

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

Regular Board Meeting
Wednesday, March 22, 2017
5:45 p.m. Closed Session
7:00 p.m. Open Session

Greer Elementary School Bright Future Learning Center
248 West A Street

AGENDA

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

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

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

A. 5:45 p.m. – Closed Session: Greer Elementary School Bright Future Learning Center

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

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

2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,
Government Code §54957

3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent

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

D. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.

E. Recognition

1. Lake Canyon Elementary School: California Department of Education
State Schools Chief Honors California Green Ribbon Schools Award
Winners

F. Reports

LCAP GOAL 1

Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.

LCAP GOAL 2

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

LCAP GOAL 3

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

1. California School Dashboard – A Continuous Improvement Tool
2. SXSWEdu Conference: Pre-K-University Teamwork for College, Career and Life Success
3. Multi Tiered Systems of Success (MTSS) Strategic Planning and Student Support Services

LCAP GOAL 4

Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21st Century Learning.

1. Facilities and General Obligation Bond Next Steps

G. Recommended Actions

1. Routine Matters/New Business

131.839 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: March 6, 2017 Special Meeting

Minutes: March 22, 2017 Regular Board Meeting

c. Payment of Warrants:

Vendor Warrant Numbers: 17331876-17331939, 17332926-17332987, 17333971-17334072, 17335233-17335318

Certificated/Classified Payrolls Dated: 2/28/17, 3/10/17, 3/13/17

d. Personnel

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

e. Donations

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

CC
Items Removed

131.841	Board Consideration of Approval of Citizen Oversight Committee Member For Measure K	MOTION
131.842	Board Consideration of Approval of Board Policy (BP) 3461 Debt Management Policy	MOTION
131.843	1 st Reading of Board Policy (BP) 4354 Health and Welfare Benefits	NO ACTION

H. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement
3. Innovation Mini Grants

I. Public Comments for topics not on the agenda

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

J. Adjournment

The next regular meeting of the GJUESD Board of Education: March 22, 2017

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

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

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



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano <ul style="list-style-type: none"> ▪ 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 3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957 <ul style="list-style-type: none"> ▪ Superintendent 	



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: Recognition
Presenter: Karen Schauer	Action Item: Information Item: XX
<p>Lake Canyon Elementary School: California Department of Education State Schools Chief Honors California Green Ribbon Schools Award Winners</p> <p>The Green Ribbon Award honors schools that conserve resources while promoting health and environmental literacy.</p>	



Home / Newsroom / News Releases / Year 2017

**California Department of Education
News Release**

Release: #17-18

March 3, 2017

Contact: Charlene Cheng

E-mail: communications@cde.ca.gov

Phone: 916-319-0818

State Schools Chief Honors California Green Ribbon Schools Award Winners

SACRAMENTO —State Superintendent of Public Instruction Tom Torlakson today nominated three California school districts and two individual schools to compete in the U.S. Department of Education Green Ribbon Schools (ED-GRS) recognition program, which honors schools that conserve resources while promoting health and environmental literacy.

“These schools and districts serve as role models for their students in two important ways,” said Torlakson, who started his public service career as a high school science teacher and coach. “First, they manage their own facilities wisely by saving energy, conserving water, and reducing their impact on the environment. Next, they provide innovative education programs that teach students about nature, the importance of clean air and water, and how to make good choices to preserve the environment for future generations.”

Torlakson said this is especially important now that the environment is facing so many threats, such as climate change. “These schools follow and advance a proud California tradition of caring for the environment and preserving our state’s stunning, natural resources that are celebrated and known throughout the world,” he said.

The nominees are:

- Culver City Unified School District, Los Angeles County
- Montecito Union School District, Santa Barbara County
- Redondo Beach Unified School District, Los Angeles County
- Yosemite High School, Merced, Merced County
- The Thacher School (private), Ojai, Ventura County

The schools and districts were also named "Green Achievers," the highest honor in the California Green Ribbon Schools recognition program.

"Through their environmental practices, the schools and districts we honor today are teaching students to be responsible stewards of our precious resources," Torlakson said. "I commend their commitment to instill policies and habits that will continue our forward progress in establishing healthy campuses and communities."

