Numbers**

Sacramento County Child Protective Services .....(916) 875-5437  
San Joaquin County Child Protective Services .....(209) 468-1333  
Galt Police Department.....(209) 366-7000  
Sacramento County Sheriff's Department.....(916) 874-5115  
San Joaquin County Sheriff's Department .....(209) 468-4400

# Behavior Standards



## Student Behavior Standards

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***

### ***Article 1 Section 28C***

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

## **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.



- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

**Harassment:**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a

complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

## Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (each school may have its own rules).

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs (stomach)
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace

- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

### **Bullying/Cyberbullying:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff; including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific

facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

# Valley Oaks School Rules



## Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn. It is our goal to have a consistent and predictable policy that everyone can understand and support. The following four behaviors summarize our behavior expectations for our students:

### BE SAFE

- Keep hands, feet and objects to yourself
- Demonstrate good sportsmanship by using school equipment appropriately, stay on the playground area and use sidewalks
- Keep inappropriate comments to yourself

### BE RESPECTFUL

- Follow adult directions
- Be polite to adults and students
- Listen to what others have to say
- Wait your turn
- Leave others' work and belongings alone
- Try to understand the needs of others
- Be thoughtful of others' opinions and beliefs
- Use appropriate language at all times
- Remove hats before entering any building

### BE RESPONSIBLE

- Follow school rules
- Complete your work
- Take care of school property
- Make coming to school a priority
- Accept responsibility for your mistakes
- Wear appropriate clothing for school
- Deliver all school communication to parents

### BE KIND

- Help others
- Be friendly
- Give compliments, not put downs
- Try to understand the needs of others
- Be considerate of others' feelings
- Use words like please, thank you, excuse me

The following is a school-wide Behavior Norms Matrix that was established during 2017-2018 to define appropriate behaviors in different areas of the school. It is shared with students every morning over the intercom during morning announcements:

<b>VO SCHOOL-WIDE BEHAVIOR NORMS MATRIX</b>					
	<b>CAFETERIA</b>	<b>PLAYGROUND</b>	<b>WALKWAYS</b>	<b>RESTROOM</b>	<b>OFFICE</b>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>*enter &amp; exit walking in a single file line</li> <li>*keep YOUR hands &amp; YOUR food to YOURself</li> <li>*quiet voices</li> <li>*hold trays with 2 hands</li> <li>*stay seated properly on benches</li> </ul>	<ul style="list-style-type: none"> <li>*follow established rules/expectations for games, structures &amp; equipment</li> <li>*freeze when bell rings</li> <li>*participate in organized games</li> <li>*walk on the blacktop</li> <li>*keep your hands, feet &amp; body to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*walk in line with eyes forward</li> <li>*hands to self</li> <li>*stay outside of white door lines</li> <li>*stay on walkways and in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>*use restroom for intended purpose</li> <li>*keep feet on ground</li> <li>*keep water inside the sink and toilet</li> <li>*ask for permission (when in classroom/cafeteria)</li> <li>*use restroom by yourself (no big friend group)</li> </ul>	<ul style="list-style-type: none"> <li>*walk at all times</li> <li>*keep walkway in front of desk clear</li> <li>*keep body still</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>*politely pick up after yourself</li> <li>*eat only your food politely</li> <li>*follow entry, dismissal, and exit procedures</li> <li>*follow all adult directions</li> </ul>	<ul style="list-style-type: none"> <li>*follow all adult instructions</li> <li>*use and return equipment properly</li> <li>*take care of your own needs before the bell (restroom, drink, snack)</li> <li>*eat in designated area</li> <li>*respect the bell</li> <li>*follow procedures for lining up</li> </ul>	<ul style="list-style-type: none"> <li>*walk on walkways only</li> <li>*use time properly</li> <li>*keep hands &amp; feet to self</li> <li>*walk in straight line</li> <li>*must have pass to be walking through campus</li> </ul>	<ul style="list-style-type: none"> <li>*use and dispose of supplies appropriately</li> <li>*respect fixtures and use for intended purpose</li> <li>*follow correct walkway path to bathrooms</li> </ul>	<ul style="list-style-type: none"> <li>*complete the work you are assigned</li> <li>*sit where directed &amp; stay seated</li> <li>*must have a pass or a stinger card to be in the office during school hours</li> </ul>
<b>BE RESPECTFUL (Voice level 0 = Silent; Voice level 1 = Whisper; Voice Level 2 = Normal Voice; Voice Level 3 = Outside Voice)</b>	<ul style="list-style-type: none"> <li>*say "thank you" for food and help</li> <li>*keep hands to self</li> <li>*keep own food on own tray</li> <li>*follow adult directions without argument</li> <li>*wait quietly to be dismissed</li> <li>*talk to elbow partner at voice level 1-2</li> </ul>	<ul style="list-style-type: none"> <li>*listen/speak to YS as you would your teacher</li> <li>*take turns/don't interfere with others' games</li> <li>*voice level 2-3</li> <li>*show good sportsmanship</li> <li>*follow adult instruction w/o argument</li> <li>*stay in place in line</li> <li>*take care of equipment</li> <li>*follow end of recess procedures</li> </ul>	<ul style="list-style-type: none"> <li>*use walkways only (off grass)</li> <li>*be agreeable with all school staff</li> <li>*keep voice level to 0-1</li> <li>*respect classes in session</li> <li>*be aware of surroundings</li> </ul>	<ul style="list-style-type: none"> <li>*flush toilet when done</li> <li>*be quick and quiet</li> <li>*be agreeable with staff when asking permission</li> <li>*voice level 1-2</li> <li>*return promptly</li> <li>*respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>*QUIET (people are working) Voice Level 0-1</li> <li>*wait your turn (patience)</li> <li>*mind your own business</li> <li>*stay in assigned seat</li> <li>*wait to be called on to speak</li> </ul>
<b>BE KIND</b>	<ul style="list-style-type: none"> <li>*use kind words w/peers</li> <li>**"thank you", "please", "excuse me"</li> <li>*maintain personal space (hands to self)</li> <li>*use table manners (clean up)</li> <li>*be patient</li> <li>*be helpful</li> </ul>	<ul style="list-style-type: none"> <li>*be inclusive and welcoming</li> <li>*use kind and encouraging words</li> <li>*compliment classmates</li> <li>*play fair/show good sportsmanship</li> <li>*respect games already in progress</li> <li>*wait your turn</li> <li>*share</li> </ul>	<ul style="list-style-type: none"> <li>*be quiet outside of classrooms</li> <li>*greet others with a smile &amp; quiet hello</li> <li>**"stay to the right &amp; be polite"</li> </ul>	<ul style="list-style-type: none"> <li>*report any issues to your teacher</li> <li>*wait your turn</li> <li>*flush toilet and clean up after yourself</li> <li>*wash hands</li> <li>*put trash in garbage can</li> </ul>	<ul style="list-style-type: none"> <li>*use "please and thank you" when someone helps you</li> <li>*allow office staff to do jobs</li> <li>*wait your turn</li> </ul>

Each classroom teacher will design their management system and communicate that to you in the beginning of the school year. Students not following school rules while on the playground, cafeteria or around school campus will receive a Referral Report. When receiving a Referral Report, the school personnel will discuss the reason for the citation with the child and a form will be given to the student to take home for parent/guardian signature. Referral Reports must be returned to the teacher on the following day. Efforts were made during the 2018-2019 school year, through the Valley Oaks Leadership Team, to make a comprehensive system of expectations and consequences for behavior at the school. The Behavior Norms Matrix is part of these school-wide expectations.

### **Office Referral**

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent conference (phone or in person), loss of participation in a school sponsored activity, and/or in-house suspension or suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

- Fighting (engaging in, threatening or attempting)
- Disrespect
- Defacing school property
- Defiance of authority
- Exhausting the classroom management system

We will work together to encourage your child to make appropriate choices and follow school rules.

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground and while riding the bus. A suspension can affect the participation of a special classroom function such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off-school grounds activities with their child to assist with supervision.

### **School-wide Rules**

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school. Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons
- Toys, cards, sports equipment, CD players, cameras and any other electronic devices are not allowed at school during school hours
- Cell phones must be turned off when a student enters the school campus



- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in
- Students are not allowed in classrooms without an adult present

### **Playground Rules**

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground
- Take turns using the drinking fountain
- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first
- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy days – the only balls out are basketballs, four-square, and tether balls
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the freeze whistle
- Drinks and restroom use must be completed before the ending recess bell rings

### **Cafeteria Rules**

- Walk in a straight line
- Keep hands and feet to yourself at all times
- Remain seated until your table is dismissed
- Help us maintain a clean place to eat
- Raise your hand if you need any type of assistance
- Place all balls and recess equipment in the area by the front doors
- Sit at your assigned table
- Talking softly to friends at your table is o.k. - shouting is not
- Eat your own food, not other people's food
- If you need to go to the restroom, raise a hand to ask for permission
- Wait to be dismissed before dumping your tray
- Walk inside the cafeteria at all times.

## **Bus Rules**

The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:

- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stop.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep aisle clear at all times.
- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.
- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian. and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

## **Safety To and From School**

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

### **The Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at:

<http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

## Dealing with Hate Crimes

A “hate crime’ is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly length and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

## **Collaborative Relationships for Strengthening School Safety**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families' safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

## **Prevention and Intervention Strategies**

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### **CARING SCHOOL COMMUNITY**

Caring School Community is a K-5<sup>th</sup> grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive school wide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

### **PROJECT ALERT**

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7<sup>th</sup> grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

### **Definition of Surveillance Levels**

#### **Standard Surveillance**

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

## Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

## Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

## Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.





**Galt Joint Union Elementary School District**

**Greer Elementary School  
2020-2021 Comprehensive Safety Plan**



**Approved by the School Site Council: January 9, 2021**

**Approved by the Board of Education: \_\_\_\_\_**

## Table of Contents

### *Assuring Each Student, a Safe Physical Environment*

	Page
✓ <b>Assessment of Current Status of School Crime</b>	<b>2</b>
✓ <b>Suspension and Expulsion Data</b>	<b>2</b>
✓ <b>Strategies for Providing and Maintaining a Safe School Environment Campus Security, Funding, and Professional Development</b>	<b>2</b>
✓ <b>Campus Security</b>	<b>3</b>
✓ <b>Recognizing Youth Strengths and Talents, California Health Kids Survey</b>	<b>4</b>
✓ <b>Bucket Filling Strategies, Character Education, Digital Citizenship, SECOND STEP Conflict Resolution, Classroom Meetings, Restorative Practices</b>	<b>6</b>
✓ <b>Funding, and Professional Development</b>	<b>7</b>
✓ <b>Child Abuse Reporting Procedures and Counseling and Wellness</b>	<b>7</b>
✓ <b>Important Phone Numbers</b>	<b>8</b>
✓ <b>Student Behavior Standards</b>	<b>9</b>
✓ <b>Notifying Teachers of Dangerous Students</b>	<b>10</b>
✓ <b>Preventing Discrimination and Harassment</b>	<b>10</b>
✓ <b>Dress Code</b>	<b>12</b>
✓ <b>Bullying/Cyberbullying</b>	<b>13</b>
✓ <b>Greer School Rules</b>	<b>15</b>
✓ <b>Safety To and From School</b>	<b>18</b>
✓ <b>Dealing with Hate Crimes</b>	<b>18</b>
✓ <b>Collaborative Relationships for Strengthening School Safety</b>	<b>19</b>
✓ <b>Prevention and Intervention Strategies</b>	<b>20</b>
✓ <b>Pandemic Flu Response</b>	<b>20</b>
✓ <b>Surveillance and Reporting</b>	<b>21</b>

✓= Mandatory

### **Assessment of Current Status of School Crime**

School safety is a top priority at Greer Elementary School. Self-discipline is a goal toward which we strive. Greer Elementary School has the prime educational responsibility for furthering among its students a positive understanding and practice of discipline. When rights and responsibilities are ignored or forgotten, disciplinary actions become necessary. Among our interventions, suspensions are included.

Our assessment of the current status of school crime indicates that most of our suspensions occur due to failure to follow EC 48900 (k) and EC 48900 (a) (1). These include: disruption of school activities or willful defiance, and threatened, attempted, or caused physical injury to another person.

### **Vernon E. Greer Site Suspension and Expulsion Data**

#### **Suspension Data**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>17</b>	<b>17</b>	<b>17</b>	<b>4</b>

#### **Expulsion Data**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

We expect to see a decrease in the number of suspensions each school year. The decrease should be contributed to the consistent school-wide management system and TK-6 implementation of the character education program *Second Step*.

### **Strategies for Providing and Maintaining a Safe School Environment**

Greer Elementary School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year, a school-wide discipline program with clearly defined rules and expectations is communicated to teachers, staff, parents, and students. Throughout the year teachers and staff continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Greer Elementary School. Any visitor to Greer Elementary School 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 and crossing guards to ensure that students are safe on campus before, during, and after school. Eight yard

supervisors work before school and throughout the day to monitor student safety on campus, the playground, and in the cafeteria. Eight-yard supervisors work after school to monitor student safety on campus. Monthly 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 takes great effort to ensure that 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 1996, the Galt Joint Union Elementary School District adopted a Custodial Handbook describing cleaning standards for all schools. Site repairs and landscaping care are addressed through the District Maintenance and Operations Department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Greer Elementary School pride shows through the care of our facilities by teachers, staff, parents, and students. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

### **Campus Security**

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

- Classroom doors will be locked during the school day
- A specific location is designated for student drop-off and pick-up
- Security Gates are locked or closed to provide one way in and one way out
- Protocols are in place to ensure the safety of students during emergency situations
- Security equipment is appropriately utilized
- Law enforcement participated in the review and update of campus security protocols

### **District guidelines when all administrators are off campus.**

1. Notify staff that administration will not be on campus
2. Notify staff who the Teacher In Charge (TIC) will be. When possible, the TIC should have an administrative credential.
3. Staff should know the steps they would take to reach the TIC in an emergency or for a discipline issue.
4. The TIC should have access to a master key and possibly a radio.
5. The TIC should know site and office Lockdown Procedures.
6. The office staff should know how to reach the TIC at all times.
7. The TIC should know to call district office for support, as needed.
8. District office and superintendent should know when all administrators are off campus.

## Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action. Students set goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we will create higher engagement and hope for our youth.

## CalSCHLS Student Survey

In the 2019-20 school year, the 5<sup>th</sup> and 6<sup>th</sup> grade students took the CalSCHLS survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the results:

### Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
<b>School Engagement and Supports</b>		
School connectedness	56	67
Academic motivation	79	84
Caring adults in school	71	65
High expectations-adults in school	78	82
Meaningful participation	32	36
Facilities upkeep	71	79
Parent involvement in schooling	80	76
Social and emotional learning supports	74	75
Anti-bullying climate	76	74
<b>School Safety</b>		
Feel safe at school	59	74
Feel safe on way to and from school	94	82
Been hit or pushed	35	37
Mean rumors spread about you	47	55
Called bad names or target of mean jokes	59	58
Saw a weapon at school	6	5
<b>School Disciplinary Environment</b>		
Rule clarity	82	95
Students well behaved	53	53
Students treated fairly when break rules	53	45
Students treated with respect	71	76

<b>Substance Use and Physical/Mental Health Alcohol or drug use</b>		
Alcohol or drug use	18	16
Marijuana use	0	3
Cigarette use	0	0
Vaping	0	3
Late bedtime (after 10 pm)	18	18
Experienced sadness	29	37

### **Key Indicators of Social Emotional Health**

	<b>Grade 5</b>	<b>Grade 6</b>
	<b>%</b>	<b>%</b>
<b>Covitality</b>	73	72
Belief in self	82	85
Belief in others	67	71
Empathy	81	74
Engaged living	64	59
<b>Growth mindset</b>	71	80
<b>Collaboration</b>	83	79
<b>Problem solving</b>	65	68

### **Covitality Domain and Subdomains**

<b>Belief in self</b>	82	85
Self-efficacy	83	86
Persistence	80	84
<b>Belief in others</b>	67	71
School supports	77	73
Peer supports	58	70
<b>Emotional competence</b>		
Empathy	81	74
<b>Engaged living</b>	64	59
Optimism	70	61
Gratitude	80	82
Zest	41	32

### **Custom Question**

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

	<b>Grade 5</b>	<b>Grade 6</b>
	<b>%</b>	<b>%</b>
Strongly agree / Agree	87	81

## **Bucket Filling Strategies**

We are a “Bucket Filling” school! We follow the motto that we all have an invisible bucket. When our bucket is full, we feel better about ourselves and our world around us. When our bucket is empty, we feel terrible. We teach children the importance of having a full bucket. We also teach and emphasize how we can fill the bucket of others around us. Students have many opportunities in their classrooms to be a Bucket Filler.

## **Character Education**

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations. Character education will enable students and adults to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Character education is approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

## **Digital Citizenship**

Teachers build a positive school culture that supports the safe and responsible use of technology with Common Sense Education's K-12 Digital Citizenship Curriculum. Students build skills around critical thinking, ethical discussion, and decision making.

## **SECOND STEP Conflict Resolution**

Students who have a conflict are encouraged to meet with school administrators and/or the social worker to resolve the issue(s). Conflict resolution protocols involve teaching children the following problem-solving steps:

- Say the problem without blame
- Think of safe and respectful solutions
- Explore the consequences
- Pick the best solution

## **Classroom Meetings**

Teachers create an environment in which learning, opinions, and concerns are taken seriously, and in which learners participate as valued and influential contributors to the classroom community. All teachers complete the first eight weeks of lessons to help learners get to know one another, set classroom norms, and apply positive social values to their interactions with others. Issues-based lessons are used whenever needed.

## **Restorative Practices**

School staff use restorative practices to promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill-building, cooperation, and mutual understanding.

## **Funding**

Available sources are targeted to address school safety issues such as the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, and/or respond to crisis.

## **Professional Development Activities**

All school staff receives appropriate professional development on the implementation of the Greer Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training

## **Parent Involvement and Family Engagement**

Parental involvement and family engagement are increased by promoting events such as Back to School Night, Fall Carnival, Movie Nights, Round-Ups, Runnin for Rhett, field trips, and Open House. Parents are an integral part of the English Language Advisory Committee, Parent Club, and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book, through the Parent Portal, to help guide involvement. Additionally, parenting classes support effective parent involvement.

## **After School Programs**

Student engagement is increased through participation in the following after school, programs:

- **After School Education and Safety**  
The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades 1-6.
- **Bright Future Learning Center**  
The Bright Future Learning Center is supports individualized student learning, after school clubs, coaching, and college to career development.
- **Extended Day**  
An extended day allows for additional learning time in an area(s) of need.

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place for many years throughout the District. The information is included in all new teacher orientation materials and is reinforced during each school year by site administrators, outreach consultants, school psychologists, and district office personnel.



Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business!” The responsibility to report is not optional; it is mandatory.

Educators are legally responsible for reporting suspected child abuse. Their duty is to report; not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

**Counseling and Wellness Services**

Counseling and wellness services are available to all students. These services include:

- Psychologist
- Social Worker
- Attendance
- Referrals to community support services

**Important Phone Numbers**

Name	Phone Number
Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff’s Department	(916) 874-5115
San Joaquin County Sheriff’s Department	(209) 468-4400

## **Student Behavior Standards**

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year. This information can also be accessed on our school website.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***

### ***Article 1 Section 28C***

The *Guide* describes attendance, truancy, citizenship, work habits, and appearance expectations as well as providing detailed information regarding school and District interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

## **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105 (et seq.)
- Committing or attempting to commit sexual assault or committing sexual battery
- Possession of an explosive

***If the governing board finds that one of the above acts occurred, it must expel the student.***

Due process for students affected by suspension and expulsion is covered in the District's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

## **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide teachers, staff, parents, and community members with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies
- Policies are prominently posted near the Principal's office
- Information is provided through the orientation of new students
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures)**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects employee and student rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment (Uniform Complaint Procedures)**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may

report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures, or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

### **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

Appearance shall be neat, clean, safe, and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (Each school may have its own rules).

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines, and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into.
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

### **Bullying/Cyberbullying**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere

with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

- Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other staff or students, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

# Greer School Rules

## Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn and to have a consistent and predictable policy that everyone can understand and support. The following three behaviors summarize the behavior expectations for our students:

### BE SAFE

- Keep hands, feet, and objects to yourself
- Demonstrate good sportsmanship by using school equipment safely and appropriately, stay on the playground area and use sidewalks
- Keep inappropriate comments to yourself

### BE RESPECTFUL

- Follow adult directions
- Be polite to adults and students
- Listen to what others have to say
- Wait your turn
- Leave others' work and belongings alone
- Try to understand the needs of others
- Be thoughtful of others' opinions and beliefs
- Use appropriate language at all times
- Remove hats before entering any building

### BE RESPONSIBLE

- Follow school rules
- Complete your work
- Take care of school property
- Make coming to school a priority
- Accept responsibility for your mistakes
- Wear appropriate clothing for school
- Deliver all school communication to parents

Each classroom teacher will design a management system based on *Fred Jones Tools for Teaching*. Students not following school rules while on the playground, cafeteria, or around school campus will receive a Student Behavior Report. When receiving a Student Behavior Report, school personnel will discuss the reason for the referral with the child and a form will be given to the student to take home for parent/guardian signature. Student Behavior Reports must be returned to school on the following day.

### Office Referral

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent



conference (phone or in person), loss of participation in a school sponsored activity, and/or in-house suspension or suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

- Fighting (engaging in, threatening or attempting)
- Disrespect
- Defacing school property
- Defiance of authority
- Exhausting the classroom management system

Teachers, staff, and families work together to encourage children to make appropriate choices and follow school rules.

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground, and while riding the bus. A suspension can affect the participation of a special classroom function such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off school grounds activities with their child to assist with supervision.

### **School-wide Rules**

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school (Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons)
- Toys, cards, sports equipment, CD players, cameras and any other electronic devices are not allowed at school during school hours
- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in
- Students are not allowed in classrooms without an adult present

### **Playground Rules**

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground
- Take turns using the drinking fountain
- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first

- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy days – the only balls out are basketballs, four-square, and tether balls
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the freeze whistle
- Drinks and restroom use must be completed before the ending recess bell rings

### **Cafeteria Rules**

- Walk in a straight line
- Keep hands and feet to yourself at all times
- Remain seated until your table is dismissed
- Help us maintain a clean place to eat
- Raise your hand if you need any type of assistance
- Place all balls and recess equipment in the area by the front doors
- Sit at your assigned table
- Talking softly to friends at your table is o.k. - shouting is not
- Eat your own food
- If you need to go to the restroom, raise a hand to ask for permission
- Wait to be dismissed before dumping your tray
- Walk inside the cafeteria at all times

### **Bus Rules**

The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:

- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stop.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep aisle clear at all times.
- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.

- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

### **Safety To and From School**

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

### **The Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary "Alerts" are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district website at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link, **Walking Paths to Schools**

### **Dealing with Hate Crimes**

A "hate crime" is now defined as: "a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics." (Penal Code section 422.6, referencing Penal Code section

422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly length and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d))

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i))

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7)

### **Collaborative Relationships for Strengthening School Safety**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

## **Prevention and Intervention Strategies**

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

## **Caring School Community**

Caring School Community is a K-5<sup>th</sup> grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive school wide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among teachers, staff, parents, and students. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

## **Project ALERT**

Project ALERT addresses alcohol, tobacco, marijuana, and inhalant use in 11 core lessons in 7<sup>th</sup> grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the Superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response.