Green Ribbon Schools demonstrate exemplary achievement in three "pillars." Pillar I: reduce environmental impact and costs; Pillar II: improve the health and wellness of schools, students, and staff; and Pillar III: provide effective environmental education that teaches many disciplines and is especially good at effectively incorporating science, technology, engineering, and mathematics (STEM) education, civic skills, and green career pathways.


The California Green Ribbon Schools recognition award uses the applications submitted for nomination to ED-GRS to recognize schools and school districts for environmental excellence. Private school awards are conferred by the California Association of Private School Organizations (CAPSO).

California is one of 29 nominating authorities, including 28 states and the U.S. Department of Defense Education Activity that nominated schools and districts for federal recognition this year. The U.S. Department of Education will confirm state nominees on April 24, 2017. California's continued participation and leadership in the program is a recommendation of Torlakson's Environmental Literacy Task Force.

Details on each California nominee are below. For more information, please visit the California Department of Education's [Green Ribbon Schools Award Program](#) Web page and download [A Blueprint for Environmental Literacy: Educating Every Student In, About, and For the Environment](#).

California's ED-GRS Nominees

Culver City Unified School District, Los Angeles County

CCUSD's Environmental Sustainability Committee has worked for more than six years to foster a culture of sustainability. During the 2011-12 school year, the committee launched the "Green5" co-curricular sustainability education program to increase awareness amongst students and staff about the "Five Rs:" Reduce, Reuse, Recycle, Ride, and Rethink. Energy efficiency is bolstered by a 750 kilowatt solar photovoltaic system that meets 82 percent of energy needs at the district's main campus. CCUSD was an early adopter of the California [Education and the Environment Initiative \(EEI\)](#)  curriculum.

Montecito Union School District, Santa Barbara County

MUSD's school greening efforts have been guided by a comprehensive Sustainability Plan since 2011, creating a focused roadmap framed by the Three Pillars of Green Ribbon Schools. Efforts include programs to improve composting and recycling efforts at lunchtime, invigorate the environmental education curriculum, and build partnerships in the community. Funding from the *California Clean Energy Jobs Act (Proposition 39)* jump started school investment in a high-efficiency LED lighting retrofit. MUSD earned CA-GRS Bronze Level recognition in 2015 and Gold Level recognition in 2016.

Redondo Beach Unified School District, Los Angeles County

RBUSD is committed to ensuring student and staff safety at school and in the home, promoting excellence in teaching and learning in modernized school facilities that provide model learning environments, maintaining high academic expectations for all students, and enhancing partnerships with the larger community. Many new facilities are Leadership in Energy and Environmental Design (LEED) certifiable or certified, and each school campus houses solar shade structures. RBUSD earned CA-GRS Gold Level recognition in 2016. Several district schools earned recognition in 2016 and 2017.

Yosemite High School, Merced Joint Union High School District, Merced County

Yosemite High School (YHS) serves the whole child with a Coordinated School Health approach; students have daily access to a registered nurse, a health aide, and a counselor. Students lead the school vermicomposting program and a collaboration with Tree Partners USA has helped YHS to select regionally appropriate plantings in an effort to reduce the heat island effect. YHS has a training solar array on campus. This equipment engages students in project-based learning by affording them the opportunity to assemble and disassemble a solar panel just outside their classroom doors. The demonstration system has the capability to produce a total of 4.16 kilowatts. Students in the Green Technology and Energy Conservation (GTEC) pathway have presented information to the school board demonstrating that a switch to solar could result in an annual savings of \$40,000.

The Thacher School, Ojai, Ventura County

Thacher's tradition of helping students build a deep connection to nature is finding new expression along the journey to make the campus into a model of sustainability. Thacher has adopted *The Whole-School Sustainability Framework* (PDF) and aligned it to a sustainability action plan so that, along with the U.S. Department of Education Green Ribbon Schools criteria, the school can tackle sustainability from all angles. In June 2016, a new solar farm went live, providing 92 percent of the school's electricity needs. Water conservation projects have also sprung up all around campus, including rainwater catchment systems, greywater systems in all school dormitories, and xeriscaping projects on school grounds.