## **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

### ***Definition of Surveillance Levels***

#### **Standard Surveillance**

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

#### **Heightened Surveillance**

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

#### **Intensive Surveillance**

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

### **Influenza Case Definition**

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
  - Cough
  - Sore throat
  - Headache
  - Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



Galt Joint Union Elementary School District

**Galt Joint Union Elementary School District**

**2020-2021  
Comprehensive Safety Plan  
for**

**Robert L. McCaffrey  
Middle School**

*Pending Approval* of School Site Council on: Feb. 24, 2021

Approved by the Board of Education on: \_\_\_\_\_



# Table of Contents

## Assuring Each Student, a Safe Physical Environment

		Page
✓	Assessment of Current Status of School Crime, Suspension/Expulsion	3
✓	Strategies for Providing/Maintaining a Safe School Environment	4
✓	CaSCHLS Student Survey	5
✓	Service Learning, Child Abuse Reporting Procedures	9
✓	Important Phone Numbers, Student Behavior Standards	10
✓	Notifying Teachers of Dangerous Students, Preventing Discrimination and Harassment	11
✓	Dress Code	13
✓	Bullying/Cyberbullying	15
✓	School Rules and Policies	16
✓	Safety To and From School	27
✓	Dealing with Hate Crimes, Collaborative Relationships Among City, County and Community Agencies	28
✓	Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol, Pandemic Flu Response, Surveillance/Reporting	29
✓	Funding, Professional Development Activities, Counseling and Wellness Services	31
✓	Campus Security	32

✓ = Mandatory

### **Assessment of Current Status of School Crime**

Robert L. McCaffrey Middle School continues to employ a Citizenship Development Program (CDP) that holds students accountable for their actions while at the same time keeping an open line of communication with parents/guardians. This fair and consistent program helps modify unacceptable behaviors thus creating a safer learning environment.

The staff continues to modify the CDP in an effort to continue the downward trend in all discipline issues.

#### **Suspension Data**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>51</b>	<b>50</b>	<b>75</b>	<b>47</b>

#### **Expulsion Data**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>

## **Strategies for Providing/Maintaining a Safe School Environment**

Our mission at Robert L. McCaffrey Middle School is for students, staff and parents to work together towards success for all. As a staff we are very dedicated to providing each child a safe and successful school day and to make the middle school experience positive for all students. Described below are ways for students to be safe and successful at school:

### **Positive School Climate**

Academic success and student accountability continue to be a critical theme for McCaffrey Middle School.

School programs in place to foster a positive school climate include:

- 🐾 **“Dawg Catcher”** cards are utilized to “catch” students who are following school rules or exhibiting positive behavior. Dawg Catchers are announced on our morning announcements and recipients receive a special treat.
- 🐾 **“Renaissance”** highlights and rewards students for achieving academic success.

In addition to these programs we annually survey students and parents regarding the school environment and safety.

### **Preventing Gang Behavior**

McCaffrey Middle School works closely with the Galt Police Department and a school resource officer. Our dress code reflects our efforts to discourage any clothing or items that could be connected to gang-related activities. McCaffrey staff report any suspected gang activity directly to school administrators so that any potential problems can be quickly addressed.

Presentations at staff and parent meetings by the Galt Police Department help to educate and inform as well as keep our students safe and away from gangs.

### **After School Education and Safety Program (ASES)**

McCaffrey Middle School, provides an after-school program designed to support the goals and requirements of the ASES program. The program is offered 5 days a week, immediately after school until 6:00 PM. Students receive snacks, daily homework and tutoring support, as well as outdoor and indoor enrichment activities and games. This program is provided free of charge and is open to any McCaffrey Middle School student.

### **STOP it Bully Proofing App**

Measures are being taken to address bullying on the campus of McCaffrey Middle School. Special school-wide presentations are conducted in coordination with the Galt Police Department and site administration. Ongoing reinforcement of anti-bully messages and information is addressed throughout the year. Students can send emails (anonymously if desired) using the address STOP IT APP. This App is monitored 24/7 with the counselor being the lead contact.

## **Restorative Practice**

Students who struggle with conflicts on campus are encouraged to meet with school administrators and/or the counselor in order to resolve issues before they escalate into a physical altercation. This restorative practice is used on a regular basis with students. Administration continues to be proactive in getting the “ask for help” messages out to students through KDOG, homeroom classes, and student contact/supervision on campus. “Be Nice, Be Safe, Be Responsible” are common phrases utilized by staff members to remind students about behavior expectations.

## **MMS Prevention/Intervention Strategies**

McCaffrey Middle School has a variety of ways that we intervene and assist struggling students. We provide a full-time counselor and part-time social worker that work diligently to meet social/emotion and academic needs of our students.

The McCaffrey School Bright Future Learning Center (BFLC) is open daily from 8:00 am-3:30 pm every day, except Wednesday until 3:30 pm. The BFLC provides students with a quiet place to study as well as participate in innovation center activities.

Opening in the 2020-2021 school year will be 2 new facilities for students. The Wellness Center will be housed in Room B5 and will be run by our counselor. This center will be an area where students who are feeling overwhelmed can take a time-out from class if deemed necessary by staff and/or parents. Another addition is the Alternative Center which will be housed in room B4. This center will be run by a credentialed teacher and this teacher will work with students that are being disruptive in class or having mild behavior issues while at school.

Multi-Tiered System of Support (MTSS) and Student Success Team (SST) meetings are also part of McCaffrey’s interventions. MTSS is the practice of providing high-quality instruction and intervention and it’s the process of documenting performance of evidence if a student needs extra supports at different levels. Any time the team, parents, or administrators see a concern with a student, either learning or behavioral, the team holds a monthly MTSS meeting or a SST meeting to discuss concerns and brainstorm ways to help the student succeed. A follow-up SST meeting is usually held within 4-6 weeks to monitor progress or develop new strategies.

CALSCHLS Survey and MMS School Survey are two powerful tools that we use to help accurately identify areas of student and school strengths and weaknesses, and address related needs. They help to provide a comprehensive, data-driven, decision-making process to guide efforts to improve school climate, learning supports, and engagement, as well as identify and increase the quality of health, prevention, and youth development programs.

## **CalSCHLS Student Survey**

Last year the 7<sup>th</sup> and 8<sup>th</sup> grade students took the CalSCHLS Student Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk

behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the results:

***Key Indicators of School Climate and Student Well-Being***

	<b>Grade 7 %</b>	<b>Grade 8 %</b>
<b>School Engagement and Supports</b>		
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
<b>School Safety</b>		
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
<b>Substance Use and Physical/Mental Health</b>		
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

***Key Indicators of School Climate***

***School Climate Scales***

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

**Covitality Domains and Subdomains**

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

**Custom Question**

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

	Grade 7 %	Grade 8 %	Total %
Strongly agree / Agree	68	54	61

## **Service Learning**

GALEP, the horse assisted learning program for students with special needs, provides an opportunity for students and staff to participate in service learning. Regular education students along with students with disabilities are eager to work with the horses on campus. This program has had a tremendous impact on our students and their awareness of differences within our population.

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or



### **Important Phone Numbers**

Sacramento County Child Protective Services ..... (916) 875-5437  
San Joaquin County Child Protective Services .....(209) 468-1333  
Galt Police Department..... (209) 366-7000  
Sacramento County Sheriff’s Department..... (916) 874-5115  
San Joaquin County Sheriff’s Department... ..... (209) 468-4400

### **Student Behavior Standards**

Behavior standards are included in the District’s “*Parent Information Guide*” which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***

***Article 1 Section 28C***

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

### **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

***If the governing board finds that one of the above acts occurred, it must expel the student.***

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

#### **Discrimination (Uniform Complaint Procedures)**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to

whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

### **Dress Code**

The administration is aware of the changing nature of style in student dress. We seek to balance current style with a dress code that allows for full physical participation in school activities and does not otherwise distract from or degrade the educational atmosphere of the school.

Due to the highly changeable nature of gang-associated clothing, the administration reserves the right to declare any clothing, accessories, colors of specific items of clothing, signs, and graffiti which has been identified as associated with gangs, as off-limits on the school premises.

### **Dresses, Skirts, Shorts**

All must hit the **tips of the child's fingertips**. If the dresses, skirts, shorts, ride up above the fingertips, the student will be allowed to contact an adult for a change of clothing. Wearing leggings under a dress, skirt, or shorts that do not meet the "tip of fingertips" length are not allowed. Distressed jeans with holes above the child's fingertips are not allowed (even with leggings underneath).

### **Pants**

- Sagging or excessively baggy pants are inappropriate and not permitted.
- Pants must be worn at the waist and a belt must be worn if one is necessary to keep the pants from sagging.
- Pants and bib overalls are to be properly fastened.
- Distressed jeans with holes above the child's fingertips are not allowed. No skin showing.
- Leggings can be worn under the jeans so that skin does not show.

### **Belts:**

- No dangling belts (also includes chains linked to belts).
- No initial belt buckles.

### **Shoes:**

- Shoes must be worn at all times.
- Lace up athletic shoes are best.
- If backless shoes are worn, students must bring an extra pair of shoes suitable for PE.

### **Tops:**

- Must cover upper body during normal activity.
- Undergarments should not show including view from the back.
- No low cut, halters tops, midriffs, sheer/see through, spaghetti straps, tank tops, tube tops or muscle shirts are **not** allowed.
- Sleeveless tops are acceptable.

### **Jewelry:**

- No spike or sharp earrings (cones/gauges), necklaces, bracelets, or chains allowed.
- No red or blue crosses or rosaries.
- Face piercing is highly discouraged; if it becomes a distraction in class, the student will be asked to remove piercings.
- Necklaces with bullet shells/ammunition are not allowed.
- No lanyards hanging out of pocket.

### **Hats/Beanies:**

- The wearing of hats is permitted on school grounds as long as they are worn properly.

**Bandanas:**

- Are not to be worn or displayed on backpacks or clothing.

**Pajamas/Slippers/Blankets/Leggings (worn alone)**

- Are not appropriate for school use.

**General**

Any clothing, jewelry, accessories, notebooks, pins, posters, or other items which symbolize recognized groups whose practices intimidate, disrupt activities, or incite the social population are disruptive to school operations and the educational process, and will not be allowed at school. Clothing, jewelry, and body markings must be free of writing, pictures, or any insignia which are crude, vulgar, profane, sexually suggestive, or which advocate racial, ethnic, or religious prejudice, or the use of drugs, alcohol, or tobacco.

The “eight ball” and “smile now, cry later” symbols are not allowed. Old English lettering and use of “Area Code” numbers are not allowed at school. Any clothing that has been identified by the school and/or Galt PD as gang related is not allowed.

**Note**

The administration has the discretion to ban any clothing that may be disruptive to school. Students not following school dress code will be allowed to wear their PE clothes. If the student chooses not to wear his/her PE clothes, he/she will remain in the office until an adult is called and appropriate clothing is provided.

**Bullying/Cyberbullying**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

## **School Rules and Policies**

### **ATTENDANCE**

Regular attendance is the responsibility and obligation of each and every student enrolled at McCaffrey Middle School. Whenever it is necessary for a student to be absent, the parent or legal guardian must call the school at 745-5462 ext. 1305 on the day the student is absent. Please provide the following information when calling:

✓ Name of student      ✓ Date of absence      ✓ Reason for absence

If you are unable to contact the school on the day of your child's absence, please send a note to the school the next day with the information listed above.

By law, only illness, bereavement, medical/dental appointment, quarantine, and recognized religious holidays/observances are considered excused absences. **Out-of-town trips, vacation during instructional days, and 'personal necessities' are unexcused absences, regardless of whether the student presents a written excuse.**

If you are late to school in the morning, you must report to the office and get a pass to class. Students who have 3 or more tardies to school, our campus supervisor is notified and a detention is issued and parents are notified.

**Tardies to same class per trimester:** 1<sup>st</sup> & 2<sup>nd</sup> = warning, 3<sup>rd</sup> – 6<sup>th</sup> = Detention, 7<sup>th</sup> – 9<sup>th</sup> = Step on CDP and detention, 10<sup>th</sup> = Step on CDP, detention and loss of extra-curricular activities for 30 school days. SARB letters will be sent out once they accrue 10 tardies.

**Truancy: Section 48260 of the California Education Code states:** *Any pupil...absent from school without valid excuse three full days in one school year or tardy or absent for more than one 30-minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.*

If your child needs to leave campus during the school day, he/she must exit through the office and obtain an off-campus pass. A phone call or note from you regarding the early check out is necessary for the office to sign-out the student.

### **BUS SAFETY RULES**

1. Arrive at the bus stop no more than 5 minutes early.
2. Stay off private property when going to and from the bus stop.
3. Form orderly lines at the bus stop. Continue to stay off private property.
4. Do not bring balls, Frisbees, skateboards, animals, insects, glass containers, or large parcels, etc., to the bus stop or onto the bus.
5. Board and depart the bus as directed by the bus driver.
6. Face forward and stay seated (with your back against the back of the seat) while riding the bus.
7. No talking while bus is stopped at any RR (railroad) crossing.
8. Do not tamper with bus equipment.
9. Do not make loud, unnecessary noise or use profane language or obscene gestures.
10. Do not damage or deface the bus. The student responsible WILL pay for any damage.
11. Do not throw anything inside the bus, or out the windows.
12. Keep all body parts inside the bus.
13. Do not eat, drink, light matches, or smoke on the bus.
14. Do not fight, push, or roughhouse on the bus.
15. Follow the directions of the bus driver at all times.
16. Be considerate and courteous. Your behavior should be a source of pride.

If a student breaks **ANY** of the bus rules, he or she will be given a bus citation by the bus driver. A citation is the same as a referral. The citation will be given to the assistant principal, who will contact the student's parents. On a second citation, a student will be suspended from riding the bus for a period of time. These rules also apply to field trips! Courteous and safe behavior is always expected!

**PLEASE NOTE: IF A STUDENT CONTINUES TO DISOBEY THE RULES, HE OR SHE MAY BE SUSPENDED FROM RIDING THE BUS FOR THE REST OF THE SCHOOL YEAR.**



## **CELL PHONES**

**All cell phones must be turned OFF by 8:25am.** Cell phones are NOT to be on or out during any part of the instructional school day including passing times and lunch. All cell phones will be taken away from students if they have them out or are using them on campus. **If a cell phone is taken from a student, the student will need to pick up their cell phone in the office after school is dismissed. If a cell phone is confiscated a second time, a parent or guardian will be contacted and asked to pick it up at the school. If a cell phone is confiscated a third time, parents will be asked to not allow their child to bring the cell phone to school for the remainder of the school year.** The school is not responsible for lost or stolen cell phones. Cell phones may be turned back on **after** the last bell at the conclusion of the school day.

## **Citizenship Development Plan McCaffrey Middle School**

**All NON-STEP incidents must be logged in Illuminate notes.**

**Step 1:** Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs incident in Illuminate as a minor incident. Lunch detention issued by office.

**Step 2:** Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs incident in Illuminate as a minor incident. Lunch detention issued by office.

### **ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 3 AND BEYOND**

**Step 3....** If the incident takes place in class, the teacher calls home and logs incident into Illuminate as a minor incident. Administration will meet with student and discuss behavior concerns. A behavior plan may be developed at this time. If developed, the behavior plan will be signed by the student, parent(s), counselor and administration. All teachers will receive a copy of the behavior plan.

**Step 4....** Detention issued and an SST is set up to review behavior concerns. Counselor will set up the SST and invite teachers. If a behavior plan was not developed in Step 3, one will be developed and shared during the SST. \*Behavior plan will be reviewed continuously.

**Step 5....** Detention(s) issued & parent contact is made stating next **Step** will result in a strike and may result in a suspension.

**Step 6.... (THIS IS A STRIKE)** In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

- ✓ Student is ineligible to participate in all school activities for 30 school days.

**Step 7.... (THIS IS A STRIKE)** In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

- ✓ Student is ineligible to participate in all school activities for 60 school days.
- ✓ "1<sup>st</sup>" SARB letter sent home for behavior.

**Step 8.... (THIS IS A STRIKE)** In-School or At-Home Suspension.

- ✓ Student is ineligible to participate in all school activities for the remainder of the school year.
- ✓ "2<sup>nd</sup>" SARB letter sent home for behavior.

**Step 9.... (THIS IS A STRIKE) At-Home Suspension**

✓ "3<sup>rd</sup>" SARB letter sent home for behavior and referral to SARB.

**Step 10.... (THIS IS A STRIKE) At-Home Suspension**

**Step 11.... (THIS IS A STRIKE) At-Home Suspension**

**Step 12.... (THIS IS A STRIKE) At-Home Suspension**

### **COUNSELING**

The school counselor is able to help students with study habits, attendance problems, academic goals, personal problems, or problems with other students. Students should not wait until a problem becomes extreme before seeing someone. To make an appointment, a student should go to the front office before school, during break or lunch, or after school. If parents would like to request a meeting, please contact the front office.

### **ELECTRONIC DEVICES ON CAMPUS**

To eliminate the distraction caused by electronic devices and to avoid problems of broken, lost, or stolen property, students are advised that they are not to bring iPods, hand held video games and other electronic devices to school. If any items are confiscated, parents will be required to pick up the items in the office. The school is not responsible for confiscated, lost or stolen items! Administration will follow the same procedures as outlined in the Cell Phone information section.

**Ear phones/head phones are not be hanging from the neck. Taking pictures with any device on the school campus including classroom, locker room and restrooms is prohibited and could result in a suspension. Recording any activity without the consent of the student/adult involved can result in suspension.**

**Financial Restriction** - Any student owing a debt to the school, i.e., lost text or library book, uniforms, fundraisers, will be restricted from all end of the year activities until the debt is paid.

### **FOOD SERVICE**

Free breakfast and lunch are served at McCaffrey Middle School.

## **HEALTH SERVICES**

**Screenings** - Vision and hearing screenings are given to all students. Teachers and/or parents may request either screening at any time. Scoliosis screening is to check for a lateral curvature of the spine, which may become more pronounced during a rapid growth period. Girls are screened in the 7<sup>th</sup> grade and boys are screened in the 8<sup>th</sup> grade. The only way a student will be exempt from the screening is with a note from home requesting exemption.

### **Medications:**

- Proper forms must be completed before medications can be administered at school. Please check with the health assistant for all necessary forms.
- Medications must be in a labeled prescription bottle with student's name, physician's name, name of medication, dosage, and the time to be given.
- No over-the-counter medications can be administered by MMS staff to any student.
- Students are not allowed to carry medication with them while on campus.
- Should you need further assistance regarding medications on campus, please see the health assistant.

### **Immunizations:**

- Requirements for 7<sup>th</sup> grade students are as follows:
  - Polio: 4 doses or 3 doses if 3<sup>rd</sup> dose is **after** 4<sup>th</sup> birthday
  - DTP: 5 doses or 4 doses if 4<sup>th</sup> dose is **after** 4<sup>th</sup> birthday
  - MMR: 2 doses, both **after** 1<sup>st</sup> birthday
  - Hepatitis B: 3 doses total
  - Varicella: 1 dose or documentation of having had chicken pox
- Requirements for 8<sup>th</sup> grade students are as follows:
  - Polio: 4 doses total or 3 doses if 3<sup>rd</sup> dose is **after** 4<sup>th</sup> birthday
  - DTP: 4 doses total or 3 doses if 3<sup>rd</sup> dose is **after** 4<sup>th</sup> birthday
  - MMR: 2 doses, both **after** 1<sup>st</sup> birthday
  - Hepatitis B: 3 doses total

Students entering or transferring from out of state or out of country are required to receive varicella vaccine, or provide doctor documentation of having had the disease (chicken pox).

### **Exclusion from school**

State law requires the students be excluded from school for the following reasons:

- ✓ Contagious health problem
- ✓ Lack of immunizations

## **HOMEWORK POLICY**

**Seventh/Eighth Grade:** Up to 90 minutes per night of assigned homework including 20-30 minutes of reading.

## **HONOR ROLL/RENAISSANCE LEVELS**

### **Superintendent's Honor Roll/Top Dog Renaissance Level**

- Overall GPA of 3.83 – 4.00
- No N's in citizenship

### **Principal's Honor Roll/Gold Renaissance Level**

- Overall GPA of 3.50 – 3.82
- No N's in citizenship

### **Green Renaissance Level**

- Overall GPA of 2.50 – 3.49
- No N's in citizenship

**\*If you do not make your AR goal you will drop Renaissance level.**

## **INDEPENDENT STUDY (I.S.)**

Parents of students absent for **5 days or more** may apply for Independent Study by doing the following:

- Apply for I.S. form at least 5 days before needed.
- The student will then return the completed I.S. application to the office and will be given the appropriate paperwork for each subject. The STUDENT is responsible to get the work from the teachers.
- All schoolwork must be completed and returned to the office upon the student's return to school. Teachers grade the work for credit.
- If I.S. work is not completed, the absences will be recorded as trancies and the student may be referred to SARB.

## **BRIGHT FUTURE LEARNING CENTER (BFLC)**

**Hours:** 8:00 a.m. to 5:15 p.m. daily, except Wednesday until 4:45.

**The McCaffrey Middle School BFLC offers the following:**

- Nearly 8,000 books
- Book Fair
- Afterschool Clubs
- All textbooks and chromebooks are issued through the library

## **BFLC Rules**

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- Quiet voices
- No food or drink
- No running

- No short cuts through the library
- Computer use with permission from library staff
- Respect the BFLC, books and others
- Student ID required for BFLC use (book check out and games)

The BFLC should be for...

- Homework
- Research
- AR tests
- Check out books/drop off books
- Reading
- Games
- A place to get away/relax
- Use if the Innovation Center

### **McCAFFREY ATHLETIC TEAM POLICY**

At McCaffrey we understand the importance of athletic competition for our students. Participating in school sports is considered a privilege, and we feel the necessity to set a high standard for our student athletes. Here are the following guidelines for participating in athletics:

- (1) Students must have a 2.0 GPA on a 4.0 grade scale in all enrolled classes in order to participate/remain on a McCaffrey athletic team.
- (2) A player cannot have any N's in citizenship on their most recent middle school gradebook report (report card).
- (3) A teacher assigned class suspension will result in the player being removed from the team for 5 school days.
- (4) A school suspension will remove the student from the team for 6 weeks (30 school days).
- (5) Athletes may not have more than 3 logged incidents (poor behavior, tardies, PE non-suits, steps, suspensions, etc.). If a player should go past 3 written incidents at any time during the school year, they will be immediately dismissed from the team.
- (6) Athletes may not have more than 1 unexcused absence from practice or games. More than 1 unexcused absence will result in removal from the team. Unexcused absence means that the coach was not notified prior to the absence. If the player must be absent, they are responsible for notifying the coach ahead of time.
- (7) If a player participates in athletic activities outside school, the school sport must come first. If an athlete misses either a game or practice due to a conflict with an outside athletic activity, they will be removed from the team.
- (8) If an athlete misses practice for any reason, they will not start the next game. This does not mean they will not play.
- (9) Athletes are not guaranteed playing time. Some athletes will play more than others. These decisions are entirely at the coaches' discretion, and coaches are under no obligation to explain

their decisions. The coaches at McCaffrey Middle School truly enjoy working with young people and sharing their love of athletics and athletic competition. It is virtually impossible to satisfy every parent and player, and it is to be expected that not everyone will agree with the coaches' decisions throughout the course of the season. However, in the end, the final decision is to be the coaches' and parental input will not be accepted.

### **PARENT VOLUNTEER FORM**

All parents who attend field trips or volunteer in the classroom must have a completed and cleared "Parent Volunteer Form" on file in the school office. The information is checked against the "Megan's Law" database.

### **PE UNIFORMS**

McCaffrey PE uniforms can be bought for the following prices:

**Shorts- \$12    Shirt- \$8    Sweatshirt- \$14    Sweatpants- \$16**

**\*Checks can be made payable to McCaffrey Middle School**

### **PROMOTION CEREMONY AND END OF THE YEAR ACTIVITIES FOR 8<sup>TH</sup> GRADERS**

Suspensions are considered "Strikes" against students. Students with 3 strikes may **not participate** in the 8<sup>th</sup> grade promotion ceremony or the end of the year activities. 8<sup>th</sup> grade students with 2 strikes are eligible for the promotion ceremony only. If a student receives a first suspension (strike) within 30 days of the end of the school year, school administration has the discretion to allow him or her to appeal for the opportunity to participate in promotion only.

### **RESTRICTION APPEAL PROCEDURE FOR 8<sup>TH</sup> GRADE PROMOTION AND END OF THE YEAR ACTIVITIES**

The appeal process is open to 8<sup>th</sup> grade students with two suspensions or those who have received their first suspension within 30 days before the end of the school year (this is at the discretion of administration). The students may appeal to participate in the promotion ceremony ONLY. The appeal must be based on one of the following reasons:

- ⇒ The student feels the restriction was not fair
- ⇒ The student has had a positive change in behavior, attendance, or academics
- ⇒ The student has additional information to be reviewed

1. A student who has been restricted will be notified by an administrator.
2. If a student wishes to appeal, he/she must submit a letter of request to the principal, stating specific reasons for the appeal. 8<sup>th</sup> grade students will not be allowed to turn-in appeals after May 7, 2021. *Under certain conditions, the administration may waive the date of limitations.*
3. The appeal process will be conducted by a school administrator. Parents are welcome to attend the appeal meeting.
4. The appeal meeting decision is final.
5. Students who are approved to participate in the promotion ceremony may lose this privilege if they violate school rules.