California Green Ribbon School Additional Awardees

Public Schools

- Adams Middle School, Redondo Beach Unified (Gold)
- Quail Lake Environmental Charter School (Gold)
- Redondo Union High School, Redondo Beach Unified (Gold)
- Rogers Middle School, Long Beach Unified (Gold)
- Sunset Elementary School, San Francisco Unified (Gold)
- Alameda Science and Technology Institute, Alameda Unified (Silver)
- Alta Vista Elementary School, Redondo Beach Unified (Silver)
- Birney Elementary School, Redondo Beach Unified (Silver)
- Casey Elementary School, Rialto Unified (Silver)
- Franklin Classical Middle School, Long Beach Unified (Silver)
- Goethe International Charter School, Los Angeles Unified (Silver)
- Great Oak High School, Temecula Valley Unified (Silver)
- Kumeyaay Elementary School, San Diego Unified (Silver)
- Lake Canyon Elementary School, Galt Joint Union Elementary (Silver)
- Meiners Oaks Elementary School, Ojai Unified (Silver)
- Monterey Road Elementary School, Atascadero Unified (Silver)
- Palos Verdes High School, Palos Verdes Peninsula Unified (Silver)
- Charles W. Eliot Middle School, Pasadena Unified (Bronze)
- Kimbark Elementary School, San Bernardino City Unified (Bronze)
- Madison Elementary School, Redondo Beach Unified (Bronze)
- Tulita Elementary School, Redondo Beach Unified (Bronze)
- Sunset High School, Del Norte County Unified (Bronze)

Districts

- Las Virgenes Unified School District, Los Angeles County (Gold)
- Rialto Unified School District, San Bernardino County (Gold)
- Sacramento City Unified School District, Sacramento County (Gold)
- Tahoe-Truckee Unified School District, Placer County (Gold)
- Cypress School District, Orange County (Bronze)

Private Schools

- Maple Village Waldorf School, Los Angeles County (Gold)
- Pacific Ridge School, San Diego County (Gold)
- Woodside Priory, San Mateo County (Gold)
- Ojai Valley School, Ventura County (Gold)
- Turning Point School, Los Angeles County (Silver)
- St. James Academy, San Diego County (Bronze)

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Tom Torlakson — State Superintendent of Public Instruction
Communications Division, Room 5602, 916-319-0818, Fax 916-319-0100



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

LCAP GOAL 1

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LCAP GOAL 4

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1. Facilities and General Obligation Bond Next Steps



LCAP GOAL 3

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1. California School Dashboard – A Continuous Improvement Tool:
Karen Schauer, Superintendent and Claudia Del Toro-Anguiano, Director of Curriculum

The Dashboard was launched last Thursday. An overview report will be presented.

2. SXSW Edu Conference: Pre-K-University Teamwork for College, Career and Life Success:
Karen Schauer, Superintendent, Donna Mayo-Whitlock, Educational Services Director, David Nelson, Principal, Julie Grandinetti, Assistant Principal and Jennifer Collier, Extended Learning Supervisor

The March 6th-9th conference, school visitation and meeting included a school district team attending forward thinking conference sessions to strengthen personalized learning efforts. The final day included a Pre-K-12 meeting and school visitation. Jim Dragna, California State University Sacramento, attended the conference and school visitation as part of the GJUESD team.

Karen Schauer and the GJUESD team will update the board on conference sessions and Pre-K through university articulation considerations.

Attachments:

1. IDEA Public Schools: PK-12
2. Real World Scholars: PK-12 Student Run Businesses & Entrepreneurialism
3. Destination Known: College and Career Readiness

3. Multi Tiered Systems of Success (MTSS) Strategic Planning and Student Support Services: Jamie Hughes, Special Education Administrator and Donna Whitlock, Educational Services Director

During 2016-17, school district representatives have been working together to develop a Strategic Plan to support a Multi-Tiered Systems of Success model reflective of State guidelines. Strategic Planning progress will be presented.

In addition, the range of support services and programs to support higher needs learners and a personalized MTSS model will be shared. The attached matrix includes: 1) services or program, 2) description, 3) learners served and 4) funding source.

Getting to Know the California School Dashboard



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

10 Indicators of School Success

State Indicators

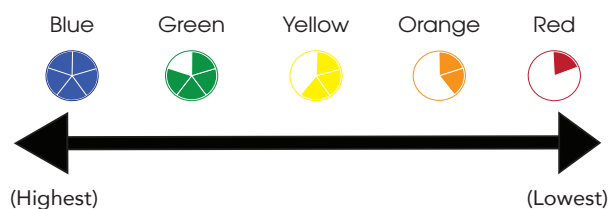
- **SIX** indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

- Based on information collected statewide.

- Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

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



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

Local Indicators

- **FOUR** indicators based on information collected by school districts, county offices of education and charter schools.

- ★ Basic Conditions
 - Teacher qualifications
 - Safe and clean buildings
 - Textbooks for all students
- ★ Implementation of Academic Standards
- ★ School Climate Surveys
- ★ Parent Involvement and Engagement

- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.

- Met
- Not met
- Not met for two or more years

- School and student group information is not available for local indicators.

Continued on the next page.

Getting to Know the California School Dashboard Continued.

The California School Dashboard provides four different reports that allow custom views of school success. Users can also look at performance of all student groups on a single indicator by clicking on that indicator. Clicking on a single student group shows the performance of that student group across all six state indicators.

4 Reports Provide Custom Views of School Success

Equity Report

Status/Change Report

Detailed Reports

Student Group Report

Equity Report

Shows:

- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

Allows selection of information by indicator

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	4
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	Met		
Implementation of Academic Standards	Not Met		
Parent Engagement	Not Met for Two or More Years		
Local Climate Survey	Met		

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.2%	Increased +0.3%
English Learner Progress (K-12)		Very High 90.2%	Increased +2.7%
Graduation Rate (9-12)		High 93.1%	Declined -1.5%
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		Very High 49 points below level 3	Maintained +6.2 points
Mathematics (3-8)		High 31 points above level 3	Increased +6.5 points

Status/Change Report

Shows for each state indicator:

- All student performance
- Status (Current Performance)
- Change (Difference from Past Performance)

Detailed Reports

- Shows information about performance over time on state indicators
- Shows the locally collected performance information on the local indicators
- Organized into three categories:
 - Academic Performance
 - School Conditions and Climate
 - Academic Engagement

Student Group Report

- Shows the performance of all students and each student group on the state indicators
- Allows selection of student groups by performance level
 - Blue/Green (i.e., meeting standards)
 - Yellow
 - Red/Orange

More information at: www.caschooldashboard.org

**California School Dashboard
GJUESD**

Overall Performance Level for State Indicators							
	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	College/Career Indicator	Academic Indicator - English-Language Arts/Literacy	Academic Indicator - Mathematics
GJUESD	N/A			N/A	N/A		
Greer	N/A			N/A	N/A		
Lake Canyon	N/A			N/A	N/A		
Marengo Ranch	N/A			N/A	N/A		
River Oaks	N/A			N/A	N/A		
Valley Oaks	N/A			N/A	N/A		
McCaffrey	N/A			N/A	N/A		

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



IDEA Public Schools believes that each and every child can go to college. IDEA has grown from a small school with 150 students to the fastest-growing network of tuition-free, Pre-K-12 public charter schools in the United States. IDEA was named America's Best Charter School Network by The Eli & Edyth Broad Foundation and was recently named among the best high schools in the nation by *US News and World Report* and *The Washington Post*.

2016-17 NETWORK PROFILE



51

Free Public Schools



PK-12

Grade Levels



Nearly

30K

Students



88%

Low-Income



100%

College-Bound

IDEA IS A PUBLIC SCHOOL

Charter schools, such as IDEA, are tuition-free public schools with the freedom to be more innovative, while being held accountable for improved student achievement. They are **open to all students** and held to the same academic standards of traditional public schools.

IN TEXAS AND BEYOND

IDEA Public Schools was founded in the Rio Grande Valley in 2000. Since then, we have opened schools in Austin and San Antonio. By 2022, IDEA will operate 173 schools preparing to serve **nearly 100,000 students and families**. With new and continued growth scheduled within Texas and beyond, IDEA is responding to the demand for more high-performing public schools, making us the fastest-growing, highest-achieving charter school network in the country.

COLLEGE IS KEY

IDEA focuses on **college acceptance and matriculations** because we believe the education is the single most effective anti-poverty strategy that we possess as a nation. Today, only 8% of low-income minority students are graduating from college within six years*. IDEA is changing this.

IDEA GRADUATES SUCCEED

Since 2000, we have had ten classes of graduating seniors, **100% of whom have been accepted to a college or university**.