### **SKATEBOARDS & BICYCLES**

Students must wear an approved safety helmet in order to ride a bicycle or skateboard to school. Bicycles and skateboards must be walked on campus to the bike rack. All bicycles and skateboards must be locked in the bike rack and will not be stored in the office or classrooms. The school is not responsible for lost, damaged, or stolen bicycles or skateboards.

**Students caught riding skateboards or bikes on campus after school hours may not be allowed to bring them to school again.**

### **STUDENT BEHAVIOR**

At MMS, all students are expected to adhere to the following school rules:

- Be Nice
- Be Safe
- Be Responsible

***STUDENTS WILL BE HELD ACCOUNTABLE FOR THEIR BEHAVIOR TO AND FROM SCHOOL AS WELL AS DURING SCHOOL HOURS AND SCHOOL-SPONSORED EVENTS.***

McCaffrey Middle School will not tolerate any comments or gestures which are vulgar or obscene or which discriminate against others on account of sex, race, color, sexual orientation, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs, or fighting words that may disrupt school activities.

Students will be held accountable for following school rules and should be aware that not understanding a rule or not knowing about it is not an acceptable excuse for misbehavior. If you do not understand any of the school rules or have questions about them, you should make an appointment with an administrator.

The following types of behavior are not acceptable at McCaffrey Middle School and may result in a step on the CDP, suspension or expulsion:

- Bringing a toy gun or replica of a gun to school
- Bullying
- Causing, attempting to cause, or threatening to cause physical injury to another person
- Cutting in lines at lunch
- Disrupting classes, students, and teachers
- Failing to bring school materials to class
- Failure to complete detention
- Failure to follow directions
- Fighting, encouraging students to fight, watching fights, video-taping fights, posting fights online
- Firecrackers
- Gambling
- Gang-related activities
- Gum chewing (No gum)
- Hand-holding, kissing, and hugging
- Instigating or encouraging a fight
- Leaving campus without a pass
- Not paying attention or participating in class
- Possessing a dangerous object
- Possessing, using, selling, or being under the influence of a controlled substance or alcoholic beverage
- Sexual harassment
- Smoking
- Spitting
- Spreading rumors
- Stealing
- Stink-bombs
- Tagging
- Tardies to school or between classes
- Taunting or teasing with the intent to hurt or embarrass others
- Threats and intimidation
- Throwing food or littering on campus
- Throwing or shooting objects
- Racial slurs of any kind
- Truancies
- Unnecessary physical contact such as shoving, kicking, horseplay
- Vandalism
- Vulgar gestures
- Weapons of any kind
- Willfully using force or violence on another person

Fighting consequences:

- 1<sup>st</sup> fight will receive a 2-5 days of suspension
- 2<sup>nd</sup> fight will receive a 5 day suspension, SARB letter, and possible recommendation for expulsion
- 3<sup>rd</sup> fight will receive a 5 day suspension, a SARB hearing and a possible recommendation for expulsion

Any type of behavior that causes a disruption to school activities or defies the valid authority of school personnel engaged in the performance of their duties is subject to suspension and/or expulsion.

The school administration may at any time place a student on suspension or expulsion if it is determined that such an action best serves the interest of the student(s) and/or the school.



Students engaging in unacceptable behavior may be placed in the Alternative Center when the school administration considers it an appropriate alternative. Students displaying unacceptable behavior in the Alternative Center may be suspended.

School authorities have the legal right and the responsibility to search any student when/if they have reason to believe the student is in possession of drugs, alcohol, tobacco, weapons, items belonging to someone else, or anything else that is inappropriate for a safe school setting. If any such items are found it is the responsibility for school authorities to seize the item. (Penal Code 62610) The school may also enlist the services of law enforcement to search for illegal substances.

**Mandatory Recommendation for Expulsion (EC 48915-c)** - The principal must suspend and recommend expulsion for (1) possessing, selling or otherwise furnishing a firearm, (2) brandishing a knife at another person, (3) unlawfully selling a controlled substance, and (4) sexual assault or sexual battery.

**An expulsion recommendation is required (EC 48915)** (a) and (b) for (1) causing serious physical injury, (2) possession of any knife, explosive or other dangerous object, (3) unlawful possession of any controlled substance such as listed in Chapter 2 of the Health and Safety Code, and (4) robbery or extortion.

**STUDENTS WHO HAVE BEEN SUSPENDED 20 DAYS DURING THE SCHOOL YEAR MAY BE RECOMMENDED FOR EXPULSION.** Any student who has been expelled during the school year will not be allowed to participate in any of the end of the year activities.

### **STUDENT BODY CARD**

Student body cards are provided free to all students (replacement cards are \$5). Student body cards will be required for entry into school events and to check out materials from the library.

### **STUDENT AND PARENT CONCERNS**

If students or parents have a concern, we request that the following protocol be used:

1. Begin with contacting the teacher (s)
  - a. Phone call
  - b. Letter or note
  - c. Email – all teachers have access to email. Simply use the teacher’s first name initial, last name and [galt.k12.ca.us](mailto:galt.k12.ca.us). Example: [rmccaffrey@galt.k12.ca.us](mailto:rmccaffrey@galt.k12.ca.us)
2. Follow up with a request to speak to a school counselor or outreach consultant – same procedure may be utilized for contact purposes
3. If needed, please make an appointment to speak with a school administrator.

### **STUDENT INSURANCE**

An opportunity to purchase student accident insurance is offered; please check with the office for insurance forms. Medical, Dental, and Mental Health services are available for families qualifying for Medi-Cal Services. Call toll free 1-888-747-1222 to find out if you qualify.

Medical and accident insurance is required for students who participating in after-school sports activities.

### **TOBACCO-FREE SCHOOLS**

The Board prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students, visitors and other persons at any activity or athletic event on property owned, leased or rented by or from the district.

### **TOXIC ITEMS**

Items that are toxic to students (such as permanent markers, white out) are not allowed at school.

### **VISITORS**

All visitors must sign in at the office. Visitors will be given a visitor badge that must be worn at all times while on campus.

## **Safety To and From School**

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

### **The Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **Collaborative Relationships Among City, County and Community Agencies**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.

- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

### **Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol**

The following programs are provided to students in an effort to educate and decrease the use of alcohol and drugs:

- Sobriety brings a change
- ATOD – Alcohol, Tabaco and Other Drugs peer to peer prevention program

### **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

### **Surveillance / Reporting**

#### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for

reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

### ***Definition of Surveillance Levels***

#### **Standard Surveillance**

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

#### **Heightened Surveillance**

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

#### **Intensive Surveillance**

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

#### **Influenza Case Definition**

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING:
  - Cough
  - Sore throat
  - Headache
  - Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

### **Funding**

Available sources are being targeted to address school safety issues. Funds are used to improve school climate, respond to crisis, improve school-wide management, and provide comprehensive student mental health services.

Site funds are used for the following:

- Training yard supervisors
- Student academic and behavior rewards (Dog Catchers)
- KDOG Video Studio
- Safety gear for yard supervisors
- Radios for communication
- Trauma Informed Practices Training
- Restorative Practices Training

All students participate in a first day of school assembly to review safety rules and procedures. Additionally, coverage of student handbook takes place during the first week of school. Students participate in safety drills during the school day as well as after school (ASES). All yard duty supervisors are given safety vests and walkie-talkies to help provide safety coverage. Various support groups that enhance student safety are made available to students.

### **Professional Development Activities**

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

- School Resource Office
- School Counselor
- School Social Worker
- Active Shooter Training

### **Counseling and Wellness Services**

Administration works collaboratively with teachers, district social worker, and psychologist to ensure students are receiving the appropriate services. Our social worker meets with groups of students for bereavement, divorce, anxiety and separation, friendship circles, and to build social skills. Administration follows the district SARB process to address attendance concerns.

A designated school counselor is available daily to handle referrals related to physical and mental health issues along with working collaboratively with district and community partners.

McCaffrey's school counselor is in charge of activating and coordinating a crisis response team, overseeing the district suicide prevention policy, coordinating a timely crisis debriefing for first responders, and reviewing feedback after a school mental health crisis occurs.

### **Campus Security**

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus security personnel, a school resource officer and security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals as well as law enforcement professionals have been consulted in the review and update of campus security.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.168</b> Board Consideration of Approval Community Advisory Committee (CAC) Parent Application
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

In accordance with Section B: Governance and Administration of the Special Education Local Plan Area (SELPA), the members of the SELPA Community Advisory Committee (CAC) shall be appointed by, and responsible to, the governing board of each participating district/LEA or county office or any combination thereof participating in the SELPA. The majority of CAC members shall be composed of parents of students with disabilities enrolled in schools participating in the Local Plan Area.

Brenda Avalos, GJUESD parent, will serve as a CAC representative.

The CAC shall have the authority and fulfill the responsibility that are defined in its By-Laws which are included in the Local Plan. The CAC responsibility shall include, but not need to be limited to all of the following:

1. Provide ongoing input from the CAC to the Operations Council and maintain communication with the leadership; policy and administrative entity of the LEA and SELPA
2. Recommend annual priority to be addressed by the CAC Plan
3. Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan
4. Encouraging community involvement in the local plan
5. Support activities on behalf of the students with disabilities

Board approval is recommended.





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.169</b> Board Consideration of Approval Board Policy/Administrative Regulation 6173: Education For Homeless Children
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

A first reading of this board policy was held on January 27, 2021.

[According to our 2019-20 Homeless Education Policy, Requirements and Implementation page within the Spring Release Consolidated Application and Reporting Systems (CARS), the district Homeless Education Board Policy was approved before 2016.

The McKinney-Vento Homeless Assistance Act as reauthorized by the Every Student Succeeds Act (ESSA) requires LEAs to have developed, reviewed and revised policies to remove barriers to the identification, enrollment and retention of homeless children and youths.

We are taking this opportunity to revise our current homeless education policy that includes ESSA reauthorization language, as well as language aligned to state laws.]

Board approval is recommended.

# **Galt Joint Union ESD**

## **Board Policy**

### **Education For Homeless Children**

BP 6173

#### **Instruction**

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

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

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3260 - Fees and Charges)

(cf. 5113.1 - Chronic Absence and Truancy)

#### **Transportation**

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)  
(cf. 3541 - Transportation Routes and Services)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

(cf. 1113 - District and School Web Sites)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)  
(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3553 - Free and Reduced Price Meals)  
(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)  
(cf. 6159 - Individualized Education Program)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6171 - Title I Programs)  
(cf. 6172 - Gifted and Talented Student Program)  
(cf. 6174 - Education for English Learners)  
(cf. 6177 - Summer Learning Programs)  
(cf. 6178 - Career and Technical Education)  
(cf. 6179 - Supplemental Instruction)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)  
(cf. 6162.51 - State Academic Achievement Tests)  
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

39807.5 Payment of transportation costs by parents  
48850 Educational rights of homeless and foster youth  
48852.5 Notice of educational rights of homeless students  
48852.7 Enrollment of homeless students  
48915.5 Recommended expulsion, homeless student with disabilities  
48918.1 Notice of recommended expulsion  
51225.1-51225.3 Graduation requirements  
52052 Accountability; numerically significant student subgroups  
52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions

1232g Family Educational Rights and Privacy Act

6311 Title I state plan; state and local educational agency report cards

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter, July 27, 2016

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Policy            GALT JOINT UNION SCHOOL DISTRICT  
adopted:

# **Galt Joint Union ESD**

## **Administrative Regulation**

### **Education For Homeless Children**

AR 6173  
**Instruction**

#### Definitions

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

(cf. 6173.1 - Education for Foster Youth)

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because the children are living in conditions described in items #1-3 above

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

Unaccompanied youth means a youth not in the physical custody of a parent or guardian. (42 USC 11434(a))

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

School Social Worker Homeless, 402Foster, & Bullying Prevention Coordinator  248 West A Street, Galt CA 95632 209-745-2641 ext.	Educational Service Director   1018 C Street, Suite 210, Galt CA 95632 209-744-4545 ext. 303
--	--

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 3553 - Free and Reduced-Price Meals)

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district

(cf. 5148.3 - Preschool/Early Childhood Education)

4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

(cf. 5141.6 - School Health Services)

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

(cf. 5145.6 - Parental Notifications)

6. Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below

8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

(cf. 3541 - Transportation Routes and Services)

9. Ensure that school personnel providing services to homeless students receive professional development and other support

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. He/she shall also provide the name and contact



information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

## Enrollment

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

When making a placement decision, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. ~~even if the parent/guardian is unable to provide the school with the records normally required for enrollment. (42 USC 11432)~~ The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district's liaison for homeless students. The liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

### Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or

service providers in having the dispute resolved

3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

#### Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

#### Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation      GALT JOINT UNION SCHOOL DISTRICT  
approved:



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.170</b> Board Consideration of Approval of 2021-22 E-rate Service Provider
<b>Presenter:</b> Lois Yount	<b>Action Item: XX</b> <b>Information Item:</b>

On December 20, 2021, the Galt Joint Union Elementary School District issued a Request For Proposal (RFP) for an E-rate service provider to purchase network switches and routers to be used throughout the District. This project is contingent upon the approval of funding for the 21-22 fiscal year from the Universal Service Program for Schools and Libraries, otherwise known as E-rate. The District received 2 responsive bid proposals. After a competitive bidding process, the proposals were reviewed and ranked. AMS.NET has been selected as the lowest bid for network switches and routers.

Board approval is recommended to select AMS.NET for our E-rate provider.

Attached Documents:

- Rating Scale
- Proposal

**E-RATE 2021 - 2022 BID EVALUATION SHEET**

Organization Name:	<b>Galt Joint Union Elementary School District</b>		
Prepared by: <i>Please Print</i>	Minh Do	Title:	Technology Coordinator
Signature: <i>(blue wet ink signature required)</i>		Date:	11-Feb-21

Description of Service:	<b>C2 Internal Connections and Managed Internal Broadband Services - 470# 210008892</b>					
Bidding Vendor Name (list below)	Cost of <b>Eligible</b> Goods and Services	Cost of <b>Ineligible</b> Goods and Services	Vendor quote accurate to the RFP	Experience with district References	Financial Stability	Total Points
<b>Points Possible for Each Bid</b>	<b>35</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>5</b>	<b>100</b>
1 <a href="#">AMS.NET</a>	35	20	20	20	5	100
2 GigaKom	30	20	20	5	5	80
3						0
4						0
5						0
6						0
7						0
8						0
9						0
10						0

**EVALUATION RATIONALE (Attach additional pages as necessary)**

[AMS.NET](#) is chosen due to the lowest bid.



**AMS.NET**

Technology Solution Provider

PROPOSAL FOR:

**Galt Joint Union Elementary School District 93557**

**E-RATE FY21 (2021-2022)**

**Request for Proposal**

**470 # 210008892**

**Network Electronics**

**Original**

PREPARED BY: Jared Bayless, Senior Account Manager, AMS.NET

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## Table of Contents

Cover Letter	Section 1
Description of Firm	Section 2
Personnel	Section 3
Capacity & Methodology	Section 4
Past Performance	Section 5
Customer Service Commitment	Section 6
Firm Financial Statement	Section 7
Service Provider SPIN Number & FCC Registration Number	Section 8
Evidence of FCC Green Light Status	Section 9
Equipment List (Attachment A)	Section 10
Project Cost Summary & Quotes	Section 11
Labor Detailed Breakdown	Section 12
Sales Order Agreement	Section 13



**AMS.NET**  
Technology Solution Provider

# Section 1



## Executive Summary

Thank you for the opportunity to provide Galt JUESD with this E-Rate 24 Network Electronics RFP response. AMS.NET has carefully read all RFP documents and has included pertinent cost and company information with regard to responding to the District's E-Rate RFP. AMS.NET acknowledges the scope of services and has responded with this RFP as precisely as possible with regards to services and products indicated within the SOW and the corresponding list of equipment. As well, AMS.NET acknowledges a willingness to enter into agreement substantially in the same form as the Agreement attached in the Contract/SOA section of this RFP response.

AMS.NET exceeds all the specified RFP requirements and we have provided the supporting documentation required in the RFP response. Our initial response has been sent via email with the documents required per the Preparation of Proposal requirements, especially as it relates to the requirements in Section A, provided by the District's RFP.

Our technology proposal includes Aruba Network Switching, Meraki Wireless and APC UPS equipment specified per the RFP. With the Aruba and Cisco-Meraki proposed equipment, this solution will deliver the technology required for the District's Network as well as provide for future Network applications. Also, please note We look forward to the opportunity to work with the District here in the near future.

Sincerely,

A handwritten signature in blue ink that reads "Diana Monaghan".

Diana Monaghan  
Vice President  
AMS.NET, Inc.



**AMS.NET**  
Technology Solution Provider

# Section 2



## ABOUT US

### About Us

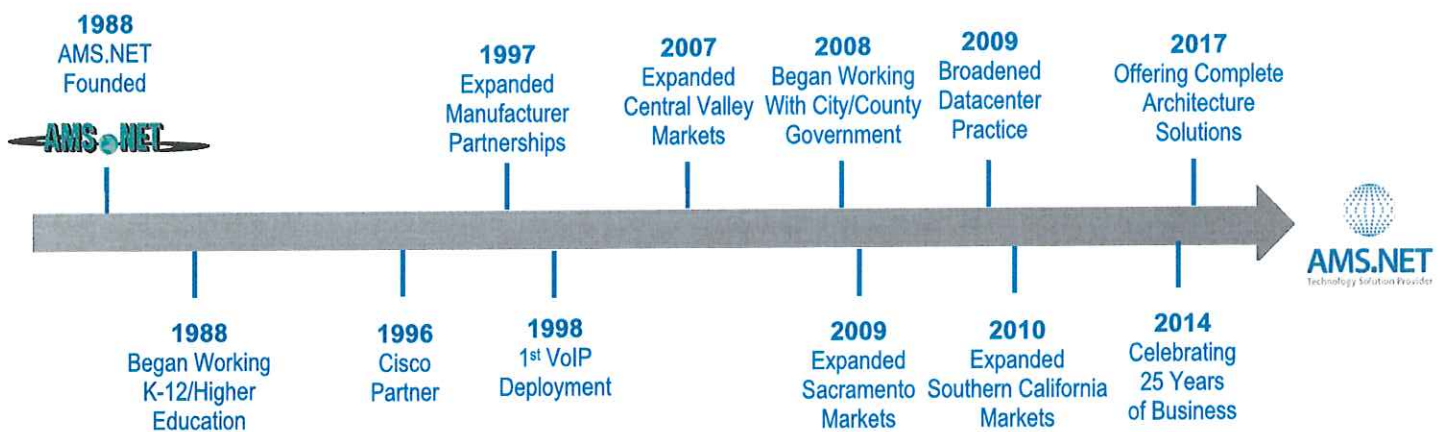
AMS.NET is an innovative technology solution provider delivering business outcomes to organizations for more than 30 years. The company was established more than two decades ago to provide technical support to local school districts in California. Today, AMS.NET provides education, local government and businesses a comprehensive technology solution including design, implementation and support services.

With a consultative approach, consideration is taken to understanding technology requirements, existing equipment, industry, growth plan and budget. Leveraging proven and emerging technologies through leading manufacturers, AMS.NET's certified engineers' architect a solution that supports your initiatives and allows for future growth.

Prior to implementation, we can provide complete structured wiring services and post deployment, a host of managed services and maintenance plans to ensure your network and equipment are running at optimum performance.

Many financing options are available. With experience in the public sector around procurement vehicles, E-rate expertise and leasing options, we can make recommendations specific to your industry and technology solution.

Our extensive reference list is a tribute to our ability to successfully design, manage and implement technology solutions that support your initiatives. With more than 30 years of successfully providing technology solutions, you can be assured that we have the capability, experience and stability to be your trusted partner. And we'll be here for future needs!



Celebrating More Than **30** Years

Celebrating More Than **30** Years

www.ams.net  
800-893-3660



**AMS.NET**  
Technology Solution Provider

## CONTRACTORS C-7 INFORMATION

### C-7 Contractors License

STATE OF CALIFORNIA <b>dca</b> DEPARTMENT OF CONSUMER AFFAIRS	<b>CONTRACTORS STATE LICENSE BOARD ACTIVE LICENSE</b>	
License Number <b>763508</b>	Entity <b>CORP</b>	
Business Name <b>AMS.NET INC</b>		
Classification(s) <b>C-7</b>		
Expiration Date <b>04/30/2022</b>	<a href="http://www.cslb.ca.gov">www.cslb.ca.gov</a>	

### C-7 Responsible Managing Officer

#### BOND OF QUALIFYING INDIVIDUAL

1. The Responsible Managing Officer (RMO) TOCCI ROBERT MICHAEL certified that he/she owns 10 percent or more of the voting stock/equity of the corporation. A bond of qualifying individual is not required.

Effective Date: 04/12/2000



**AMS.NET**  
Technology Solution Provider

## CONTRACTORS C-7 INFORMATION

### C-7 Contractors Bond - Continued

#### Business Information

AMS.NET INC  
502 COMMERCE WAY  
LIVERMORE, CA 94550  
Business Phone Number:(925) 245-8100

Entity Corporation  
Issue Date 05/24/1999  
Reissue Date 04/12/2000  
Expire Date 04/30/2022

#### License Status

This license is current and active.

All information below should be reviewed.

#### Classifications

C-7 - LOW VOLTAGE SYSTEMS

#### Bonding Information

##### Contractor's Bond

This license filed a Contractor's Bond with HANOVER INSURANCE COMPANY.

Bond Number: 1031231

Bond Amount: \$15,000

Effective Date: 01/01/2016

##### Contractor's Bond History

##### Bond of Qualifying Individual

The qualifying individual ROBERT MICHAEL TOCCI certified that he/she owns 10 percent or more of the voting stock/membership interest of this company; therefore, the Bond of Qualifying Individual is not required.

Effective Date: 04/12/2000



# AMS.NET

Technology Solution Provider

## Cisco

**CCIE** (4)- Certified  
Internetwork Expert  
**CCNP** (6)- Certified  
Networking Professional  
**CCDA** (3)- Certified  
Design Associate  
**CCNA** (12)- Certified  
Network Associate  
**CCENT**- Certified  
Entry Networking  
Technician  
**Cisco AMP** Endpoint  
Associate  
**Cisco IronPort** WSA

## Microsoft

**MCP**- Certified Professional  
**MCSA** Certified Solutions  
Associate-  
2000, 2003, 2008,  
Windows Server 2012,  
Office 365  
**MCSE** Certified Solutions Expert  
- 2000 + Messaging,  
Private Cloud, Cloud  
Platform & Infrastructure,  
2003  
**MCSA** Certified Solutions  
Associate- Office 365  
**MCITP** Certified IT Professional  
Certification- 2008

## Ruckus Wireless

**ICX Implementer** (2)  
**CWNA** – Certified  
Wireless Network  
**SmartZone SE**  
**Cloudpath SE**  
**WiSE**

## Palo Alto Networks

**PCNSE** (3)- Certified  
Network Security Engineer  
**ACE** (2)- Accredited  
Configuration Engineer  
**SE Traps** Professional

## Multi- Vendor Expertise

## HP/Aruba Wireless Expertise

**ACMP** (3)- Certified  
Mobility Professional  
**ACSP** (3)- Certified  
Switching Professional  
**ACCP** (2)- Certified  
Clearpass Professional  
**ATP FlexNetwork**  
Solutions Certification  
**ATP Hybrid IT Solutions**  
Solutions Certification

## VMware

**VCP** (4)- Certified  
Professional  
**VTSP** (Many)- Technical  
Sales Professional

## Western Digital/Tegile

**TCIE**- Certified  
Implementation Engineer

## Dell/EMC

**EMCIE**- Implementation  
Engineer  
- Clariion  
- VNX (2)  
- Celerra  
- RecoverPoint (2)

## Veeam

**VMCE** (2)- Certified Engineer

## Others

Various other sales and  
engineering certifications



# Certificate of Partnership

Fiscal Year 2019

AMS.NET, INC.

UNITED STATES

is an approved member of the HPE Partner Ready Program and qualifies as a Aruba Gold Partner.

**Aruba Gold**

Campus Mobility



**Jim Harold**

Vice President

North America Aruba Channel



a Hewlett Packard  
Enterprise company

# Certificate of Partnership

Fiscal Year 2019

AMS.NET, INC.

UNITED STATES

is an approved member of the HPE Partner Ready Program and qualifies as a Silver Partner.

**Silver**

Hybrid IT

**Aruba Gold**

Campus Mobility



**Paul Hunter**

W Head of Partner Sales



**Hewlett Packard  
Enterprise**

# Certificate of Achievement Premier Partner

APC™ by Schneider Electric™ recognizes

**AMS Net, Inc.**

as a Premier Partner



A handwritten signature in black ink, appearing to read "Rob McKernan".

Rob McKernan  
Senior Vice President, IT Global Channels,  
APC by Schneider Electric

**July 12, 2019**

Date

[apc.com](http://apc.com)



## Gold Certified Partner

Awarded to: **AMS.NET**

**USA**

Valid Until: **January 24, 2021**

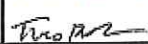
Validate this certificate by searching company name and location at [cisco.com/go/partnerlocator](https://www.cisco.com/go/partnerlocator).

Certificate generated on March 10, 2020



**AMS.NET**  
Technology Solution Provider

**EVIDENCE OF COVERAGE**

Client#: 443449		AMSNEINC		DATE (MM/DD/YYYY) 8/21/2020		
<b>ACORD CERTIFICATE OF LIABILITY INSURANCE</b>						
<p>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.</p> <p>IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).</p>						
<b>PRODUCER</b> Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1340 Treat Blvd #250 Walnut Creek, CA 94597			<b>CONTACT NAME:</b> Felicia McAroy <b>PHONE (A.C. No. Exh):</b> 925 482-9337 <b>FAX (A.C. No.):</b> 925 482-9390 <b>E-MAIL ADDRESS:</b> Felicia.McAroy@MarshMMA.com			
<b>INSURED</b> AMS.NET, INC 502 Commerce Way Livermore, CA 94551-7812			<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: Atlantic Specialty Insurance Company <b>NAIC #</b> 27154 INSURER B: Republic Indemnity Company of America <b>22179</b> INSURER C: INSURER D: INSURER E: INSURER F:			
<b>COVERAGES</b>		<b>CERTIFICATE NUMBER:</b>		<b>REVISION NUMBER:</b>		
<p>THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.</p>						
INSR LTR	TYPE OF INSURANCE	ADDITIONAL RISK	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		7110086830015	08/24/2020	08/24/2021	EACH OCCURRENCE ≤1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) ≤1,000,000 MED EXP (Any one person) ≤10,000 PERSONAL & ADV INJURY ≤1,000,000 GENERAL AGGREGATE ≤2,000,000 PRODUCTS - COMP/OP AGG ≤2,000,000 \$
A	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> Comp/CoIns: \$1,000 Ded. <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY		7110086830015	08/24/2020	08/24/2021	COMBINED SINGLE LIMIT (Ea accident) ≤1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED: RETENTION \$		7110086830015	08/24/2020	08/24/2021	EACH OCCURRENCE ≤5,000,000 AGGREGATE ≤5,000,000 \$
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> Y/N (Mandatory in NH) If yes, description under DESCRIPTION OF OPERATIONS below	N/A	16099217	02/01/2020	02/01/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT ≤1,000,000 E.L. DISEASE - EA EMPLOYEE ≤1,000,000 E.L. DISEASE - POLICY LIMIT ≤1,000,000
A	<b>Property of Others</b>		7110086830015	08/24/2020	08/24/2021	\$100,000 Limit
DESCRIPTION OF OPERATIONS (LOCATIONS; VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) <b>RE: Evidence of Insurance.</b>						
<b>CERTIFICATE HOLDER</b>			<b>CANCELLATION</b>			
Evidence of Coverage			SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.			
			AUTHORIZED REPRESENTATIVE 			
© 1988-2015 ACORD CORPORATION. All rights reserved.						
ACORD 25 (2016/03) 1 of 1		The ACORD name and logo are registered marks of ACORD		WBFZM		
#96345149/M6344846						



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## DEPARTMENT OF INDUSTRIAL RELATIONS

### AMS.NET's Department of Industrial Relations

SB 854, a budget trailer bill that was signed into law on June 20, 2014, and became effective immediately, made several significant changes to laws pertaining to the administration and enforcement of prevailing wage requirements by the Department of Industrial Relations (DIR). Among other things, SB 854 established a new public works contractor registration program to replace prior Compliance Monitoring Unit (CMU) and Labor Compliance Program (LCP) requirements for bond-funded and other specified public works projects. AMS.NET is a DIR registered contractor (DIR #1000001046).

#### Department of Industrial Relations System View

State of California
Department of Industrial Relations

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#### Contractor Information

**Legal Entity Name**  
AMS.NET, INC.  
**Legal Entity Type**  
Corporation  
**Status**  
Active  
**Registration Number**  
1000001046  
**Registration effective date**  
07/01/19  
**Registration expiration date**  
06/30/22  
**Mailing Address**  
502 COMMERCE WAY LIVERMORE 94551 CA United States of America  
**Physical Address**  
502 COMMERCE WAY LIVERMORE 94551 CA United States of America  
**Email Address**  
dmonaghan@ams.net  
**Trade Name/DBA**  
**License Number (s)**  
CSLB:763508

#### Legal Entity Information

<b>Corporation Entity Number:</b>	097642448
<b>Federal Employment Identification Number:</b>	943291626
<b>President Name:</b>	ROBERT TOCCI
<b>Vice President Name:</b>	JOSEPH MOOMAU
<b>Treasurer Name:</b>	ROBERT TOCCI
<b>Secretary Name:</b>	ROBERT TOCCI
<b>CEO Name:</b>	ROBERT TOCCI

**Agency for Service:**

<b>Agent of Service Name:</b>	DIANA MONAGHAN
<b>Agent of Service Mailing Address:</b>	502 COMMERCE WAY LIVERMORE 94551 CA United States of America



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## GREEN INITIATIVES

### AMS.NET & Cisco Green Initiatives

Cisco and AMS.NET have green initiatives in place to conserve energy and reduce greenhouse gas emissions. From internal 'green' business practices to power conserving products and innovative technology that reduces travel and changes the way you do business, both Cisco and AMS.NET are helping customers go green.

Cisco offers EnergyWise which is an innovative power saving solution that is added to existing Cisco Catalyst switches to measure the power consumption of network infrastructure and manage that power consumption with specific policies. Along with Cisco EnergyWise, Cisco and AMS.NET offer innovative products that enable organizations to conduct business anywhere on the globe thus eliminating travel and paper intensive business processes. Cisco's products include WebEx, MeetingPlace, VPN technologies, IP phones, IP soft phones, Cisco Presence and video solutions. Cisco has also built an extensive collaborative website, Cisco's Connection Online, which provides an online solution for employees, partners and customers to conduct business.

AMS.NET is furthering this green initiative within our own business practices. AMS.NET uses WebEx and MeetingPlace for customer communications. Using the WebEx hosted solution, AMS.NET delivers informational webinars that update customers on new technology and products. MeetingPlace on-premise solution is used for its video, voice, white boarding and presentation features to hold online meetings with customers and limit travel and drive time thereby reducing carbon emissions. Our Technical Assistance Center provides support using VPN and web-based tools for monitoring and break fix, unless onsite support is needed. Remote workers also take advantage of these tools to eliminate travel time to the corporate offices. AMS.NET also has a recycling program to reuse the shipping cardboard and paper used to conduct business. All of these processes and technologies are helping not only AMS.NET go green but also its customers.



**Service Provider Annual Certification (SPAC)**

A service provider must submit a Service Provider Annual Certification (SPAC) (Form 473) to USAC each funding year to certify that it will comply with program rules. Below is proof captured from the SLD website.

**Purpose of Form:** Form 473 is used by the service provider each funding year to certify that it will comply with FCC rules concerning invoicing and documentation. The certifications apply to the entire funding year and are required before USAC will pay invoices. A service provider may submit one Form 473 for all Service Provider Identification Numbers (SPINs) assigned to it.

**SLD SPAC Filing Proof**

SPIN	Service Provider Name	Doing Business As	Contact Name	Contact Address	Contact Phone	Form 499 Filer	SPAC Filed
143005880	AMS.NET, Inc.	AMS.NET, Inc.	Robert Tocci	502 Commerce Way , Livermore, CA 94551	925245-6100		1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020





## AMS.NET E-RATE BILLING PROCESS

AMS.NET, Inc. (also to be referenced as the Service Provider) has developed processes to bill E-Rate projects that best suits their customer needs. We are set up to accommodate both SPI and BEAR billings.

SPI billings will occur on a regular basis and AMS.NET, Inc. will invoice the SLD their portion of committed amount and the customer their portion.

AMS.NET, Inc. agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from the USAC via the Form 474 Service Provider (SPI). The customer will only be responsible for paying its non-discounted share of the costs and does not intend to use the BEAR process (Form 472). The maximum percentage the customer will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a funding commitment decision letter from the SLD and submission and certification of Form 486, the customer shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the company decide that it is in the best interests of the company to file a Form 472, the customer will inform AMS.NET, Inc. of its intent.

All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the customer will only be responsible for paying its non-discounted share.

AMS.NET, Inc. will bill your company directly for a BEAR billing. Companies will pay the full amount of the invoice until all steps of the discount process below have taken place:

- A. You must have received your FCDL (Funding Commitment Decision Letter) from the SLD / E-Rate people.**
- B. You must file your Form 486.** [The form 486 lets the E-Rate people know that the services have begun and that they may begin paying the invoices. The SLD cannot process a payment related to a Funding Request Number (FRN) unless a properly completed Form 486 has been submitted by the Library and approved by the SLD for that FRN]
- C. The form 486 must be approved by the SLD before AMS.NET, Inc. can apply the discount and credit your bill.** When AMS.NET, Inc. is notified by the SLD that your form 486 has been approved, AMS.NET, Inc. will credit your bill with your approved funding. It takes two billing periods for the discount to appear on your bill. Depending on timing of your 486 approval, it could be the next month or two months later that you see your discount on your AMS.NET, Inc. bill.

AMS.NET, Inc. bills the total monthly charges and the E-Rate discount which does net to the discounted amount, but we do not bill just the discounted amount. It takes two billing periods for the discounts to appear so depending on timing, it could be the next month or two months later.

**A Note regarding BEAR Forms:** Companies who prefer to pay their invoices and file BEAR forms for reimbursement – can continue to do so; however, a company cannot both file a BEAR form and request a billing discount on the same FRN in the same funding year. That is, you will either file BEAR forms for reimbursement – or – request a billing discount; but not both.



## WARRANTY & SERVICE REPLACEMENT

### Warranty & Service Replacement Policy

AMS.NET warranties all work for a period of 30 days after installation unless otherwise specified. AMS.NET handles all these issues in-house and will provide technical resources to solve any problems which may arise. AMS.NET will work to obtain replacement equipment if said equipment is found to be faulty or in need of repair.

All warranty issues after the initial 30 days will be handled through direct manufacturer's warranty unless otherwise specified.

In the case of Public Bids and Contracts, all required warranty specifications will be followed and executed by AMS.NET in accordance with contractual law.

AMS.NET keeps a rotating reserve in-house of loaner/spares equipment for both our Service Contract Customers and warranty issues. If a newly placed piece of equipment fails, we can, in most cases get the customer's connectivity back in order while waiting for the replacement part to arrive from the manufacturer.

It is the policy of AMS.NET to keep on hand enough equipment to cover our core installation models. In addition, we have existing inventory from jobs in progress that serve as spares as well. In doing this, we can keep our customer's up time while dealing with getting permanent replacement parts through the manufacturer.



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## CISCO WARRANTIES FOR K-12

Cisco offers a range of comprehensive warranties that can help you protect your technology investment. Use the table below to understand how Cisco Warranties work with Cisco's K-12 offerings.

	U.S. K-12 Bundled Warranty	EDU SKUs	Basic Maintenance	Cisco Smart Net Total Care Service
SKU name	Services entitled with CON-SW service SKUs* and K-12 Bundled Warranty incentive	SKUs with the EDU prefix or suffix EDU-XXX or XXX-EDU	CON-SW (also known as Smart Net, no RMA)	CON-SNT or CON-SNTC
Products covered/ included	E-rate eligible products	38 switching SKUs	All hardware	All hardware and operating systems
Services duration	1 year	3 years	1 year	Renewable 1-, 3-, or 5-year contracts, depending on product families
Hardware replacement	3 years advanced hardware replacement included in bundle- up to 10-business-day RMA**	Lifetime next-business-day (NBD) hardware replacement included with SKU	No	NBD hardware replacement
Technical assistance (TAC)	1 year included in bundle Renewable in years 2 and 3 at standard education discount	3 years included with SKU (phone-only TAC access)	Yes	Yes
Software updates	1 year included in bundle Renewable in years 2 and 3 at standard education discount	3 years included on switching SKUs only	Yes	Yes
Cisco.com access	1 year included in bundle Renewable in years 2 and 3 at standard education discount	3 years included with SKU	Yes	Yes
E-rate eligibility***	100 percent	100 percent	100 percent	Partially eligible-cost allocation is required (use cost allocation worksheet here: <a href="http://www.ciscoerate.com">www.ciscoerate.com</a> )

\*Basic maintenance service SKUs may be CON-ECMU in some cases.

\*\*Requires renewal of CON-SW in years 2 and 3.

\*\*\*Note that a service's E-rate eligibility depends on the eligibility of the product it covers. For example, a CON-SW SKU mapping to a 100 percent E-rate eligible product is 100 percent E-rate eligible; a CON-SW SKU mapping to a 90 percent E-rate eligible product is 90 percent E-rate eligible.





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# Section 3



**AMS.NET**  
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## EXECUTIVE BIOS

Executive	Brief Biography
<p><b>Robert Tocci</b> Founder, Owner, President</p>	<p>The visionary and founder of AMS.NET, Robert Tocci established AMS.NET in 1988 and remains at the helm today. Robert has more than 30 years of technology and business management experience. Although his role has somewhat changed throughout the years, Robert remains the President of AMS.NET performing R&amp;D, setting business strategy and technical direction, managing financial resources, and overseeing the overall operations.</p> <p>Robert has completed extensive coursework in Computer Science and has earned advanced certifications with Cisco, HP and Novell. Throughout his career he has held up to 40 Cisco certifications in varied technologies and today draws on that technical knowledge and his years of experience as he continues to discover and architect technical solutions.</p> <p>As an entrepreneur and futurist, Robert is a leader in virtual computing and was at the forefront of the IP Convergence revolution. He has established a core team made up of information-age experts as well as seasoned telecommunications professionals. Robert continually invests and increases resources to offer proven and emerging technologies that support a physical and virtual infrastructure along with business enhancing applications.</p>
<p><b>Diana Monaghan</b> Vice President of Administration</p>	<p>Diana brings more than 32 years of experience in the telecommunication field in the areas of Administration, Human Resources and IT Management making her the perfect blend of technology and administration for her role at AMS.NET. She began her career at AMS.NET more than 19 years ago and today holds the title of Vice President of Administration managing finance, facilities, corporate administration, human resources, and marketing.</p> <p>One of Diana's roles at AMS.NET is to provide the highest level of professionalism in the areas of human resources and corporate administration. A major function therein is to identify legal requirements and government reporting regulations and to maintain corporate compliance in those areas. Diana is also responsible for overseeing finance and marketing including training and events. Diana continually takes human resources and management courses and maintains her membership in the Society for Human Resources Management.</p>



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## EXECUTIVE BIOS

Executive	Brief Biography
<b>Joe Moomau</b> Vice President of Operations	<p>Moomau brings a diverse skill set to the AMS.NET team from business management and customer service to technical. Prior to joining AMS.NET in 1995, Moomau worked for RMC Lonestar as a Senior Quality Control Engineer. Joe began his career with AMS.NET more than 24 years ago as Customer Service Manager and since then has been promoted to Operations Manager, Director of Operations and most recently to Vice President of Operations.</p> <p>Moomau has completed college coursework in Business Management and has earned and maintains several Cisco certifications including the Cisco Certified Project Manager, Cisco IP Telephony, Cisco Product Solutions and Cisco Sales Expert. He implements and oversees AMS.NET processes and procedures and manages the daily affairs in Operations and Project Management.</p>
<b>John Stott</b> Vice President of Engineering	<p>John has more than 27 years of technology and network experience in both network design and implementation. He holds a Bachelor of Science degree in Computer Information Systems from California State University Hayward. John continually expands his technical and engineering resources with continuing education and has achieved numerous Cisco certifications including his CNMA, and most notably, his CCIE. As AMS.NET's first Network Engineer, John should be commended for his efforts in building the skilled technical team we have today.</p>
<b>Tom Vasconi</b> Vice President of Sales	<p>Tom brings more than 21 years of sales and management industry experience to the AMS.NET team. He holds a Bachelor's of Science Degree from California State East Bay along with manufacturer sales certifications. Tom began his career with AMS.NET in 2002 as an Account Manager and through hard work and complete dedication to his customers; he was promoted to Senior Account Manager, Public Sector Sales Manager, and Director of Sales and most recently to Vice President of Sales.</p> <p>Customer testimonials attest to Tom's total commitment to AMS.NET and most importantly to the success of AMS.NET's customers. Tom's sales approach involves first a thorough discovery process to uncover the customer issues and requirements followed by a solution to address those issues. Tom also brings a partnership approach to our manufacturers. AMS.NET relies on our manufacturer partners for the latest cutting-edge technology and our partners depend on AMS.NET to provide strong implementation and support services for those technology solutions.</p>



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## PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
<b>Jordan Moomau</b> PMO Manager	Jordan has been with AMS.NET in various technical, sales and project management roles since 2007. In 2011 Jordan joined the project management team and has since earned some of the industry's most valued certifications such as PMP, BISCIT TPM and ITIL Foundation. His experience as well as continued education made him the right candidate for our PMO Manager position that he holds today. Jordan is responsible for the PMO team along with the development of project management best practices and deliverables. He oversees the implementations of projects large and small to ensure that they meet customer expectations.	<ol style="list-style-type: none"><li>1. Tahoe Truckee Unified School District</li><li>2. County of Los Angeles Public Library</li><li>3. San Luis Coastal Unified School District</li></ol>
<b>David Stoutenburg</b> Senior Project Manager	David has more than 34 years of experience in the information technology field in networking, construction and project management. David's expertise managing IT projects at a large software company, construction contractor and elsewhere allow him to apply his knowledge to AMS.NET technology implementations large or small. He understands technology, the requirement of the customer and how to guide a project through the milestones until completion. David holds a professional designation as Registered Communications Distribution Designer (RCDD). He is also a certified Extron AV Associate (EAVA).	<ol style="list-style-type: none"><li>1. Manteca Unified School District</li><li>2. Sacramento City Unified School District</li><li>3. Chabot-Las Positas Community College District</li></ol>
<b>Jocelyn Ambrose</b> Project Manager	Jocelyn brings more than 12 years of experience in IT project management, encompassing infrastructure, networking, and development across many industries. Her experience working in private and public sectors with their unique requirements and regulations has given her the tools to navigate roadblocks, streamline processes, strategically manage risk, while driving productivity to deliver quality results. She understands how to effectively guide a project through the milestones until completion. To further her skill set and bring added value to our customers, Jocelyn is in the process of obtaining her PMP certification.	<ol style="list-style-type: none"><li>1. California Health Sciences University</li><li>2. Hanford Elementary School District</li><li>3. Madera Unified School District</li><li>4. Shasta College</li></ol>





**AMS.NET**  
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## PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
<b>Joseph Costa</b> Project Manager	Joseph brings more than 17 years of project management and operations experience to AMS.NET. His background includes extensive experience in operations at an education facility along with college coursework. With roles at AMS.NET as a Project Assistant, Project Coordinator and Project Manager, Joseph has the understanding of our proven project management process and has applied this methodology to several large-scale projects of varied industries. Joseph continues to expand his education with project management training and classes.	<ol style="list-style-type: none"><li>1. Oakley Elementary School District</li><li>2. Alameda Unified School District</li><li>3. Livermore Valley Joint Unified School District</li></ol>
<b>Overlin Zamora</b> Engineering Operations Manager	Overlin has more than 21 years' experience in the information technology and network industry. He began his career with AMS.NET 17 years ago as a Systems Engineer and since then has been promoted to Operations Manager. His remarkable portfolio of certifications includes the CCNP, CCNA, CCDA, Cisco Utility Design Specialist, Certified Associate in Project Management (CAPM) and VMware Certified Professional (VCP).	<ol style="list-style-type: none"><li>1. Alameda Unified School District</li><li>2. San Luis Coastal Unified School District</li><li>3. County of Kern- Department of Child Support Services</li></ol>
<b>John Stott</b> Vice President of Engineering	John has more than 26 years of technology and network experience in both network design and implementation. He holds a Bachelor of Science degree in Computer Information Systems from California State University Hayward. John continually expands his technical and engineering resources with continuing education and has achieved numerous Cisco certifications including his CNMA, and most notably, his CCIE. As AMS.NET's first Network Engineer, John should be commended for his efforts in building the skilled technical team we have today.	<ol style="list-style-type: none"><li>1. West Hills Community College District</li><li>2. San Leandro Unified School District</li><li>3. County of Napa</li></ol>

## PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
<p><b>Christian Weisse</b>  Senior System Engineer</p>	<p>Christian Weisse has more than 18 years' experience in technology with network design and implementation. Christian's career with AMS.NET began 16 years ago as a Systems Engineer and as a result of his impeccable work and additional certifications, Christian is now a Senior System Engineer. He holds numerous Cisco certifications including his CCNA, CCNP and remarkably his double CCIE (Switching/Routing &amp; Security).</p>	<ol style="list-style-type: none"> <li>1. Oakley Union School District</li> <li>2. Cabrillo College</li> <li>3. City of Oakland</li> </ol>
<p><b>Derek Ramirez</b>  Technical Support Manager</p>	<p>Derek Ramirez has more than 16 years' experience in network design and implementation. He began his AMS.NET career as a technical assistant and has since been promoted to System Engineer, Manager of Unified Communications &amp; Applications, Senior System Engineer, Data Center Practice Manager and Technical Support Manager. His career path at AMS.NET is a testament to his high level of skills and work ethic. Derek holds several certifications including the Cisco CCDA, Microsoft MCP, MCSA 2000, MCSE 2000, MCSE 2003, MCSA 2003, MCSA 2008, MCITP 2008, VMware VCP, EMCIE RecoveryPoint, EMCIE-VNX, EMCIE Clariion, EMCIE Celerra and Western Digital/Tegile TCIE.</p>	<ol style="list-style-type: none"> <li>1. Oakley Union Elementary School District</li> <li>2. San Rafael City Schools</li> <li>3. John Swett Unified Unified School District</li> <li>4. Antioch Unified School District</li> </ol>
<p><b>Anthony Bastian</b>  Safety and Security Product Sales Specialist</p>	<p>Anthony has more than 27 years of technology and network experience in network implementation and 16 years of surveillance experience in design and implementation. Anthony continually expands his technical and engineering resources through continuing education and has achieved numerous certifications from Verint, Bosch, Vbrick and Microsoft. He has worked for AMS.NET for 25 years and has been a valuable asset to our team.</p>	<ol style="list-style-type: none"> <li>1. Kings County Office of Education</li> <li>2. City of Merced</li> <li>3. State Center Community College District</li> </ol>



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## PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
<b>Ray Valine</b>  Cabling Operations Manager	Ray Valine brings to every project more than 27 years' experience in the cabling industry, 17 of those with AMS.NET. Ray joined AMS.NET in 2002 as a technician and has since been promoted to a senior technician and cabling operations manager in 2008. Ray is responsible for the overall operation and management of the cabling department including the procurement of cabling materials and the day-to-day management and supervision of 24 or more field cabling employees. He holds certifications with leading cabling manufacturers including Panduit, Leviton, Berk-Tek Oasis, Siemon, Valcom and others. He also maintains safety certifications such as the Click Safety C2 Leads Hazards Certificate, Asbestos Level III Operations and Maintenance Certification, RGA Environmental Fit Test Certificate, Renovator Toxic Substances Lead Based Paint Certificate and CPR and First Aide Training.	<ol style="list-style-type: none"><li>1. Manteca Unified School District</li><li>2. Sacramento Unified School District</li><li>3. City of Sunnyvale</li></ol>
<b>Mike Malone</b>  Purchasing Manager	Mike joined AMS.NET in 2003 as the Superintendent responsible for managing 18 or more cable technicians. Since then he has been promoted to Inside Cabling Operations Manager, Cabling Logistics Manager and most recently to Purchasing Manager. In his current role, Mike handles the purchasing of all technology equipment along with managing supplier relationships. Mikes 25 years of industry network and cabling experience and his strong management skills give him the tools to successfully procure technology at fair prices for our customers.	