Getting to college is only half the battle. **Getting through college is the goal**. To date, IDEA alumni are graduating college at a rate three times the national average for low-income students*.

GET INVOLVED

To join the IDEA community, attend an event, visit a campus, make a donation, or get involved in other ways, please contact **Rebekah Anthony, Director of Advancement**, at **512-468-8178** or at rebekah.anthony@ideapublicschools.org

* To learn more about Texas four-year and six-year graduation rates, visit the Texas Tribune: <https://www.texastribune.org/education/public-education/8th-grade-cohorts/about/>

IDEA AUSTIN

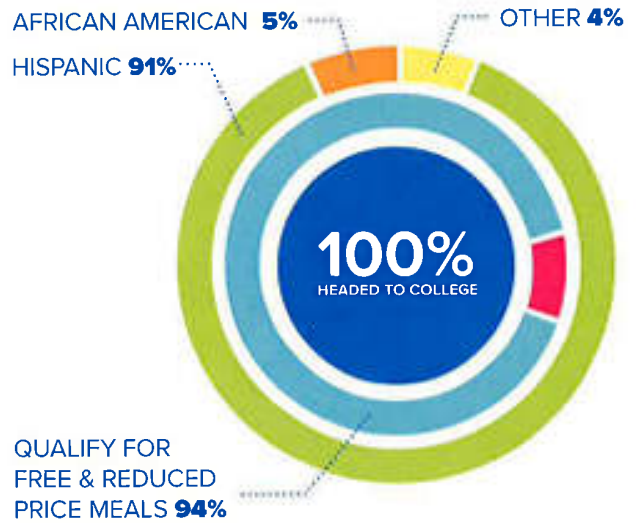
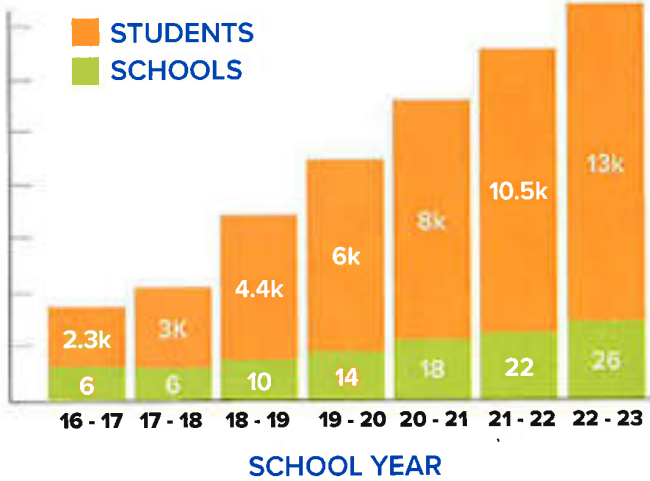
IDEA Austin has been serving students and families in the Austin community since 2012. Today, IDEA operates six schools throughout East Austin, Rundberg, and Bluff Springs neighborhoods and has plans to expand to 26 schools by 2022 thanks to initial support from a local foundation and other community leaders.

“IDEA Public Schools has struck the right balance in its plans to expand in the Austin area...competing on its merits, record and community efforts.”

— *Austin American Statesman* editorial board, 2016

OUR STUDENTS

Today, we serve 2,300 students. In 2019, IDEA will graduate its first class of seniors and 100% of them will be accepted to college. By 2022, IDEA Austin will operate 26 schools preparing to serve nearly 20,000 students in grades K-12.



IDEA AUSTIN CAMPUSES



IDEA AUSTIN'S BOARD OF DIRECTORS

- Larkin Tackett**
Executive Director, IDEA Public Schools
- Al Lopez**
Economic Growth Business Incubator
- Yolanda Davila**
BBVA Compass Bank
- Rex Gore**
PJS, Inc.
- Barbara Knaggs**
Community Volunteer
- Anna Hansen**
Community Volunteer
- William "Teddy" McDaniel III**
Austin Area Urban League
- Richard Reddick**
The University of Texas at Austin
- Lizzette Reynolds**
Foundation for Excellence in Education
- Juno Simmons**
Google

IDEA has a Regional Office in Austin: 2800 South IH 35, Suite 265, Austin, Texas 78704

www.ideapublicschools.org | rebekah.anthony@ideapublicschools.org

Our Mission

Since launching the first **EdCorp** in a Chemistry class at High Tech High in 2015, we knew that an authentic audience had a profound impact on the classroom. Students came to life when their work was destined for a real customer rather than a parent's desk. They took ownership of their learning and discovered skills and passions that they didn't even know they had. At **RWS**, we give teachers everything they need to create the same experience in their classroom and introduce entrepreneurship to their students in a way that cultivates creativity, collaboration, community and 21st century skills.