## TECHNICAL RESUME

### TECHNICAL LEAD:

**Robert Simmonds**  
System Technician III

### Overview-

Robert Simmonds has been with AMS.NET for more than 5 years on our engineering team. He currently is a System Technician III. He has extensive networking implementation experience with Cisco, Meraki, HP, Aruba, Brocade, Ruckus, Aerohive, and others.

### AMS.NET Technical Experience-

Robert holds the Cisco CCNA in Routing and Switching and is continually taking courses to add to his technical certification portfolio.

### Project References-

#### **Brentwood Union School District (2018)**

Robert Remley  
(925) 513-6341  
[rremley@brentwood.k12.ca.us](mailto:rremley@brentwood.k12.ca.us)  
255 Guthrie Lane  
Brentwood, CA 94513

Project included the design and implementation of a wireless infrastructure with new Cisco wireless controller and new Cisco wireless AP's at 11 sites.

#### **Fremont Unified School District (2017)**

Michael Murray  
(510) 657-2350  
[mmurray@fremont.k12.ca.us](mailto:mmurray@fremont.k12.ca.us)  
4210 Technology Dr.  
Fremont, CA 94538

Project included the deployment of core switches, access switches, wireless, and UPS backup system.



**AMS.NET**  
Technology Solution Provider

## TECHNICAL RESUME

### **County of Napa (2018-2019)**

Andy Ernest

(707) 299-1325

[james.ernest@countyofnapa.org](mailto:james.ernest@countyofnapa.org)

1195 3<sup>rd</sup> Street

Napa, CA 94559

Voice project included conversion from Centrex PRI to SIP CUBE via TPX. This included two redundant SIP trunks at each of three locations. We also configured and tested SRST analog and CER.



**AMS.NET**  
Technology Solution Provider

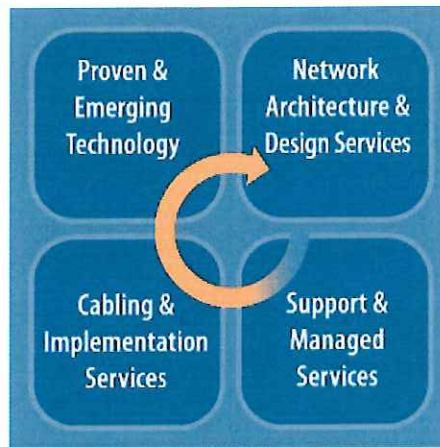
# Section 4



## Unique Customer Experience

AMS.NET is an innovative technology solution provider delivering business outcomes to organizations for more than 30 years. Our industry expertise, technology vision and people create a unique customer experience.

- Close customer engagement in the presales process with design, site walk, white boarding session and more
- Proven installation process including project management, skilled and experienced engineers and post installation support
- Established, trusted and proven with more than 30 years' experience, extensive reference list and specialization in your vertical
- Elite partnerships with leading manufacturer partners to obtain and provide exceptional pricing for your solutions
- Multivendor expertise with certifications and technical knowledge to support your entire technology landscape
- Long term technology partner with a consultative approach regardless of the organization size or project scope.



**TURNKEY IMPLEMENTATION**



**AMS.NET**  
Technology Solution Provider

## Our Approach

With a focus on delivering business outcomes, we have a four-pronged pre-sales approach to keeping your business goals top of mind.

1. First is determining the business drivers for your organization. Are you needing to meet government mandates? Are you looking to add new programs such as BYOD or video instruction? Has there been a security breach or another event that is being addressed? A clear insight to your business drivers sets the road map for your technology solution.
2. Identifying considerations or possible concerns at the start of a project allows for planning to minimize the effects and costs of those possible barriers. Cabling, infrastructure, IT resources and budget constraints should all be identified.
3. During the planning process, specific deadlines, funding schedules, internal resources and other projects need to be considered.
4. Following the technology implementation support may be necessary. Identifying current expertise gaps or need for managed services should be evaluated.



### SOLUTION APPROACH





**AMS.NET**

Technology Solution Provider

## Project Cycle

AMS.NET provides complete project management services to ensure the success of your technology implementation. We follow a 5-step project cycle that is tailored to meet the needs of your project. Each project is managed by a project manager and staffed with AMS.NET team members that are experienced in the proposed technology solution.

Throughout your engagement you will receive status updates, thorough project plans and have a project team dedicated to understanding and addressing your business needs. We provide collaborative planning and consistent updates throughout the project through communication and effective documentation. At the end of the project, you'll be provided design documentation and the ability to engage the AMS.NET technical support team for ongoing support. Your project will be structured based on the following phases and activities will be performed as required by your unique project:

- Complete Project Management Support
- Experienced, Certified and Dedicated Project Manager Assignment
- Tailored to Meet Your Project and Requirements
- Established and Proven 5-Step Project Cycle
- Complete Support Through Project Sign Off

### Discovery & Preparation

- Internal Hand Off and Kick Off Meeting
- Site Surveys and Network Discovery
- Identification of Project Goals, Outcomes and Objective Completion Criteria
- Internal Technical Reviews

### Design & Planning

- Technical Planning Meetings- Existing Practices, Design Goals, Best Practices
- Design Proposal and Acceptance
- Tailored Project and Implementation Plan Creation
- Equipment Staging and Configuration
- Logistics Coordination and Pre-Installation Meeting



## PROJECT CYCLE



# AMS.NET

Technology Solution Provider

## Implementation/Execution

- Execution as Defined in Project Plan
- Post-Installation Acceptance Testing
- Day 2 Support
- System Administrator Training *(if purchased)*
- End-User Training *(if purchased)*

## Project Closeout

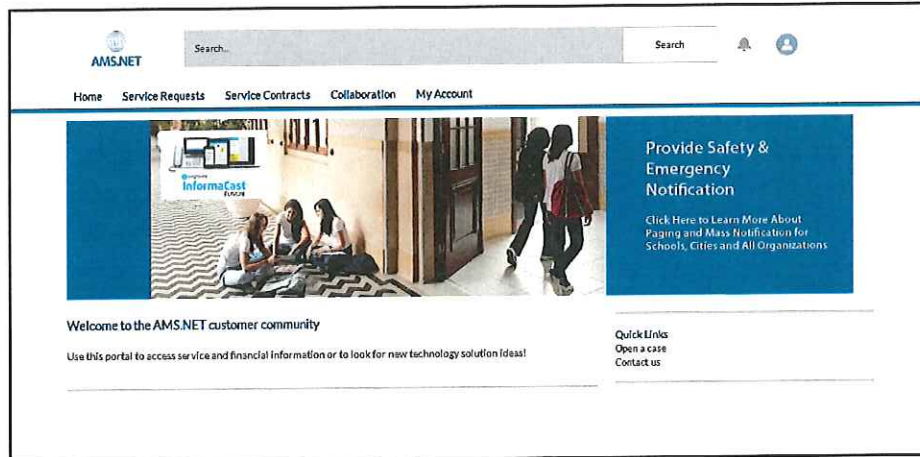
- Virtual Site Walk and/or Physical Site Walk
- Punch List Completion
- Final Documentation Submission
- Project Closure and Sign Off

Task Name	Duration	Start	End	Assignee(s)
- Design and Planning	15d	11/29/18	12/16/18	
Site Walk	3d	11/29/18	11/30/18	John Stott
Remote Network Discovery and Data Gathering	2d	11/29/18	11/30/18	Christian Welles
Internal Discovery Review	2d	12/03/18	12/04/18	Christian Welles
Technical Planning Meeting	1d	12/05/18	12/05/18	Jordan Masmau
Equipment Staging	4d	12/05/18	12/11/18	John Stott
Design Creation	6d	12/05/18	12/11/18	Christian Welles
Design Proposal and Acceptance	2d	12/12/18	12/13/18	John Stott
Internal Pre-Installation Meeting	1d	12/17/18	12/17/18	Jordan Masmau
Project Team Pre-Installation Meeting	1d	12/18/18	12/18/18	Jordan Masmau
- Execution	9d	12/17/18	12/27/18	
Fiber Installation	9d	12/17/18	12/27/18	
AP Cabling Installation	5d	12/17/18	12/21/18	Mark Howard
Switching Upgrade	2d	12/26/18	12/27/18	Dave Olsend
Installation	1d	12/26/18	12/26/18	Christian Welles
Day 2 Support	1d	12/27/18	12/27/18	John Stott
Access Point Installation	2d	12/26/18	12/27/18	Christian Welles
IP Video Camera Installation	2d	12/26/18	12/27/18	John Stott
- Project Closeout	4d	01/02/19	01/07/19	
Punchlist Walks	2d	01/02/19	01/03/19	Jordan Masmau
Punchlist Completion	1d	01/03/19	01/03/19	Christian Welles
System Admin Review	1d	01/04/19	01/04/19	John Stott
Final Documentation Completion	1d	01/07/19	01/07/19	Christian Welles
Project Sign Off	1d	01/07/19	01/07/19	Jordan Masmau

PROJECT PLAN

## Support & Maintenance Phase

- 30 Day Workmanship Warranty
- Premium Flex Time Contracts *(if purchased)*
- Managed Services Agreements for Voice, Wi-Fi, WAN, Security, Video Surveillance and More *(if purchased)*
- Support Customers Have Access to Their Customer Community- Review Current Service Requests, View Upcoming Appointments, Open New Requests and More



CUSTOMER COMMUNITY



# AMS.NET

Technology Solution Provider

Manufacturer Partners



Celebrating More Than 30 Years

www.ams.net  
800-893-3660



# AMS.NET

Technology Solution Provider

## AMS.NET versus the Competition

- Established proven partner in your vertical
- 120+ employees throughout the state of California
- Multi-vendor network support
- Complete architecture solutions
- Elite manufacturer partnerships– Cisco Gold Partner since 2007
- Skilled and Certified Engineers- CCIE's in networking, security, voice
- Advanced manufacturer technology specializations
- Structured cabling- C-7 Contractor and RCCD Certified
- Certified project management – PMP Certification
- Executive management accessibility regardless of the customer size



ARCHITECTURE SOLUTIONS

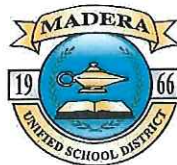
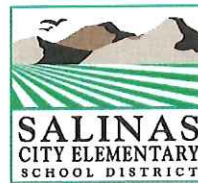


# AMS.NET

Technology Solution Provider

## Extensive Reference List

### Education





# AMS.NET

Technology Solution Provider

City/County Government



City Of Atwater  
*Community Pride City Wide*



CITY OF Monterey  
CALIFORNIA

City of FRESNO



JUDICIAL COUNCIL OF CALIFORNIA



PITTSBURG CALIFORNIA



CITY OF PLEASANT HILL

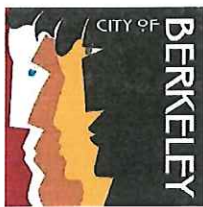
LA COUNTY LIBRARY



CITY OF OAKLAND



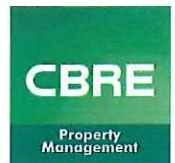
califa



### Other Verticals



SUTTER HILL VENTURES



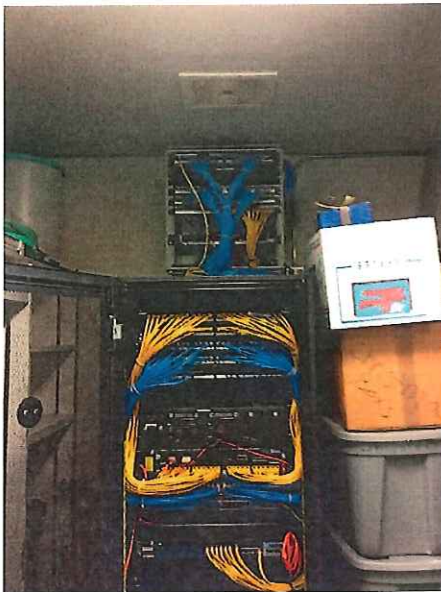


# AMS.NET

Technology Solution Provider

## Before and After

Our professional certified engineering and cabling teams have the expertise for your project- large or small. Structured wiring, racks and equipment are professionally installed and labeled for ease of maintenance after deployment.



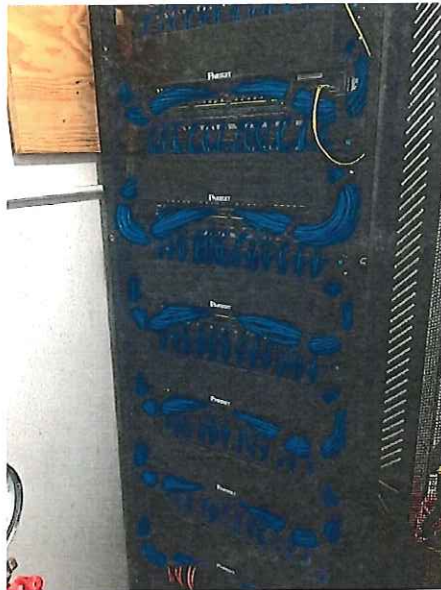
Before



After



Before



After



**AMS.NET**  
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# Section 5





**Detailed References**

**Madera Unified School District**

Joe Halford  
(559) 664-8003  
[jospephhalford@maderausd.org](mailto:jospephhalford@maderausd.org)  
1902 Howard Road  
Madera, CA 93637  
**HPE/Aruba Network Infrastructure**

**Mendota Unified School District**

Jose Alcaide  
(559) 655-4943  
[jalcaide@fcoe.net](mailto:jalcaide@fcoe.net)  
115 McCabe Ave.  
Mendota, CA 93640-2000  
**HPE/Aruba Network Infrastructure**

**Merced Irrigation District**

Jesse Kilgore  
(209) 722-5761  
[jkilgore@mercedid.org](mailto:jkilgore@mercedid.org)  
P.O. Box 2288  
Merced, CA 95344-0288  
**HPE/Aruba Network Infrastructure**

**Napa Valley Unified School District**

Manuel Ruiz  
(707) 253-3590  
[manuel\\_ruiz@nvusd.org](mailto:manuel_ruiz@nvusd.org)  
2425 Jefferson Street  
Napa, CA 94558  
**HPE/Aruba Network Infrastructure**

**Natomas Charter School**

Joe Cook  
(916) 928-5353  
[jcook@natomascharter.org](mailto:jcook@natomascharter.org)  
4600 Blackrock Dr.  
Sacramento, CA 95835  
**HPE/Aruba Network Infrastructure, Wireless**

**Nevada Joint Union High School District**

Bob Lyons  
(530) 273-6454  
[blyons@njuhsd.com](mailto:blyons@njuhsd.com)  
116945 Ridge Rd.  
Grass Valley, CA 95945  
**HPE/Aruba Network Infrastructure**

**Pleasant Ridge Union School District**

Gregg Motarjeme  
(530) 268-2800  
22580 Kingston Lane  
Grass Valley, Ca 95949  
**HPE/Aruba Network Infrastructure**

**San Joaquin County Office of Education**

Robert Tipton  
(209) 468-9168  
[wrtipton@sjcoe.net](mailto:wrtipton@sjcoe.net)  
2922 Transworld Drive  
Stockton, CA 95206  
**HPE/Aruba Network Infrastructure**

**Wright Elementary School District**

Jimmy Bui  
(707) 542-0550  
[jbui@wrightesd.org](mailto:jbui@wrightesd.org)  
4385 Price Ave.  
Santa Rosa, CA 95407  
**HPE/Aruba Network Infrastructure**

**West Hills Community College District**

Jeff Seed  
(559) 934-2230  
[jeffseed@whccd.edu](mailto:jeffseed@whccd.edu)  
9800 Cody Street  
Coalinga, CA 93210  
**HPE/Aruba Network Infrastructure**

### Project Summaries

**Name of Organization: Brentwood Union School District**

Address: 255 Guthrie Lane, Brentwood, CA 94513

Contact Person: Robert Remley

Email/Phone: rremley@brentwood.k12.ca.us, (925) 513-6340

Cisco VoIP CUCM Upgrade and Managed Services

Original contract amount: \$281,000.00

Contract start date: September 2019

Final completion date: Ongoing

Brentwood Union School District serves approximately 9,290 students in 8 elementary schools and 3 middle schools. This project included a Cisco Unified Communication upgrade, maintenance renewals and managed services. The District's goal was to replace UC server hardware, program and place 500+ legacy Cisco IP phones and migrate applications to new hardware. The District uses AMS.NET voice managed services to monitor applications and hardware along with adjustments to configurations to meet changing business goals. The Cisco UC upgrade began in September 2019 and was completed in April 2020. The managed voice contract began in July 2020 and is ongoing.

- Cisco Unified Communications upgrade including server hardware and update 500+ IP phones
- Cisco maintenance renewals and support contract management to renew and manage contracts of a multi-vendor environment
- Voice Managed Services to monitor hardware and applications including Cisco Unified Communications Manager, Cisco Unity Connection, SynApps Call Alert, Cisco Instant Messaging and Presence. Managed services contract provides annual software upgrade, software/firmware bug fixes, quarterly meetings, weekly reporting, 24x7 monitoring and alerting, and onsite repair and changes.

**Name of Organization: City of Brentwood**

Address: 150 City Park Way, Brentwood, CA 94513

Contact Person: Mike Baria

Email/Phone: mbaria@brentwoodca.gov, (925) 516-5425

Cisco VoIP UC 12.x Voice Upgrade Project

Original contract amount: \$22,000.00

Contract start date: January 2019

Final completion date: June 2019

The City of Brentwood project included the Cisco Unified Communications voice upgrade to latest version - Cisco UC 12.x Voice Upgrade.



## PROJECT REFERENCES

### Project Summaries *Continued*

**Name of Organization: Buckeye Union School District**

Address: 5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762

Contact Person: Brian McCahon

Email/Phone: bmccahon@buckeyeusd.org, (530) 677-2277

New Wireless Access Points Including Installation and Cabling

Original contract amount: \$114,009.55

Contract start date: June 2019

Final completion date: March 2020

E-Rate Site Billed Entity Number (BEN)- 144583

- The project consisted of installation and cabling for Wireless Access Points to be deployed throughout the District as well as to provide a labeling system to allow for any troubleshooting of connectivity issues.
- Wireless AP's were cabled and mounted in center of classroom per District's standards.
- Cabling was performed from IDF to desired location of each individual AP and was terminated at the patch panel.
- Wireless Access Points were installed and configured per existing District standards and Wireless SSID's.
- Protective enclosures were also included for the Wireless AP's that were to be located in a gym or multi-purpose room.
- Clean up was performed on a nightly basis along with locking up and making sure equipment was in a secure location.
- Testing of the system was performed including, power of the system, network connectivity and performance of the Wireless Network.
- Documentation for AP's was provided including AP serial numbers and locations as well as heat maps showing AP coverage.

**Name of Organization: Cotati-Rohnert Park Unified School District**

Address: 7165 Burton Ave., Rohnert Park, CA 94928

Contact Person: Robert Valdivia

Email/Phone: r\_valdiviagonzales@crpusd.org, (707) 285-2078 x10700

IP Video Surveillance Project

Original contract amount: \$85,000.00

Contract start date: May 2020

Final completion date: August 2020

CRPUSD wanted to explore a cloud-based camera system that could be accessed by multiple users both on/off-network, scale easily, negate the need for on-prem appliances, and easily managed. After reviewing multiple product offerings, CRPUSD and AMS.NET identified Verkada as the best solution for the customer's need. AMS.NET



## PROJECT REFERENCES

### Project Summaries *Continued*

designed and deployed a Verkada camera system to provide visibility to the majority of the RCHS campus. This included over (40) cameras to meet the coverage needs and include AMS.NET Pro Services for Install, Configuration, and both Admin and End-User Training. CRPUSD has been very happy with their decision to work with AMS.NET and Verkada. They have now begun expanding the Verkada deployment to multiple school sites throughout the District.

**Name of Organization: CENIC**

Address: 16700 Valley View, La Mirada, CA 90638  
Contact Person: Sana Bellamine  
Email/Phone: sbellamine@cenic.org, (714) 220-3458

Original contract amount: \$3,000,000.00+  
Contract start date: July 2016  
Final completion date: July 2018

CENIC, who empowers nearly all K12, community colleges, public libraries, UCs & CSUs released an open specification E-Rate Category 1 bid 100GB optical solution to upgrade their K12 High Speed Network (K12HSN) backbone. AMS.NET partnered with Cisco to design a 100GB solution using Cisco's NCS2K solution. This design after significant review with CENIC engineers was awarded to AMS.NET and Cisco. The project officially kicked off in July 2016 and is ongoing and all of the CENIC nodes on the K12HSN are upgraded. CENIC continues to be an international model for how the public sector and education can create a network that unlocks the world of possibilities thanks to AMS.NET.

**Name of Organization: Foothill De Anza Community College District**

Address: 12345 El Monte Road, Los Altos Hills, CA 94022-4599  
Contact Person: Sharon Luciw  
Email/Phone: luciwsharon@fhda.edu, (650) 949-6161

**Firewall Project**

Original contract amount: \$750,000.00  
Contract start date: September 2019  
Final completion date: January 2020

- Foothill DeAnza Community College engaged AMS.NET to provide options for updating/upgrading their existing Cisco ASA Firewall's split across two campuses with an HA pair located at each campus. AMS.NET provided POC trial hardware and configuration assistance for both Cisco and Palo Alto Networks solutions. FHDA chose a PAN solution. AMS.NET provided config migration and implementation labor and for the accepted proposal.



## PROJECT REFERENCES

### Project Summaries *Continued*

**Name of Organization: Fremont Unified School District**

Address: 4210 Technology Dr, Fremont, CA 94538-6337

Contact Person: Lucus Bogle

Email/Phone: lbogle@fusdk12.net, (510) 657-2350 x12275

Wireless Network Project

Original contract amount: \$800,000.00

Contract start date: December 2019

Final completion date: December 2020

E-Rate Site Billed Entity Number (BEN)- 144189

- Fremont Unified School District was looking to replace all of their existing 1G switching and 802.11 b/g wireless infrastructure utilizing a combination of a Modernization Bond and E-Rate funds. An additional part of the Bond project was to provide all new Copper and Fiber plants, UPS's with a minimum of 60 minutes runtime, as well as IDF and MDF enclosures at each of the schools. AMS.NET provided parts, labor and overall technology oversight for the entirety of the project, including participating in all of the Bond planning meetings and strategy discussions. This project took over 2 years to complete due to construction timelines. Most school sites (all except the 6 middle schools) were upgraded to a 10G LAN and 802.11 A/C Wave 2 Access Points as well as UPS's to support the District requirements.

**Name of Organization: Judicial Courts AOC**

Address: 455 Golden Gate Avenue 7<sup>th</sup> Floor, San Francisco, CA 94102

Contact Person: May Jean Pena

Email/Phone: mayjean.pena@jud.ca.gov, (415) 865-4022

Cisco VoIP CUCM Upgrade and Phone Migration Projects

Original contract amount: \$210,000.00

Contract start date: March 2019

Final completion date: June 2020

- Deployed multiple sites across the state and continues to support the customer in multiple projects as needs arise
- Helped develop Cisco Playbook to standardize deployment across all sites



## PROJECT REFERENCES

### Project Summaries *Continued*

**Name of Organization: Konocti Unified School District**

Address: 9430 Lake St., Lower Lake, CA 95457

Contact Person: Jon Buege

Email/Phone: jon.buege@konoctiusd.org, (707) 994-4796 x3233

District-Wide Network Upgrade

Original contract amount: \$705,000.00

Contract start date: June 2019

Final completion date: August 2020

E-Rate Site Billed Entity Number (BEN)- 144454

AMS.NET had design-built a wired and wireless network nearly a decade prior that had served the District well, but with the increasing bandwidth from students and staff, an upgrade was a necessity. AMS.NET designed a wired network using Cisco C9500 for core switching, and Cisco C9300 for access switching. This provided KUSD with best-of-breed switching, using 10Gbps backbone, that can be inexpensively upgraded to 25Gbps, 40Gbps, or 100Gbps and multi-Gig to wireless APs. A goal was to provide maximum POE to support wireless, cameras, speakers, VoIP, and other IoT needs. As the District was already heavily invested in Cisco Meraki Wireless, AMS.NET designed a wireless solution to upgrade all Wireless APs to the latest Cisco Meraki multi-Gig WiFi 6 wireless APs. AMS.NET also expanded an existing Cisco Meraki Camera deployment to continue to enhance public safety. All of this was accomplished in the Summer of 2019 to ensure District network readiness by the start of school. By engaging AMS.NET, KUSD was able to deploy a scalable, easily managed, high-throughput and POE Network that will last another decade.