What We Do



Funding Every class receives yearly funding so that students can experiment with new ideas and run the business. With Class Wallet, we fund teachers in a way that makes their funding easy to use without POs or reimbursements.



Platform Our digital platform helps students build their own e-commerce website and sell their product to real customers!



Hosted Banking Between online sales and credit card purchases, we host all of the accounting so teachers don't have to worry about sales tax or liability. Whenever the teacher is ready, they can cash out!



Virtual Mentors With **Nepri**, students can work with industry experts to navigate everything from STEM related product design to marketing their business.



Staff Support Think of us as a team of consultants working to expand the possibilities for your students. We work with every class to make sure their unique vision comes to life.



EdCorps Marketplace The Marketplace will help drive traffic to your students' website. With 40K in Google Ad space spent a month, we will help bring the authentic audience (i.e. customers) to you!



An Education Corporation (EdCorp) is a web-based, student-run business that operates out of a PK-12 classroom as a way to foster real world skills

www.edcorp.org

EdCorps in Action

This year, over **6,000 PK-12 students** across 30 states launched **178 EdCorps** in classrooms ranging from STEM to Humanities. Because the platform is flexible, every EdCorp looks different!

Sugar Kids Beauty

www.sugarkidsbeauty.com

Ashley Greenway's 1st graders have sold over 20K in sugar scrubs that they make by growing herbs, distilling their own essential oils, and calculating their own profit margins. Students run the entire business, distribute to local retail locations and have been recognized by the Georgia State Legislature.



Treehouse 37

www.treehouse37.com

Started by a 12th grade Engineering class, Treehouse 37 specializes in producing high quality furniture. When their first semester resulted in a sold production schedule, the students crafted a new business model that allowed them to work directly with customers to create custom pieces. They also work with local breweries to repurpose wine barrels into unique adirondack chairs



Destination Known

Valuing College AND Career Readiness in State Accountability Systems



CCSSO 
Council of Chief State School Officers

ESG | Education
Strategy
Group

The destination is known:

success for all students in life after high school. Students will take multiple paths to get there, and most will need postsecondary education or training beyond high school to have rewarding careers. States' education strategies and accountability systems must support this by more accurately measuring and more prominently valuing college and career readiness.

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Executive Summary

The economic future of the country rests on students' ability to develop the knowledge and skills and earn the postsecondary credentials necessary to meet workforce demands of the future. According to economic projections, the country needs to dramatically increase—from 50 to 65 percent—the working age population that possesses a degree, certificate or other high-quality postsecondary credential to meet future workforce needs.¹ While recent trends show a slight increase, states still have a long way to go. Only six states have current attainment rates above 50 percent, and every state will need to increase its success by more than one percentage point each year to meet the national mark by 2025.²

The challenge is more than just an issue of economic competitiveness; it's an issue of equity—as fewer youth from traditionally underserved subgroups transition to and successfully complete postsecondary education and training. These youth are at a significant disadvantage in their ability to successfully engage in the economy of the future. Nearly all of the jobs created during the recovery from the Great Recession have gone to workers with some college education or training, leaving behind those with a high school diploma or less.³ This trend is confirmed in employer surveys that indicate students with only a high school education have significant skill gaps that make them less marketable in the workforce.⁴

America's growing national skills and attainment gaps necessitate that state K-12 systems prepare more students for success in college *and* career. State education leaders recognize the challenge and are committed to dramatically increasing the number of students that graduate high school well prepared to attain a postsecondary credential with labor market value. In developing their Every Student Succeeds Act (ESSA) plans, many states are considering how to include important measures of college- and career-readiness in their K-12 accountability systems. Data drives action, and right now, data on the most critical outcome of the K-12 system is largely absent. States need this information to support students on their path toward success beyond high school.