**Name of Organization: Livermore Valley Joint Unified School District**

Address: 685 E Jack London Blvd., Livermore, CA 94551

Contact Person: Geoff Warner

Email/Phone: gwarner@lvjUSD.org, (925) 606-5228

Cisco VoIP CUCM Upgrade and Managed Services

Original contract amount: \$35,000

Contract start date: November 2019

Final completion date: November 2020

- AMS.NET upgraded CUCM to the latest version
- Utilized Collaboration Flex for EDU to move TP devices to the Webex Cloud and provided training for staff on usage
- Integrated with Singlewire Informacast for mass notification
- AMS.NET maintains UC applications through our managed services

**Project Summaries Continued**

**Name of Organization: College of Marin**

Address: 835 College Ave., Kentfield, CA 94904-2551

Contact Person: Patrick Ekoue-Totou

Email/Phone: pekouetotou@marin.edu, (415) 884-3180

Network Refresh

Original contract amount: \$100,000.00

Contract start date: September 2019

Final completion date: September 2020

- The College of Marin engaged AMS.NET to assist them with building the most cost-effective solution for the College. AMS.NET provided multiple options in multiple different configurations to find the price point that met the budgetary requirements of the College of Marin, establishing a long-term strategy for replacing hardware throughout the school system. AMS.NET was also instrumental in assisting the College with an On-Prem SmartZone to Cloud Hosted wireless control migration.

**Name of Organization: Modesto City Schools**

Address: 1017 Reno Ave, Bldg A, Modesto, CA 95351-2631

Contact Person: Anthony Gattuso

Email/Phone: gattuso.a@monet.k12.ca.us, (209) 492-8000

Network Refresh

Original contract amount: \$600,000.00

Contract start date: May 2020

Final completion date: December 2020

E-Rate Site Billed Entity Number (BEN)- 144393

- AMS.NET was engaged by Modesto City Schools to provide a wireless solution in the theaters at each of the high schools. This was particularly difficult as the distance from the ceiling to the seating in the theaters exceeded the maximum distance for most Access Point antennas. MCS did not want Access Points installed on the walls. AMS.NET created a method to provide the desired wireless coverage, at the density specified using patch antennas mounted on the ceiling directed at individual seating areas, hiding the access point itself and only exposing the antennas. AMS.NET provided wireless surveys pre and post installation in order to provide Proof of Concept to MCS.
- The next item on MCS priority was a refresh of their Core network. AMS.NET proposed a Cisco DNA ready architecture utilizing Catalyst 9000 series switches to accomplish this. Prior to the refresh, all Core and Data Center switching was performed in one pair of HA switches. AMS.NET proposed to modularize this design and separate network functions into a layered approach. Core, Data Center, Distribution and WAN modules were key components to the new architecture.

**Project Summaries** *Continued*

- MCS, utilizing funds through E-Rate 21 were able to replace the Core switch at all learning facilities. AMS.NET performed extensive site walks at all of the District sites, and along with District staff determined which solution best fit the District's needs. MCS chose to replace the existing core switches and UPS systems in the MDF at each site. AMS.NET provided configuration guidance and implementation services in this proposal.

**Name of Organization: Pleasanton Unified School District**

Address: 4750 First Street, Pleasanton, CA 94566

Contact Person: Amy Nichols

Email/Phone: anichols@pleasantonusd.net, (925) 596-9660

District Network Refresh

Original contract amount: \$8,200,000.00

Contract start date: April 2020

Final completion date: June 2021

E-Rate Site Billed Entity Number (BEN)- 144214. Project was partially funded with E-Rate and the remaining covered by Bond funds.

- Pleasanton Unified School District had not refreshed the switching network in over 10 years and were running a 1G backbone at all school sites. Through use of a local Bond and E-Rate year 22 funding, PUSD was able to completely update the wired network to establish a 40G LAN at each school utilizing a Brocade/Ruckus architecture. To enable the new architecture, a completely new fiber infrastructure needed to be installed to replace the existing multi-mode fiber plant. PUSD worked with AMS.NET to architect a 40G solution that had multi-rate ports in the ToR switches and PoE+ to all ports. This met the Districts 7-10 year architecture goals.
- Prior to E-Rate 23, PUSD asked AMS.NET to provide POC trials with a number of different wireless manufacturers. AMS.NET provided POC hardware and setup assistance for Ruckus and Meraki solutions. In the end, a Meraki solution was chosen by the District. AMS.NET performed extensive site walks at all of the District sites, and along with District staff determined what deployment strategy best served the District's needs. AMS.NET proposed 802.11 AX wireless access points in indoor and outdoor models, providing wireless service to all locations across every campus in the District. AMS.NET proposed to place one access point in every classroom and learning area of each site. Outdoor wireless access points were placed in locations that cover blacktops and play areas and were installed in vandal proof enclosures in order to protect the Districts investment in hardware.



**Project Summaries** *Continued*

**Name of Organization: South San Francisco Unified School District**

Address: 398 B Street, South San Francisco, CA 94080

Contact Person: Joe Siam

Email/Phone: jsiam@ssfusd.org, (650) 877-5230

Cisco VoIP CUCM Upgrade and Managed Services

Original contract amount: \$82,000.00

Contract start date: August 2019

Final completion date: August 2020

- CUCM Upgrade and Managed Services
- Working with District on Singlewire InformaCast implementation

**Name of Organization: City of Sunnyvale**

Address: 650 W Olive Ave, Sunnyvale, CA 94086

Contact Person: Ai-Chan Thai

Email/Phone: athai@sunnyvale.ca.gov, (408) 730-3048

Cisco VoIP CUCM Upgrade and Managed Services

Original contract amount: \$35,000

Contract start date: June 2020

Final completion date: Ongoing with Contract Up for Renewal in June 2021

The City of Sunnyvale's voice project included the implementation of a Cisco Unified Communications Mobile and Remote Access (MRA) to provide external users a softphone. They also contract with AMS.NET for voice managed services to monitor hardware and applications. The managed voice contract began in June 2020 and is ongoing.

- AMS.NET deployed MRA to allow external use of softphone
- Voice Managed Services to monitor hardware and applications including Cisco Unified Communications Manager, Cisco Unity Connection, Singlewire InformaCast, Cisco Instant Messaging and Presence, Cisco Emergency Responder (E911), Cisco Unified Contact Center Express and Cisco Media Sense Call Recording. Managed services contract provides annual software upgrade, software/firmware bug fixes, quarterly meetings, weekly reporting, 24x7 monitoring and alerting, and onsite repair and changes.

### Project Summaries *Continued*

**Name of Organization: Tahoe Truckee Unified School District**

Address and Phone: 11603 Donner Pass Road, Truckee, CA 96061

Contact Person: Ed Hilton

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Network Electronics Upgrade Project

Original contract amount: \$326,194.66

Contract start date: October 2019

Final completion date: April 2020

E-Rate Site Billed Entity Number (BEN)- 144807

- The project consisted of upgrading the District's network switching environment to Cisco's new Catalyst 9000 series switching platform to better prepare the District for more IP devices such as IP Phones, IP Speakers, IP Cameras and Access Points that are being added on to the District's network year over year.
- AMS Professional Services provided to configure and test the new network switches
- Re-patched the new switches in each MDF with new patch cords
- Facilitated the Removal of the existing data network switches in each MDF as well as old patch cables
- Provided all necessary configuration information and labeled each switch per District standard

**Name of Organization: Tracy Unified School District**

Address and Phone: 1875 W Lowell Ave, Tracy, CA 95376

Contact Person: Tom Quiambao

Email/Phone: [tguiambao@tusd.net](mailto:tguiambao@tusd.net), (209) 830-3282 ext. 1940

Network Switching Upgrade Project

Original contract amount: \$800,000.00

Contract start date: June 2020

Final completion date: December 2020

E-Rate Site Billed Entity Number (BEN)- 144421

- Tracy Unified School District was in the process of annually replacing portions of their End-of-Life (EOL) switching hardware, and E-Rate 22 was the last batch of switches that needed to be replaced before the EOL date had been reached. TUSD and AMS.NET worked together to define a concise list of the remaining hardware and provided the switches and interconnect to complete the switch refresh. AMS.NET provided template configurations for each switch and assisted Tracy USD in the configuration and deployment of all hardware.

### Project Summaries *Continued*

- The last item that needed to be address for TUSD was the Core and Data Center switching infrastructure. The existing Core was coming to its EoL date and the District needed assistance planning for a Core Upgrade. One of the biggest issues faced was the cabling plant for the Data Center switching terminated at the Core switch, and a 7 slot core switch was overloaded with connections making daily maintenance and administration very difficult. AMS.NET proposed ToR switches in the Data Center with 100G uplinks to the new Core switch, reducing the amount of physical connections into the new core switch by half. The core switch was replaced utilizing a smaller chassis and fewer blades to accomplish the same goal. This implementation also offered TUSD an opportunity to deploy Cisco DNA in their environment. AMS.NET worked with Cisco and TUSD to provide a Base installation of Cisco DNA that will continue to grow into the future.



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## EDUCATION REFERENCES

### Detailed Reference

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Network Infrastructure



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Technology Solution Provider

# Section 6

### Project Outline of Tasks

#### Discovery & Preparation Phase

- Broaden Understanding of Core Business
- Identify Business Requirements
- System Evaluation and Readiness Assessment
- High-Level Technology Solution Design

#### Design & Planning Phase

- Assign Project Management Team
- Kick-Off Meeting
  - Review Scope of Work
  - Discuss Equipment Delivery, Asset Tagging and Change Management
  - Review Timeline
  - Identify Customer Expectations
  - Schedule Site Walks
  - Schedule Technical Meeting
- Detailed Site Walk Through
  - Obtain Site Maps
  - Review MDFs, IDF, and MPOEs
  - Verify Devices
- Technical Workshop
  - Review Site Walks and Generate Necessary Change Orders
  - GAP Analysis
  - Present AMS/Manufacturer Best Practices
  - Develop Installation Strategy For New Core Components
  - Develop Installation Strategy For Integration Into Existing Network
  - Discuss/Schedule Data Gathering Meetings
  - Discuss/Schedule Further Network Design Meetings
  - Coordinate/Schedule Equipment Delivery
  - Coordinate/Schedule Deployment
  - Coordinate/Schedule Training
  - Schedule Cutover Dates
  - Schedule Weekly Project Meetings
  - Setup Timeline
  - Complete VoIP Questionnaire
- Project Workshop/Data Gathering Meetings
  - Review All Current Connectivity
  - Coordinate Any Dial Tone Changes With Carrier
  - Design Call Flow Per Phone
  - Cut-Sheet Development Per Site
  - Note All Phone Users/Extensions On Maps

### Design & Planning Phase *(Continued)*

- Network Design Meetings
  - Discuss All Network Configurations
  - Generate Configurations for New and Existing Equipment
  - Determine IP Addressing Scheme
  - LAN/WAN-Shared Applications (Exchange, Databases)
- Detailed Visio Drawings
- Migration/Integration Strategy
- Deployment Plan
- Day 2 Support Plan
- Training Plan
- Solution Review
- Solution Acceptance

### Implementation Phase

- Coordination of Cabling, Circuits and Equipment
- Coordinate Asset Tagging
- Pre-Configuration of Equipment Prior to Delivery
- On-Site Configuration and Installation of Backbone/Equipment
- System Integration
- Programming Per Cut-Sheet
- System Acceptance Testing
- Cutover
- On-Site Help Desk (First Business Day After Migration)
- On-Site Greeting Training and Hands-On Assistance (First Business Day After Migration)
- Help Desk For User and Configuration Issues (First Week After Migration)
- Final Site Acceptance Walks
- Completion Statement Sign-Off
- Documentation Delivery
  - Call Tree/Call Flow
  - Router Configuration
  - IP Addressing Scheme
  - Visio Diagram of the Network (Logical)
  - Site Directory
  - Training Manuals

### Training Phase

- System Administrator Training & End-User Training

### Support Phase

- Maintenance Agreements & Professional Services



**AMS.NET**  
Technology Solution Provider

# Section 8





**AMS.NET**  
Technology Solution Provider

## COMPANY FACTS

### General Info

Legal Name: AMS.NET Inc.  
Type: Delaware Corporation  
Tax ID: 94-3291626  
Principal Owner: Robert Tocci  
Years in Business: 32 Years  
Number of Employees: 115  
Website: www.ams.net  
Email: sales@ams.net  
Phone: 800-893-3660/925-245-6100  
Fax: 925-245-6150

#### Locations:

Headquarters: 502 Commerce Way, Livermore, CA 94551-7812  
Sacramento Regional Office: 1200 Creekside Drive  
Folsom, CA 95630 Phone 800-893-3660  
Central Valley Regional Office: 1155 East North Avenue, Suite 106  
Fresno, CA 93725, Phone 559-733-1641, Fax 559-713-6692  
Southern California Regional Offices: 12405 East Slauson Ave, Unit K,  
Whittier, CA 90606, Phone 800-893-3660

### License and Procurement

**DIR#:** 1000001046 Expires 6/30/22

**FCC RN:** 0012300554

**Contractor License C-7:**

763508 Expires 4/30/22

**DUNS#:** 556116234

**Microsoft MCSE's:** 1673446, 2056976

#### Procurement:

E-Rate: SPIN 143005880

Merced County FOCUS Contract: #2015109

SPURR Master Contract/ PEPPM Contract

**NASPO Contracts-** Cisco, HPE, Ruckus, EMC,  
Pure Storage, Palo Alto Networks

#### CMAS Contracts-

APC	HP	Corning
Arecont Vision	Nimble Storage	General Cable
Aruba	Palo Alto Networks	Hitachi
Avigilon	Pure Storage	Leviton
Bosch	Rubrik	Ortronics
Cisco	Ruckus Wireless	Panduit
Cohesity	TrippLite	Superior Essex
Eaton	Veeam	Labor
EMC	VMware	
Extron	Berk-Tek	
Fortinet	Chatsworth	

### Certifications and Specializations

Cisco Gold Certified Partner/

Cisco Meraki Partner

#### Cisco Specializations:

- Advanced Data Center Architecture
- Advanced Collaboration Architecture
- Advanced Security Architecture
- Advanced Enterprise Network Architecture
- Collaboration SaaS Authorization
- Customer Satisfaction Excellence
- Customer Experience Specialized

#### Partial Manufacturer List:

Aruba HPE Platinum Partner, HPE Silver Partner,  
Ruckus Elite Partner, Palo Alto Networks, Fortinet, Barracuda,  
Aerohive, Pure Storage, Nimble Storage, Cohesity, DDN,  
Rubrik, Veeam Silver Pro Partner, Datrium, VMware Partner,  
Singlewire, FrontRow, Class Connection, AtlasIED, Extron,  
Advanced Network Devices, Avigilon, Verkada, OnSSI,  
Milestone, Arecont Vision, Hikvision, exacqVision, Tripplite,  
APC, Panduit, General Cable, Damac, Leviton, Berk-Tek,  
Ortronics, Hoffman, Cooper B-Line, Chatsworth, Superior Essex



**AMS.NET**  
Technology Solution Provider

# Section 9



**AMS.NET**  
Technology Solution Provider

## FCC RED LIGHT DISPLAY SYSTEM

### AMS.NET's FCC Red Light Display System Status

The Red Light Rule was adopted as part of the Federal Communication Commission's ongoing effort to implement the Debt Collection Improvement Act, which provides that the Commission checks to determine whether entities or individuals seeking licenses or other benefits from the FCC are delinquent in debt owed to the Commission. The Red Light Display System displays the current Green status of AMS.NET (FRN #0012300554).

#### Red Light Display System View

[FCC](#) | [Fees](#) | [Red Light Display System](#)

[< FCC Site Map](#)

Logged in as FRN: AMS.NET, Inc. (0012300554) | [Log Out](#)

[Back](#) | [Print](#) | [Help](#)

1/15/2021 7:19 PM

#### Current Status of FRN 0012300554

**STATUS: Green**

**You have no delinquent bills which would restrict you from doing business with the FCC.**

The Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN). A green light means that there are no outstanding delinquent non-tax debts restricting business with the Commission by any FRN associated with requestor's TIN. The Red Light Display System was last updated on 01/15/2021 at 6:33 AM; it is updated once each business day at about 7 a.m., ET.



**AMS.NET**  
Technology Solution Provider

# Section 10

**“ATTACHMENT A”**

**Fairsite Pre-School and School Readiness Center, 902 Caroline Ave., Galt, CA 95632 \***

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Aruba or Equivalent	JL322A	100%	8	\$2,597.40	\$20,779.20	Included	\$22,493.49
Aruba or Equivalent	J9150D	100%	12	405.60	4,867.20	Included	5,268.75
APC or Equivalent	SMX1500RM2UNC	100%	1	1,091.91	1,091.91	Included	1,181.99
APC or Equivalent	SMT1500RM1U	100%	8	741.02	5,928.16	Included	6,417.23
Aruba or Equivalent	JL087A	100%	9	467.61	4,208.49	Included	4,555.68

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost amount.

**Vernon E. Greer Middle School, 248 W. A St., Galt, CA 95632 \***

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Aruba or Equivalent	JL322A	100%	11	\$2,597.40	\$28,571.40	Included	\$30,928.54
Aruba or Equivalent	J9150D	100%	20	405.60	8,112.00	Included	8,781.24
APC or Equivalent	SMX1500RM2UNC	100%	1	1,091.91	1,091.91	Included	1,181.99
APC or Equivalent	SMT1500RM1U	100%	11	741.02	8,151.22	Included	8,823.70
Aruba or Equivalent	JL087A	100%	12	467.61	5,611.32	Included	6,074.26

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost.

**Lake Canyon Elementary School, 800 Lake Canyon Ave., Galt, CA 95632 \***

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Aruba or Equivalent	JL322A	100%	2	\$2,597.40	\$5,194.80	Included	\$5,623.37
APC or Equivalent	SMX1500RM2UNC	100%	5	1,091.91	5,459.55	Included	5,909.97
APC or Equivalent	SMT1500RM1U	100%	10	741.02	7,410.20	Included	8,021.54
Aruba or Equivalent	JL087A	100%	12	467.61	5,611.32	Included	6,074.26

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost.

**Marengo Ranch School, 1000 Elk Hills Dr., Galt, CA 95632 \***

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Aruba or Equivalent	JL322A	100%	4	\$2,597.40	\$10,389.60	Included	\$11,246.75
APC or Equivalent	SMX1500RM2UNC	100%	2	1,091.91	2,183.82	Included	2,363.99
APC or Equivalent	SMT1500RM1U	100%	10	741.02	7,410.20	Included	8,021.54
Aruba or Equivalent	JL087A	100%	11	467.61	5,143.71	Included	5,568.07

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost.

**Robert L. McCaffrey Middle School, 997 Park Terrace Dr., Galt, CA 95632 \***

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Cisco or Equivalent	MR52	100%	9	\$631.75	\$5,685.75	Included	\$6,154.83
Aruba or Equivalent	JL322A	100%	8	2,597.40	20,779.20	Included	22,493.49
Aruba or Equivalent	J9150D	100%	9	405.60	3,650.40	Included	3,951.55
APC or Equivalent	SMX1500RM2UNC	100%	4	1,091.91	4,367.64	Included	4,727.98
APC or Equivalent	SMT1500RM1U	100%	15	741.02	11,115.30	Included	12,032.32
Aruba or Equivalent	JL087A	100%	23	467.61	10,755.03	Included	11,642.33

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost.

**River Oaks Elementary School, 905 Vintage Oak Ave., Galt, CA 95632 \***

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Aruba or Equivalent	J9150D	100%	15	\$405.60	\$6,084.00	Included	\$6,585.93
APC or Equivalent	SMX1500RM2UNC	100%	2	1,091.91	2,183.82	Included	2,363.99
APC or Equivalent	SMT1500RM1U	100%	12	741.02	8,892.24	Included	11,989.83
Aruba or Equivalent	JL087	100%	13	467.61	6,078.93	Included	6,580.44

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost.

Valley Oaks Elementary School, 21 C St., Galt, CA 95632 \*

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Shipping	Total Project Cost
Aruba or Equivalent	JL322A	100%	1	\$2,597.40	\$2,597.40	Included	\$2,811.68
Aruba or Equivalent	J9150D	100%	12	405.60	4,867.20	Included	5,268.75
APC or Equivalent	SMX1500RM2UNC	100%	2	1,091.91	2,183.82	Included	2,363.99
APC or Equivalent	SMT1500RM1U	100%	11	741.02	8,151.22	Included	8,823.70
Aruba or Equivalent	JL087A	100%	12	467.61	5,611.32	Included	6,074.26

\*Please see included price quote for exact pricing. Tax is included in Total Project Cost.



**E-RATE FY21 (2021-2022)**

**REQUEST FOR PROPOSAL  
470 # 210008892**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

1018 C Street, Galt, CA 95632

**Network Electronics**

<b>PROCUREMENT TIMELINE</b>	
<b>RFP ISSUED:</b>	<b>DECEMBER 20, 2020</b>
<b>REQUESTS FOR INFORMATION DEADLINE</b>	<b>JANUARY 11, 2021 10:00 AM PST</b>
<b>PROPOSALS DEADLINE:</b>	<b>JANUARY 25, 2021 4:00 PM PST</b>
<b>PROJECT START DATE:</b>	<b>JULY 1, 2021</b>

**Service Provider Criteria and Contract Requirements**

**E-RATE SUPPLEMENTAL TERMS AND CONDITIONS**

The District seeks to utilize the E-rate program for items outlined in this RFP.

**E-RATE FUNDING CONTINGENCY**

The project herein may be contingent upon the approval of funding from the Universal Service Fund's Schools and Libraries Program, otherwise known as E-rate. Even after award of contract(s) and/or E-rate funding approval is obtained, the District may or may not proceed with the project, in whole or in part. Execution of the project, in whole or in part, is solely at the discretion of the District.

**SERVICE PROVIDER ACKNOWLEDGEMENTS AND REQUIREMENTS**

The District expects Service Providers to make themselves thoroughly familiar with any rules or regulations regarding the E-rate program.

- a. The Service Provider acknowledges that no change in the products and/or services specified in this document will be allowed without prior written approval from the district and a USAC service substitution approval with the exception of a Global Service Substitutions.
- b. The Service Provider acknowledges that all pricing and technology infrastructure information in its bid shall be considered as public and non-confidential pursuant to §54.504 (2)(i)(ii).
- c. This offer is in full compliance with USAC's Free Services Advisory. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.
- d. Firms submitting proposals shall be responsible for any and all expenses that they may incur in preparing proposals.
- e. Service Providers are required to be in full compliance with all current requirements and future requirements issued by the SLD throughout the contractual period of any contract entered into as a result of this RFP. Service Providers are responsible for providing a valid SPIN (Service Provider Identification Number). More information about obtaining a SPIN may be found at this website: <http://www.usac.org/sl/service-providers/step01/default.aspx>

- b. Service Providers are responsible for providing a valid Federal Communications Commission (FCC) Registration Number (FRN) at the time the bid is submitted. More information about obtaining an FRN may be found at this website: <https://fjallfoss.fcc.gov/coresWeb/publicHome.do>
- c. Products and services must be delivered before billing can commence. At no time may the Service Provider invoice before **July 1, 2021**.
- d. Prices must be held firm for the duration of the associated E-rate Funding Year(s) or until all work associated with the project is complete (including any contract and USAC approved extensions).
- e. Goods and services provided shall be clearly designated as "E-rate Eligible". Non-eligible goods and services shall be clearly called out as 100% non-eligible or shall be "cost allocated" to show the percentage of eligible costs per SLD guidelines.
- f. Within one (1) week of award, the awarded Service Provider must provide the District a bill of materials using a completed USAC "Item 21 Template" in Excel format. Subsequent schedules of values and invoices for each site must match Item 21 Attachment or subsequent service substitutions.
- g. In the event of questions during an E-rate pre-commitment review, post-commitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.
- h. Services providers must comply with the FCC rules for Lowest Corresponding Price ("LCP"). Further details on LCP may be obtained at USAC's website: <http://www.usac.org/sl/service-providers/step02/lowest-corresponding-price.aspx>. Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.
- i. Proposals shall be completed in all respects as required by the instructions herein. A proposal may be rejected if it is conditional or incomplete, or if it contains alterations of form or other irregularities of any kind. A proposal will be rejected if, in the opinion of the District, the information contained therein was intended to mislead the District in the evaluation of the proposal.
- j. The proposal submitted must not contain erasure, interlineations, or other corrections unless each correction is clearly and conspicuously authenticated by signing in the margin immediately opposite the correction the name of the person signing the proposal. An Offeror will be bound by the terms and conditions of the proposal, notwithstanding the fact that errors may be or are contained therein. However, if material errors are actually discovered in a proposal, the District will notify the Offeror that the proposal, as submitted, appears to contain errors and require the Offeror to correct the errors.
- k. The District may request a meeting with the Offeror's representative to request answers and clarifications or it may request that the Offeror answer specific questions in writing, or to make a presentation to the District or to its Governing Board prior to any Agreement award.
- l. All proposals and materials submitted in response to this RFP shall become the property of the District and shall be considered a part of the Public Record.
- m. The District reserves the right to award the Agreement as a result of the initial proposals received, or it may elect to conduct negotiations with those Offerors as determined by the District, to be within an acceptable competitive range, or to negotiate separately with any Offeror when it is determined to be in the best interest of the District. In addition, the District may request that Offerors provide a best and final offer.

- n. After acceptance of the proposal by the District, a contract between the successful firm and the District will be executed and will consist of the terms and conditions of this RFP and the Specifications.

### **REQUESTS FOR INFORMATION**

All inquiries must be submitted via e-mail to [erate@adtechgroup.com](mailto:erate@adtechgroup.com) by the deadline on Page 1. Please reference 470# **210008892** in the subject line.

All addendum(s), questions and answers will be posted to the E-rate EPC website at <https://data.usac.org/publicreports/Forms/Form470Rfp/Index>.

Please "Follow" the Form 470 to receive all EPC updates pertaining to the Form 470.

### **SCOPE OF WORK**

No refurbished equipment is acceptable

The District has standardized on Aruba and APC; however, equivalent products are acceptable. If proposing equivalent product please submit data verifying equivalency with proposal.

The quotes provided must include all materials, equipment and accessories required to furnish a complete data electronics system as indicated on the parts list.

### **PROJECT SPECIFICATIONS**

District Seeking Quotes for equipment only, no installation. There is no other value added services being requested as a part of this Form 470 posting/RFP.

Please submit Quotations by school, as well as a summary page, and include the following:

Note: Please include the following information by site (quote each by site): Tax, Freight/Shipping, and Grand Total. Please provide a quote by School site, and by MDF/IDF as indicated below. Specifically use the format shown in Attachment A in your price response.

Please reference "Attachment A" for additional site specifications, including but not limited to make, model/product and quantity.

### **PREPARATION OF PROPOSAL**

- a. COVER LETTER – Stating 1) the validity of the firm and irrevocable proposal/offer being valid for up to a year after RFP closing date, 2) work will be completed on or before the Districts required completion date (if work is to be completed prior to Districts requirement, it must state so in the letter), and 3) other appropriate items. The proposal must bear the signature of a person duly authorized to sign the proposal on behalf of the Offeror, and reference this RFP and accept its terms and conditions or clearly and conspicuously indicate any exceptions. Also a brief statement that the firm understands the rules and regulations involving E-Rate and that award of the contract is contingent upon funding.
- b. DESCRIPTION OF FIRM - This section should provide a brief description of the firm and statement of interest and qualifications for providing the requested equipment and services, include information regarding the size, location, nature of work performed, and years in business, and approach that will be used in meeting the needs of the District. The firm should list and describe the firm's professional relationships involving the District for the last three (3) years, together with a statement explaining why such relationships do not constitute a conflict of interest relative to perform the proposed services. Also, the firm shall give the District written notice of any professional relationships entered into during the period of this agreement.
- c. PERSONNEL - Submit resume(s) or profiles of the individual(s) who will be assigned to provide the requested services, including their qualifications and recent related experience providing similar services. The Offeror should state the size of the firm and the number/nature of the staff to be employed in this engagement on a full-time and on a part-time basis. An affirmative

statement should be included that the firm and all assigned key professional staff are currently and properly certified or licensed to perform these services

- d. CAPACITY & METHODOLOGY - Use this section to address the ability of the firm to undertake and accomplish the required scope of work for which you are requesting consideration
- e. PAST PERFORMANCE – Description of past performances of similar service and related experience. In addition, the firm shall provide information on the circumstances and status of any disciplinary action taken or pending against the firm during the past three (3) years with state regulatory bodies or professional organizations (and e-rate customers, references of K-12 E-rate customers is required to include in your proposal.) The firm will list the most relevant and significant engagements performed in the last three (3) years that are similar to the size of engagement described in this request for proposal. These engagements should be ranked on the basis of project size. The firm will indicate the scope of work, date, engagement partners, total hours, and the name and telephone number of the principal client contact.
- f. CUSTOMER SERVICE COMMITMENT – Describe how the firm will provide service and fulfill the requirements and expectations of the District. Provide a description of how services will be performed by Offeror. Offerors are encouraged to provide additional information or description of resources the firm feels are pertinent to the RFP. Include letters of reference or testimonials. Ongoing commitment to providing outstanding customer service, professional development/education of staff and the number and type of employees must be indicated.
- g. Firm Financial Statement.
- h. Service Providers SPIN number and Service Provider's FCC Registration Number (FRN).
- i. Evidence of FCC Green Light Status
- j. "Equipment list" completely filled in (See Attachment A).
- k. All proposals need to include tax and shipping as separate items in the response.
- l. Proposals including labor should include a detailed breakdown of hours and manpower to be used, qualifications of manpower, training, including classroom time, per diem expenses, or any other expenses deemed necessary by Offeror

**Failure by Service Provider to supply these documents shall be considered grounds for disqualification.**

#### **CLARIFICATION OF EQUIVALANCE**

For convenience in designation on the plans or in the specifications, certain articles or materials to be incorporated in the work may be designated under a trade name or in the name of a manufacturer. Whenever in specifications any materials, process, or article is indicated or specified by grade, patent, or proprietary name or by name of manufacturer, such specification shall be deemed to be used for the purpose of facilitating description of material, process or article desired and shall be deemed to be followed by the words "or equal," and service provider may, unless otherwise stated, offer any material, process or article which shall be substantially equal or better in every respect to that so indicated or specified. Burden of proof as to equality of any material, process or article shall rest with service provider. **Service Provider shall submit request together with substantiating data for substitution of any "or equal" item within the response by the closing of bids.** Provision authorizing submission of "or equal" justification data shall not in any way authorize an extension of time of bid response.

***Please note: All "or equal" components must not void and must be supported by corresponding manufacturer warranty.***

The District retains the right to be sole judge as to whether equivalency has been proven and whether alternatives will be accepted.

**SUBMISSION INSTRUCTIONS**

**Submission via E-mail ONLY.** All offers must be submitted to the contact information below by the deadline indicated on Page 1 of this RFP.

**Submit Proposal via E-mail to:**  
mdo@galt.k12.ca.us **AND** erate@adtechgroup.com

Proposals must clearly be labeled in the subject line "Galt JUESD Erate Category 2 Proposal Form 470 #210008892"

It is the sole responsibility of the firm submitting the proposal to ensure that it is actually received by the District prior to the deadline time and due date and at the proper location. The District assumes no responsibility for transmission failures. Unless this RFP is extended by a written amendment, proposals received after the due date and time, will not be considered.

Verification of receipt can be made by contacting mdo@galt.k12.ca.us

**RIGHT TO REJECT ANY AND ALL QUOTES**

The District reserves the right to reject any or all quotation submittals and to waive any informalities or minor irregularities in proposals received. The Service Provider's quotation submission is recognition of this right.

In addition, the District reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-Rate approval.

Any potential bidder found to be in Red Light Status will be disqualified from participation in the bidding process and will be considered non-responsive.

**EVALUATION AND SELECTION CRITERIA**

The District, in compliance with Federal Communications Commission (FCC) rules, will award to the vendor(s) providing the most cost-effective service offering. Per the Sixth Report and Order, FCC 10-175, FCC rules dictate the following:

The District may consider factors other than price alone in the consideration of bids; price for E-rate eligible goods and services will be the primary factor considered.

**SELECTION CRITERIA:**

No.	Factor	Total Points Available
1	Cost of eligible goods and services	35
2	Cost of ineligible goods and services	20
3	Vendor quote accurate relative to the RFP	20
4	Experience with district/References	20
5	Financial stability	5
	<b>Total Points</b>	<b>100</b>

**AWARD OF CONTRACT**

The District does not guarantee an award of a contract(s) and it reserves the right to select the firm(s) that it considers to be most cost effective for the District. Award of contract is contingent upon the approval of funding from the Schools and Libraries Universal Service Administrative Company ("USAC").

If E- Rate funding is not approved, this bid and all awards may be null and void. Although the District may choose to use a different funding source if deems appropriate, at which point this bid will be utilized.

The District reserves the right to award none, some, or all of the proposal. For instance, if a response exceeds the E-rate funding limits set by USAC, the district may choose to only award up to the E-rate funding limit, less or more.

#### **PROCUREMENT OF ADDITIONAL GOODS AND/OR SERVICES/COTERMINOUS EXPIRATION**

During the term of any Agreement resulting from this RFP, the District may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the District's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The District shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions

#### **SERVICE START DATE**

The annual E-rate Funding Year begins on July 1, 2021 and ends on June 30, 2022. Regardless of the contract "effective date", E-rate eligible goods and/or services requested in this RFP shall be delivered no earlier than the start of the 2021 funding year (July 1, 2021).

#### **INVOICING**

- a. The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the Form 474 Service Provider Invoice (SPI). The District will only be responsible for paying its non-discounted share of costs and does not intend to use the BEAR process (Form 472). The maximum percentage the District will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from the SLD and submission and certification of Form 486, the District shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the District decide that it is in the best interest of the District to file a Form 472, the District will inform the Service Provider of its intent.
- b. All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the District will only be responsible for paying its non-discounted share.

## ADDENDUM 1

**ADDENDUM DESCRIPTION: 470 210008892 Bid Format Clarification**

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The tax column was omitted on Attachment A.

Please submit quotes using the following format

Make	Part #	% Erate Eligible	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
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All other bidding/contract, stipulations, dates and times remain unchanged, in full effect and by reference become a part of this addendum.



**AMS.NET**  
Technology Solution Provider

# Section 11



# Project Cost Summary – Galt JUESD – E-Rate 24 – Network Electronics

## Project Information

Galt Joint Union Elementary School District E-  
Rate 24 - Multiple Sites - Network Equipment -  
93557  
Project # 93557  
January 19, 2021

## Account Manager

Jared Bayless  
jbayless@ams.net  
(925) 245-6186

AMS Quote #	Description	Subtotal	Taxes	Total
Q-00050487	Lake Canyon - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$23,675.87	\$1,953.27	\$25,629.14
Q-00050488	Marengo Ranch School - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$25,127.33	\$2,073.02	\$27,200.35
Q-00050489	Fairsite Pre & School Readiness Center - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$36,874.96	\$3,042.18	\$39,917.14
Q-00050490	Vernon E. Greer MS - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$51,537.85	\$4,251.88	\$55,789.73
Q-00050491	Robert L McCaffrey MS - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$56,353.32	\$4,649.18	\$61,002.50
Q-00050492	River Oaks ES - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$23,238.99	\$1,917.21	\$25,156.20
Q-00050493	Valley Oaks ES - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557	\$23,410.96	\$1,931.42	\$25,342.38

## Project Summary

Project Total	\$240,219.28
Estimated Total Taxes	\$19,818.16
<b>Grand Total</b>	<b>\$260,037.44</b>

Vendor: AMS.NET  
Address: 502 Commerce Way, Livermore, CA 94551  
Phone: 925-245-6100  
SPIN: 143005880



**AMS.NET, Inc.**  
 502 Commerce Way, Livermore, CA 94551  
 925-245-6100 • 925-245-6150 Fax  
[www.ams.net](http://www.ams.net)

## Customer Quotations

### Customer

Galt Joint Union Elementary School District  
 1018 C Street Suite 210 Galt, CA 95632  
 ATTN: Minh Do

<b>Project Name</b>	Galt Joint Union Elementary School District E-Rate 24 - Multiple Sites - Network Equipment - 93557
<b>Project #</b>	93557
<b>Account Mgr.</b>	Jared Bayless
<b>AM Phone</b>	(925) 245-6186
<b>AM Email</b>	jbayless@ams.net
<b>Inside Account Mgr.</b>	Teri Edwards
<b>IAM Phone</b>	(925) 245-6149
<b>IAM Email</b>	tedwards@ams.net

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050487, Lake Canyon - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557</b>					
1	<b>JL322A</b> Aruba 2930M 48G PoE+ 1-slot Switch	Aruba Networks	2.00	\$2,597.40	\$5,194.80
2	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$467.61	\$5,611.32
3	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	5.00	\$1,091.91	\$5,459.55
4	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	10.00	\$741.02	\$7,410.20
5	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$23,675.87
Estimated Tax:					\$1,953.27
Quote Total:					\$25,629.14



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050488, Marengo Ranch School - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557</b>					
1	<b>JL322A</b> Aruba 2930M 48G PoE+ 1-slot Switch	Aruba Networks	4.00	\$2,597.40	\$10,389.60
2	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	11.00	\$467.61	\$5,143.71
3	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	2.00	\$1,091.91	\$2,183.82
4	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	10.00	\$741.02	\$7,410.20
5	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$25,127.33
Estimated Tax:					\$2,073.02
Quote Total:					\$27,200.35



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050489, Fairsite Pre &amp; School Readiness Center - E-Rate 24 - Cat 2 - 470</b>					
<b>#210008892 - Network Equipment - 93557</b>					
1	<b>JL322A</b> Aruba 2930M 48G PoE+ 1-slot Switch	Aruba Networks	8.00	\$2,597.40	\$20,779.20
2	<b>J9150D</b> HEWLETT PACKARD ENTERPRISE : Aruba 10G SFP+ LC SR 300m MMF XCVR	Hewlett Packard	12.00	\$405.60	\$4,867.20
3	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	9.00	\$467.61	\$4,208.49
4	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	1.00	\$1,091.91	\$1,091.91
5	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	8.00	\$741.02	\$5,928.16
6	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$36,874.96
Estimated Tax:					\$3,042.18
Quote Total:					\$39,917.14



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050490, Vernon E. Greer MS - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557</b>					
1	<b>JL322A</b> Aruba 2930M 48G PoE+ 1-slot Switch	Aruba Networks	11.00	\$2,597.40	\$28,571.40
2	<b>J9150D</b> HEWLETT PACKARD ENTERPRISE : Aruba 10G SFP+ LC SR 300m MMF XCVR	Hewlett Packard	20.00	\$405.60	\$8,112.00
3	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$467.61	\$5,611.32
4	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	1.00	\$1,091.91	\$1,091.91
5	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	11.00	\$741.02	\$8,151.22
6	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$51,537.85
Estimated Tax:					\$4,251.88
Quote Total:					\$55,789.73



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050491, Robert L McCaffrey MS - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557</b>					
1	<b>MR52-HW</b> Meraki MR52 Cloud Managed AP	Meraki, Inc.	9.00	\$631.75	\$5,685.75
2	<b>JL322A</b> Aruba 2930M 48G PoE+ 1-slot Switch	Aruba Networks	8.00	\$2,597.40	\$20,779.20
3	<b>J9150D</b> HEWLETT PACKARD ENTERPRISE : Aruba 10G SFP+ LC SR 300m MMF XCVR	Hewlett Packard	9.00	\$405.60	\$3,650.40
4	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	23.00	\$467.61	\$10,755.03
5	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	4.00	\$1,091.91	\$4,367.64
6	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	15.00	\$741.02	\$11,115.30
7	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$56,353.32
Estimated Tax:					\$4,649.18
Quote Total:					\$61,002.50



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050492, River Oaks ES - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557</b>					
1	<b>J9150D</b> HEWLETT PACKARD ENTERPRISE : Aruba 10G SFP+ LC SR 300m MMF XCVR	Hewlett Packard	15.00	\$405.60	\$6,084.00
2	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	13.00	\$467.61	\$6,078.93
3	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	2.00	\$1,091.91	\$2,183.82
4	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	12.00	\$741.02	\$8,892.24
5	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$23,238.99
Estimated Tax:					\$1,917.21
Quote Total:					\$25,156.20



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00050493, Valley Oaks ES - E-Rate 24 - Cat 2 - 470 #210008892 - Network Equipment - 93557</b>					
1	<b>JL322A</b> Aruba 2930M 48G PoE+ 1-slot Switch	Aruba Networks	1.00	\$2,597.40	\$2,597.40
2	<b>J9150D</b> HEWLETT PACKARD ENTERPRISE : Aruba 10G SFP+ LC SR 300m MMF XCVR	Hewlett Packard	12.00	\$405.60	\$4,867.20
3	<b>JL087A#ABA</b> HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$467.61	\$5,611.32
4	<b>SMX1500RM2UNC</b> APC Smart-UPS X 1500VA Rack/Tower LCD 120V with Network Card	American Power Conversion	2.00	\$1,091.91	\$2,183.82
5	<b>SMT1500RM1U</b> APC Smart-UPS 1500VA LCD RM 1U 120V	American Power Conversion	11.00	\$741.02	\$8,151.22
6	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
Subtotal:					\$23,410.96
Estimated Tax:					\$1,931.42
Quote Total:					\$25,342.38

### Order Summary

Project Total	\$240,219.28
Estimated Total Taxes	\$19,818.16
<b>Grand Total</b>	<b>\$260,037.44</b>





**AMS.NET**  
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# Section 12



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**This section is not applicable as  
labor is not included.**



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# Section 13

# SALES ORDER AGREEMENT E-RATE

THIS SALES ORDER AGREEMENT ("Agreement") is made and entered into on January 27<sup>th</sup>, 2021, by and between AMS.NET, INC., a Delaware corporation ("AMS"), whose address is 502 Commerce Way, Livermore, CA 94551 and Galt Joint Union Elementary School District, an Education ("Customer"), whose address is 1018 C Street, Suite 210, Galt, CA 95632.

1. **Confirmation of Sales Order.** Customer hereby agrees to purchase from AMS, and AMS hereby agrees to sell to Customer, the multi-service networking equipment and services specified in the AMS price quote, customer purchase order, or other documentation attached hereto and labeled **Exhibit A**, the terms of which are hereby incorporated and made a part of this Agreement.

This agreement is contingent on E-rate funding.

Customer understands the equipment that was quoted in the ERate contract is non-returnable once it has been ordered and received.

2. **Payment Terms and Taxes.** Upon written funding approval from the Schools and Libraries Division (SLD) of the **Universal Service Administrative Company (USAC)**, a sum representing the total utilized project cost minus the discount applied by the SLD and any items that are determined not E-rate eligible, shall be due to AMS.NET. A PO is required representing these items. Subsequent billing invoices for equipment and services provided under this Agreement shall be sent to Customer concurrently with the delivery of equipment and/or the provision of services, as the case may be. Customer is required to complete, sign, and return service certification form sent by SLD within 5 business days. All billing invoices shall be due and payable in full thirty (30) days after the date of billing (i.e., net 30 day payment terms), with the date of billing being the date indicated on the billing invoice. Customer shall pay any and all taxes based on or in any way computed with reference to the equipment and services being provided under this Agreement, (minus the discount applied by SLD) including but not limited to sales taxes but excluding taxes based on AMS's net income. Customer understands that they are responsible for costs incurred due to any unforeseen sales tax increases.
3. **Installation Date.** The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. **HOWEVER, ALL STATED DELIVERY AND INSTALLATION DATES ARE APPROXIMATE AND EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, SELLER SHALL, UNDER NO CIRCUMSTANCE, BE DEEMED TO BE IN DEFAULT HEREUNDER OR BE LIABLE FOR CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES OR COMMERCIAL LOSS RESULTING FROM DELAYS IN DELIVERY OR INSTALLATION.**
4. **Change Management Procedures.** It may become necessary to amend this agreement for reasons including, but not limited to, the following:
- Changes to scope of the work and/or specifications for the Services,
  - Changes to the Milestone Invoice Schedule,
  - Changes to the project schedule due to unavailability of resources which are beyond either party's control, and/or,
  - Environmental or architectural conditions not previously identified.

In the event either party desires to change this SOW, the following procedures shall apply:

- i. The party requesting the change will deliver a "Change Request" to the other party (an example of which is provided in Appendix B). The Change Request will describe the nature of the change, the reason for the change, and the effect the change will have on the scope of work.
  - ii. A change Request may be initiated either by Customer or by AMS for any changes to the SOW. The parties will evaluate the Change Request and negotiate in good faith the changes to the Services and additional fees, if required to implement the Change Request. If both parties agree to implement the Change Request, both parties will sign the Change Request, indicating the acceptance of the changes by the parties.
  - iii. AMS shall require a schedule extension of Services of up to thirty (30) Business Days for any personnel Change Request made by Customer.
  - iv. Upon Execution of the Change Request, said Change Request will be incorporated into, and made part of, this SOW.
  - v. AMS is under no obligation to proceed with the Change Request until such time as the Change Request has been agreed upon in writing by both parties.
5. **Warranties.** AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects and workmanship for a warranty period of thirty (30) days commencing on the later of the date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this Agreement (this warranty being hereinafter referred to as an "Installation Warranty"). EXCEPT AS EXPRESSLY SET FORTH IN THIS PARAGRAPH, AMS DOES NOT MAKE, AND HEREBY DISCLAIMS, ANY AND ALL REPRESENTATIONS OR WARRANTIES, EXPRESSED OR IMPLIED, WITH RESPECT TO THE EQUIPMENT OR SERVICES BEING PROVIDED UNDER THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SATISFACTORY QUALITY, AGAINST INFRINGEMENT, OR ARISING FROM A COURSE OF DEALING, USAGE OR TRADE PRACTICE. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

6. **Return for Credit Policy.** Merchandise must be returned within 30 days in unopened original packaging. An RMA

number must be requested prior to the return and accompany the equipment when it is received.

- 7. **Limitation of Liability.** In no event shall AMS be liable to Customer for:
  - a. Any indirect, special or consequential damages or lost profits arising out of or related to this Agreement or AMS's performance or breach thereof, even if AMS has been advised of the possibility of any such damages or losses; or.
  - b. Any damages resulting from or related to any failure or delay of AMS in the delivery or installation of equipment or the performance of installation or maintenance services (if any).
  - c. Notwithstanding any other provision of this Agreement, all liability of AMS and its suppliers under this Agreement or otherwise shall be limited to the money paid to AMS under this Agreement. This limitation of liability is cumulative and not per incident.
- 8. **Attorneys' Fees.** If any legal action is necessary to enforce terms of this Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees and costs in addition to any other relief to which the prevailing party may be entitled.
- 9. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California.
- 10. **Entire Agreement.** This Agreement, together with any price quotes or purchase orders attached hereto as **Exhibit A**, is the complete and exclusive statement of the mutual understanding of the parties with respect to the subject matter of this Agreement, supersedes and cancels any prior understanding, communications or agreements of the parties with respect to the subject matter of this Agreement, and may be amended or supplemented only by a writing signed by both parties.
- 11. **Risk of loss.** Seller shall bear all risk of loss or damage to components of the system while they are in transit to the Customer and until deliver to the premises. Thereafter, such risk of loss shall be done by Customer, except for loss caused by the negligence of Seller or its employees
- 12. **Default.** If Customer shall fail to pay or cause payment of any sum owing to Seller hereunder when due, then, in addition to all other remedies available to Seller at law or equity or under other provisions of this Agreement and not in limitation thereof, Seller may, until said sum is paid in full, collect interest on the sum then owing at the rate of 18% per annum

from the date of the last installment due date until such default by the Customer has been cured. It is expressly agreed and understood that in no event shall the aggregate interest charges under the provisions of this paragraph exceed the maximum rate of interest that could be charged under applicable state law.

Should either party institute legal action to enforce its rights under this agreement, the venue shall be in Alameda County, State of California, and the prevailing party in such action shall be entitled to recover reasonable attorney fees and costs.

- 13. **Force majeure.** The obligations of Seller hereunder shall be suspended to the extent and for the period of time that is hindered or prevented from performing because of labor disturbances, strikes and lockouts, acts of God, fires, storms, water, unreasonable delays in transportation, governmental action, failure of suppliers, and or any other cause beyond Seller's control.
- 14. **Assignment.** Seller shall have the right to assign Sellers obligations; however, Seller shall remain liable to Customer for the performance of Seller's obligations under the terms of this agreement.
- 15. **Customer to provide.** Customer shall, as specified by Seller provide appropriate environmental conditions, necessary commercial power and facilities for the System, access to the premises, and if required by local law, conduit and or special fire retarding cabling. Customer shall pay all charges for telephone trunk lines, in the room system is to be installed, if applicable as well as extensions and equipment for the installation of the system.
- 16. **Representation of Customer.** Customer warrants and represents that Customer has been duly authorized by all necessary corporate and other action of Customer and Customer's execution of this Agreement will not violate any provision of law or its Articles of Incorporation or Bylaws, or result in the breach of any agreement to which Customer is a party.
- 17. **Notices.** All notices required or permitted to be given under the Agreement may be given by either party to the other by depositing same in the United States Mail with first class postage prepaid or by fax. Until changed by written notice, such notices shall be direct to Seller at the address that appears at the beginning of this Agreement and Customer at the premises.

IN WITNESS WHEREOF, AMS and Customer have executed this Agreement as of the date first set forth above.

"AMS:"

AMS.NET, Inc.,  
a Delaware Corporation

By:   
Diana Monaghan, Vice President

"Customer:"

Galt JUESD,  
a Customer

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**EXHIBIT A**

**Quote Number**  
Project #93557

**Description**  
E-Rate 24 - Network Electronics

**Total \$**  
\$260,037.44

**Total Investment** \$260,037.44

\_\_\_\_\_  
Customer Initials



# AMS.NET

Technology Solution Provider

**800-893-3660 · [www.ams.net](http://www.ams.net)**

Corporate Headquarters - 502 Commerce Way, Livermore, CA 94551

Central Valley Regional Office- 1155 East North Ave., Suite 106, Fresno CA 93725

Sacramento Regional Office- 1200 Creekside Drive, Folsom, CA 95630

Southern California Regional Office- 12405 East Slauson Avenue, Unit K, Whittier, CA 90606

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## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.171</b> Board Consideration of Approval of Lease-Leaseback Preconstruction Services Agreement with S+B James Construction California Inc. for Vernon E. Greer Elementary School
<b>Presenter:</b> Lois Yount	<b>Action Item: XX</b> <b>Information Item:</b>
<p>Upon Board approval of the contract document, S+B James Construction California Inc. 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 April 28, 2021.</p> <p>The project is described as HVAC upgrades &amp; roof replacement for existing buildings A, B, C, &amp; D. HVAC upgrade work includes replacing all equipment, some revisions to ducting distribution, all new registers and new controls. Roof replacement work includes new class 'A' single ply roofing system with some composition shingle replacement as well. Includes all new flashing, gutters, and downspouts.</p> <p>Fiscal Impact: \$6,800 State Facility Hardship Funds</p> <p>Board approval is recommended.</p>	



**AGREEMENT FOR PRELIMINARY SERVICES  
FOR THE CONSTRUCTION OF IMPROVEMENTS**

This Agreement is made and entered into this 24<sup>th</sup> day of February, 2021, between the Galt Joint Union Elementary School District hereinafter referred to as "DISTRICT" and S+B James Construction California Inc. hereinafter referred to as "DEVELOPER," for the purposes of providing preliminary consulting services to facilitate and manage the Vernon Greer Elementary School HVAC Upgrades and Roof Replacement Project.

**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 April 14, 2021. It is anticipated that construction will commence on or about June 1, 2021. 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) 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 April 28, 2021.

#### **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  
CALIFORNIA INC**

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**

Construction is anticipated to start on June 1, 2021 and be completed by August 9, 2021.

**Exhibit C**

**Preconstruction Services Budget**

**See Attached**



**PRECONSTRUCTION SERVICES BUDGET FOR SCOPING**

**PROJECT:** Galt Greer HVAC Project  
**CLIENT:** Galt JUSD  
**LOCATION:** Galt, CA

**DATE:** 2/8/2021  
**DURATION:** 2 months

DESCRIPTION		SUB TOTAL		TOTAL
<b>A. Site Investigations / MOP Creation</b>				
Project Executive	Silas Nigam	1 HR	\$ 100	
Superintendent	George Whitfield	4 HR	\$ 400	
Project Manager	Hayden Meyers	4 HR	\$ 400	
Estimator	Tim Brown	1 HR	\$ 100	
Subtotal		10		\$ 1,000
<b>B. Estimating/GMP - Budget (Options Analysis, As-built review etc.)</b>				
Project Executive	Silas Nigam	1 HR	\$ 100	
Superintendent	George Whitfield	4 HR	\$ 400	
Project Manager	Hayden Meyers	4 HR	\$ 400	
Estimator	Tim Brown	20 HR	\$ 2,000	
Subtotal		29		\$ 2,900
<b>C. Scheduling / Phasing Development</b>				
Project Executive	Silas Nigam	0 HR	\$ -	
Superintendent	George Whitfield	4 HR	\$ 400	
Project Manager	Hayden Meyers	2 HR	\$ 200	
Estimator	Tim Brown	1 HR	\$ 100	
Subtotal		7		\$ 700
<b>D. Meetings &amp; Coordination (assume +/- 4 mtgs)</b>				
Project Executive	Silas Nigam	2 HR	\$ 200	
Project Manager	Hayden Meyers	8 HR	\$ 800	
Estimator	Tim Brown	2 HR	\$ 200	
Subtotal		12		\$ 1,200
<b>SBJ Preconstruction Cost</b>		<b>58 HR</b>		<b>\$ 5,800</b>
<b>E. Trade Partners &amp; Other Cost (mts, budgeting and investigation)</b>				
Roof Core Sample		1 LS	\$ 1,000	
Abatement Report (by district)				
Subtotal				\$ 1,000
<b>Total Preconstruction Cost</b>				<b>\$ 6,800</b>

## **Review of Lease-Leaseback Proposals Received for Vernon Greer Elementary School HVAC Upgrades and Roof Replacement**

Received on Thursday, February 11, 2021

Proposals were received from the following Contractors:

- Roebbelen Contracting, Inc. (El Dorado Hills, CA)
- S+B James Construction (Sacramento, CA)

All Contractors were prequalified with the District and attended the mandatory pre-conference site walk at Vernon Greer Elementary School.

### **PROPOSAL EVALUATION AND BEST VALUE SCORING:**

The District's Evaluation Committee consisted of the following:

- Lois Yount, Director of Business Services
- Greg Gibson, Maintenance Worker
- Rick Bir, Derivi Castellanos Architects, Sr. Project Manager

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:

- Roebbelen Contracting and S+B James Construction received total technical scores ranging from 131-150. Their proposals moved forward with Phase 2 and 3.

#### **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.

- Roebbelen scored 96 points
- S+B James scored 82 points

#### **Phase 3:**

The District's evaluation committee interviewed both construction firms. Interviews were worth a total of 50 points.

- Roebbelen scored 38 points
- S+B James scored 50 points

#### **Conclusions and Recommendations:**

After completing the evaluation, best value scoring, interviews, and reference checks, the committee recommends S+B James Construction for the District's LLB partner for Vernon Greer Elementary. Determining factors include construction schedule, best value, LLB experiences, and professional references and experience.

## PHASE 1

EVALUATION CATEGORY: Qualifications/Technical		POINTS POSSIBLE	ROEBBELEN			S+B JAMES CONSTRUCTION		
1	Mandatory Requirements	Pass/Fail	Pass	Pass	Pass	Pass	Pass	Pass
2	Firm and Personnel Experience and Qualifications	25	23	20	20	24	25	25
3	Capacity and Methodology	35	34	35	30	29	35	25
4	Litigation and Disputes	10	10	10	10	10	10	10
5	Experience and Past Performance	35	33	30	30	34	35	35
6	Preconstruction Services	10	8	10	8	9	10	10
7	Safety	5	5	5	4	5	5	5
8	Financial Information	20	20	20	20	20	20	20
9	Labor Compliance/Skilled and Trained Workforce	5	5	5	5	5	5	5
10	Exceptions to Preconstruction/LLB Documents	5	5	0	4	5	5	5
<b>MAXIMUM TECHNICAL SCORE</b>		<b>150</b>	<b>143</b>	<b>135</b>	<b>131</b>	<b>141</b>	<b>150</b>	<b>140</b>

**PHASE 2**

Services	Roebbelen	S+B James Construction
Preconstruction Services Fee Proposal	\$8,441.00	\$6,800.00
<b>Points Assigned: Total Points Possible = 20</b>	<b>16</b>	<b>20</b>
Lease-Leaseback Fee Proposal	3.38%	5.00%
<b>Points Assigned: Total Points Possible = 40</b>	<b>40</b>	<b>28</b>
General Conditions Cost	\$35,625/month	\$38,400/month
<b>Points Assigned: Total Points Possible = 40</b>	<b>40</b>	<b>34</b>
<b>Total Possible = 100</b>	<b>96</b>	<b>82</b>

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	
<b>MAXIMUM TOTAL PRICE SCORE</b>		<b>100 POINTS</b>	



### PHASE 3

INTERVIEW	ROEBBELEN			S+B JAMES CONSTRUCTION		
<b>POINTS POSSIBLE 50</b>	38	38	39	50	50	50
<b>TOTAL AVERAGE POINTS</b>	<b>38</b>			<b>50</b>		



GALT JOINT UNION  
ELEMENTARY  
SCHOOL DISTRICT

# VERNON GREER ELEMENTARY SCHOOL

## HVAC Upgrades and Roof Replacement



### YOUR PROJECT TEAM



**HAYDEN MEYERS**  
Project Manager



**GEORGE WHITFIELD**  
Superintendent



**SILAS NIGAM**  
VP/Project Oversight

- 44 Years in Business = STABILITY
- Seamless Team = GREAT COMMUNICATION
- Senior Level Staffing = 30+ LLB PROJECTS
- Culture of Collaboration = FUN AND PROSPEROUS PROJECT FOR ALL
- Planning and Schedule Management = WE VIEW YOUR PROJECT AS UNIQUE AND CONSIDER EVERY ASPECT TO FIND THE RIGHT SOLUTION
- Commitment to Safety = WE KEEP OUR WORKERS, STUDENTS, STAFF, SAFE



### S+B James Staffing Approach

Team:  
PM, Super, PE

Creating Bidding Documents

Fire Alarm Scope & Portable Repairs

### S+B JAMES DELIVERS VALUE

- We put your local dollars to work
- You get the same team as on the similar River Oaks project
- We have a history of finishing our projects on time/budget
- We offer proven value in preconstruction
- Our work with GJUESD gives us knowledge of the Greer campus and District standards
- DCA and S+B James have successfully worked together
- We have team synergy and can hit the ground running
- S+B James has been trusted partners over the last 2 years
- You get principal-level involvement with Silas – a direct line to an S+B James owner
- You know our culture of collaboration and level of commitment





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.172</b> Board Consideration of Approval of Resolution #10, Authorized Signatories for the GJUESD
<b>Presenter:</b> Lois Yount	<b>Action Item: XX</b> <b>Information Item:</b>

With the upcoming retirement of the current Fiscal Services Supervisor, Tracy Stinson, the Galt Joint Union Elementary School District Board of Education must consider the approval of new authorized signatories for financial and contractual obligations of the District.

Effective February 24, 2021, board approval is recommended for the following authorized signatories:

1. Karen Schauer, Superintendent
2. Lois Yount, Business Services Director
3. Brenda Bachmann, Fiscal Services Supervisor

Fiscal impact: none

**GALT JOINT UNION SCHOOL DISTRICT**

**RESOLUTION # 10**

Authorized Signatories for the Galt Joint Union School District

BE IT RESOLVED AND ORDERED by the Governing Board of the Galt Joint Union School District, that Karen Schauer, Lois Yount and Brenda Bachmann, employees of the Galt Joint Union School District, whose signatures are appended to this Resolution, shall be hereby authorized and empowered to sign orders for the legally authorized expenses of the District on the funds of the Galt Joint Union School District; effective February 24, 2021; and

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the Sacramento County Superintendent of Schools; and

BE IT FURTHER RESOLVED that all previous Resolutions made by the Galt Joint Union School District Board of Education, authorizing employees of said District to sign orders for the legally authorized expenses of the District, are hereby rescinded.

IN WITNESS WHEREOF, we, the members of the Governing Board of the Galt Joint Union School District of Sacramento County, California, hereunto set our hands this 24th day of February, 2021.

Signatures of Authorized Employees

\_\_\_\_\_  
Karen Schauer Ed. D.  
District Superintendent

\_\_\_\_\_  
Lois Yount  
Director of Business Services

\_\_\_\_\_  
Brenda Bachmann  
Fiscal Services Supervisor

AYES:

NOES:

ABSTAIN:

ABSENT:

\_\_\_\_\_  
Traci Skinner, Clerk



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.173</b> Board Consideration of Approval of Addendum Memorandum Of Understanding (MOU) 2020-21 COVID Response between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Hybrid Schedule – Instructional Assistant Start/Stop Time Adjustments
<b>Presenter:</b> Karen Schauer	<b>Action Item: XX</b> <b>Information Item:</b>

Pending board approval and CSEA union membership ratification, the Memorandum of Understanding supports instructional assistants to voluntarily adjust work schedules to support an AM/PM blended learning model. The instructional assistants would work the blended schedules Tuesday through Friday with Monday’s a non-workday. For the hours worked beyond the current contracted schedule, instructional assistants would receive 10% above their regular rate of pay.

Instructional assistants not volunteering for the blended learning split shift will continue to work their contracted days and hours.

Board approval is recommended.

Fiscal Impact: Approximately \$85,000.

**ADDENDUM**  
**MEMORANDUM OF UNDERSTANDING**  
**2020-2021 COVID RESPONSE**  
**between the**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**and its**  
**GALT CHAPTER #362 (CSEA)**  
**and the**  
**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)**

This Amendment hereby amends the Memorandum of Understanding dated August 3, 2020 (“MOU”), between the Galt Joint Union Elementary School District (“District”) and the California School Employees Association and its Galt Chapter #362 (“CSEA”), collectively referred to as the “parties.”

The District and CSEA agree as follows:

26) **Hybrid Schedule – Instructional Assistant Start/Stop Time Adjustments:** The parties understand the District will adopt a hybrid schedule when the District re-opens for onsite instruction. The hybrid schedule will involve one set of students reporting to school in the AM and a separate set of students reporting in the PM. To accommodate this change, Instructional Assistants and Instructional Assistants Bilingual who work less than five (5) hours per day will be offered the opportunity to volunteer to work a split shift. Bargaining unit members who decide **not** to volunteer for the split shift will continue to work their contracted days and hours. Bargaining unit members who volunteer for the split shift will receive the following:

- Tuesday thru Friday work schedule (Monday’s off).
  - ❖ 7:55am to 10:55am
  - ❖ 12:10pm to 3:10pm
- Daily number of hours shall be increased to 6 hours per day (Tuesday thru Friday).
- Additional hours beyond a bargaining unit member’s contracted amount shall be compensated at a ten percent (10%) increase above the bargaining unit member’s regular rate of pay.

Instructional Assistants and Instructional Assistants Bilingual who work five (5) or more hours per day will work their regularly contracted days, however, their schedules will not change beyond the limits outlined in the Collective Bargaining Agreement.

This provision will remain in effect until the expiration of this MOU or when the District moves into a traditional school schedule (all students on campus at the same time) whichever comes first.

27) This Amendment shall not alter the terms and conditions of the Memorandum of Understanding dated August 3, 2020 except as agreed upon herein. This Amendment shall expire on June 30, 2021.

\_\_\_\_\_  
Lori Jones, Chapter President  
CSEA Chapter #362

\_\_\_\_\_  
Date

\_\_\_\_\_  
Karen Schauer, Superintendent  
Galt Joint Union Elementary School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mauricio Vides, Labor Relations Representative  
CSEA

\_\_\_\_\_  
Date



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 24, 2021	<b>Agenda Item: 202.174</b> Board Consideration of 2021 Ballot for CSBA Delegate Assembly
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

The Board may vote for up to 5 Delegate Assembly candidates.

The required candidate biographical sketch form and, if submitted, a resume is attached along with a copy of the ballot.

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 15, 2021**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of vacancies: 5 (Vote for no more than 5 candidates)

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*Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023*

*\*denotes incumbent*

Kelly Kelley (Center Joint USD)

Lisa Kaplan (Natomas USD)\*

Chinua Rhodes (Sacramento City USD)

Ed Short (Folsom Cordova USD)\*

Only four nomination were received; however your board may vote to write in the name a board member to fill this second seat.

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*



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**REGION 6 – 18 Delegates (11 elected/7 appointed)◆**

**Director: Darrel Woo (Sacramento City USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

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**Subregion 6-A (Yolo)**

Jackie Wong (Washington USD), term expires 2022

**Subregion 6-B (Sacramento)**

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2021

Michael A. Baker (Twin Rivers USD)◆, appointed term expires 2021

Christopher Clark (Folsom-Cordova USD), 2022

Pam Costa (San Juan USD)◆, appointed term expires 2021

Craig DeLuz (Robla ESD), term expires 2022

Basim Elkarra (Twin Rivers USD), term expires 2021

John Gordon (Galt Joint Union ESD), term expires 2021

Lisa Kaplan (Natomas USD), term expires 2021

Mike McKibbin (San Juan USD)◆, appointed term expires 2022

Edward (Ed) Short (Folsom-Cordova USD), term expires 2021

Bobbie Singh-Allen (Elk Grove USD)◆, appointed term expires 2022

Vacant (Sacramento City USD)◆, appointed term expires 2021

Vacant (Sacramento City USD)◆, appointed term expires 2022

Vacant, term expires 2021

**Subregion 6-C (Alpine, El Dorado, Mono)**

Misty diVittorio (Placerville Union ESD), term expires 2022

Suzanna George (Rescue Union ESD), term expires 2021

**County Delegate:**

Shelton Yip (Yolo COE), term expires 2022

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**Counties**

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

# Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a post mark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:

Kelly Kelley

Digitally signed by Kelly Kelley  
DN: cn=Kelly Kelley, o=Center Joint Unified School District,  
ou=Board Trustee, email=kelly@centerusd.org, c=US  
Date: 2020.11.20 11:25:03 -0800

Date: 11/20/20

Name: Kelly Kelley

CSBA Region & subregion #: 06-B

District or COE: Center Joint Unified School District

Years on board: 8

Profession: Analyst

Contact Number (  Cell  Home  Bus.): 916.997.4877

Primary E-mail: kkelley@centerusd.org

Are you an incumbent Delegate?  Yes  No If yes, year you became Delegate: \_\_\_\_\_

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

CSBA provides invaluable support to LEAs, and participating at a deeper level will benefit our District. I currently work for the California Department of Public Health, which gives me a unique perspective and experience in navigating the health and safety of our students and staff. Additionally, I have eleven years of experience working for a school District where I worked with Maintenance & Operations, Finance and Student Services. I am passionate and knowledgeable about education and the management of a District, and this affords me the opportunity to provide my community a valuable service. I'm ready to take that advocacy to a new level.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have participated on the local Board for eight years. I've attended the county CSBA events, reviewed CSBA materials and attended the Annual CSBA conference. I've also represented other organizations such as Girl Scouts, International Association of Administrative Professionals and Classified School Employee's Union as a chapter officer, delegate, national delegate and in other capacities.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Recovering from the effect of COVID-19 on school's finances is more than a challenge. However, this crisis also presents significant opportunity to leverage the response resources to advance California schools in many areas such as health, safety, technology, alternative educational delivery systems, and facilities improvement. CSBA is positioned to provide guidance to LEAs on how to take advantage of the available resources and to advocate for more resources that will help our schools be better-prepared for future emergencies as well as improve our every-day educational delivery systems and curricular options.

# Delegate Assembly Biographical Sketch Form for 2021 Election



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**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature:  Date: January 5, 2021

Name:	<u>Lisa M. Kaplan</u>	CSBA Region & subregion #:	<u>6-B</u>
District or COE:	<u>Natomas Unified School District</u>	Years on board:	<u>18</u>
Profession:	<u>Education Attorney</u>	Contact Number ( <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.):	<u>916-996-1474</u>
Primary E-mail:	<u>kaplan4kids@gmail.com</u>		
Are you an incumbent Delegate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, year you became Delegate:	<u>2009</u>

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I firmly believe it is my responsibility to use my knowledge of the law, policy and budget for the greater good to benefit all of Natomas' children, and as a delegate - all children in California. For the past 20 years, I've either worked at the California State Capitol, as a lobbyist or education attorney. This area of expertise and knowledge is so important to effect change at the state level. I also bring a wealth of experience as an active member of Delegate Assembly having served as chair of nominating committee, member of the CSBA Leg committee, member of the governance review team and many other committees. This level of experience is invaluable so I can pass my knowledge and expertise to the next generation of school board members. All together my knowledge and vast experience will serve to benefit CSBA and all our students and that is why I wish to remain a delegate and hope to have your vote.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

Currently, I'm an attorney and governmental affairs consultant representing school districts, companies specializing in K-12 issues including but not limited to, special education, construction, bond financing, selling surplus property, as well as drafting legislation. As a currently delegate, I participate in delegate meetings, but also attend 2-3 meetings a year with our local Region 6, and as described above - I've served on numerous committees as a delegate. In Natomas, I have served on the facilities planning committee while we were a fast growing district, the district safety committee, budget committee, nutrition committee and have actively volunteered to help pass 4 bonds. For the past 7 years, I've funded a scholarship to provide chromebooks to low-income, foster and homeless students, and actively volunteer at our local food pantry that is run out of one of our high schools.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

The biggest challenges facing local boards at this moment is tackling the numerous issues as a result of the current pandemic. Most importantly districts are facing hard choices regarding safely reopening schools, making sure the effects of learning disruption are adequately addressed, including the student populations most negatively effected, potential budget cuts, the changing learning atmosphere as a result of distance learning and need to address connectivity and access to technology - and so many other items. As we move beyond this pandemic, CSBA must lead and advocate to fully fund education at a level compriable to other states...not in the bottom 10. It is no longer acceptable to fund education in CA around the 42nd in the Nation. CSBA can continue to push our grass roots plan, and pressure our state leaders to fully fund education. However, that in an of itself is going to be a challenge with the current budget, divergent top priorities of every elected and the fact that the required retirement pre-funding is going to bankrupt many school districts. As a delegate, I look forward to working to resolve these issues.

# Delegate Assembly Biographical Sketch Form for 2021 Election



**Deadline: Thursday, January 7, 2021 | No late submissions accepted**

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ed Short

Date: 01/07/2021

Name: Ed Short

CSBA Region & subregion #: 6-B

District or COE: Folsom Cordova USD

Years on board: 18

Profession: Engineer Contact Number (  Cell  Home  Bus.): 916- 591-6850

Primary E-mail: eshort@fcusd.org

Are you an incumbent Delegate?  Yes  No If yes, year you became Delegate: 2010

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I believe, I can help make a difference in CSBA's policy making that will positively impact the public education system. Furthermore, the regional connection with other surrounding school board members help me to learn best or bad practices that can be shared with my district.

I feel being a delegate helps increase my effectiveness in advancing public education priorities and my community involvement by increasing my sphere of influence.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Fight for educational reform and make sure our teachers have the tools they need to teach and our kids have the resources they need to learn.

Provide equal and relevant educational opportunity which will prepare all our kids for the 21st century and that meet or exceed the needs for local/Regional/Statewide employers.

I am personally involved in local non-profit organizations that support kids in their success in education and lives.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

#1: Recovering and getting through the impacts by the pandemic is our number one challenge! Coupled with staffing shortages through the track and trace and quartine requirements. Teacher and resource shortages has been a major challenge to maintain in-person hybrid classes. I believe we can find ways to get kids back to in-petson school safely. Keeping our staff and teachers safe as essential workers. CSBA can help districts with the creation of standard safe hybrid plans, advocate to the State that school staff and teachers are essential and possibly creating a pool of substitute teachers that districts can pull from.