States have an immense opportunity to refine their accountability systems to focus on preparing students for both college and careers. State leaders can and should develop systems of accountability and support that drive toward that vision. States are right to double down on student preparation—by increasing access, providing targeted supports, and holding

all schools accountable for the success of all students—to meet the future workforce projections and close the skills gap. In preparing all youth for success beyond high school, states will fuel their economic engine.⁵

Valuing Career Readiness in Accountability

In 2014, Council of Chief State School Officers' (CCSSO) Taskforce on Career Readiness released a pivotal report calling on states to make career readiness more meaningful in their accountability systems. As *Opportunities and Options: Making Career Preparation Work for Students* succinctly summarizes, “What’s measured gets valued by schools, but most state accountability systems today don’t measure or value career readiness. Given the critical role that accountability systems play in signaling priorities and driving resources, states must expand these metrics to emphasize readiness for both college *and* careers.”

Under No Child Left Behind (NCLB), graduation rates and test scores were the predominant measures of student success, with little attention to indicators that reflect students' successful transition to postsecondary education and training opportunities.

Since the passage of NCLB, states have slowly added college and career readiness measures to their accountability systems. Currently, over half the states publicly report on measures of college and career readiness and 17 states include at least one measure of career readiness in school accountability determinations. The approach to and quality of those measures vary widely.

For example,

- Fewer than 20 of states publicly report how many students completed a rigorous sequence of classes that research indicates will prepare students for success in college and career.⁶
- While approximately 20 state accountability systems include information about students earning postsecondary credit while in high school in their accountability determinations, through dual credit, Advanced Placement (AP) or International Baccalaureate (IB), only 11 states include information on students earning any industry certification—and even fewer include industry-recognized credentials—in their accountability system.⁷
- Only thirty states and the District of Columbia make explicit in public reports the percentage of students that have scored at the college- and career-ready level on the state’s high school assessment, and even fewer states report career pathway-aligned demonstrations of readiness.⁸
- Fewer than five states publicly report any measure of a student’s learning outside the classroom, leading to a limited understanding of the development of professional skills through long-term work-based learning opportunities.⁹
- Publicly-reported, student-level information on transitions into postsecondary certificate or registered apprenticeship programs, military, and even employment is nearly nonexistent in states.

Without a clear focus on career readiness in state accountability systems, educators, parents, policy makers and other key stakeholders lack the information and incentives necessary to make career preparation a priority for all students.

This informational gap leaves parents and policymakers in the dark about students’ college- and career-readiness—and may not lead educators to prioritize the actions that are most predictive of long-term success beyond high school.

A Path Forward

While accountability is not a silver bullet, it is apparent that educators and students respond to clear goals, transparent data and systems that highlight success and identify underperformance. In particular, accountability can provide useful information to help school and state leaders understand where there are gaps in performance of specific student groups. This information can lead to critical actions, such as increasing access to college-level coursework, developing opportunities to gain career certificates that have value in the workplace, and

offering targeted student supports to meet college- and career-ready expectations on assessments that are validated by higher education and industry.

ESSA presents states with a critical opportunity to design a truly college- and career-ready K-12 education system, with an accountability system that fully captures and values student preparation. Each state has the opportunity to include measures of college and career readiness as an indicator of “school quality or student success.” Further, states have increased flexibility to design and financially support student preparation for and transition to postsecondary education and training.

CCSSO launched a Career Readiness Initiative in 2015 to support states in following through on the recommendations outlined in the Opportunities and Options report. In 2016, JPMorgan Chase collaborated with CCSSO, Education Strategy Group (ESG) and Advance CTE in its New Skills for Youth Initiative to dedicate \$33 million in grant funding to help states turn their visions for transforming career readiness into a reality. To help inform this work, ESG convened an Accountability Workgroup of state and national experts with a clear charge: provide guidance on the measures states should adopt to make college and career readiness the main driver of accountability systems.

In identifying potential measures, the Accountability Workgroup placed emphasis on measuring college and career readiness together, rather than as separate components. If the goal is for all students to be college- and career-ready, then it is paramount that state systems promote and capture students’ demonstration of that preparation through multiple means. This is especially true given our growing understanding that “college and career readiness” means the development of academic, technical and professional skills. These skills are obtained and demonstrated through completion of rigorous coursework, long-term co-curricular experiences and meaningful assessments, and they are ultimately validated by a student’s successful transition to life beyond high school.

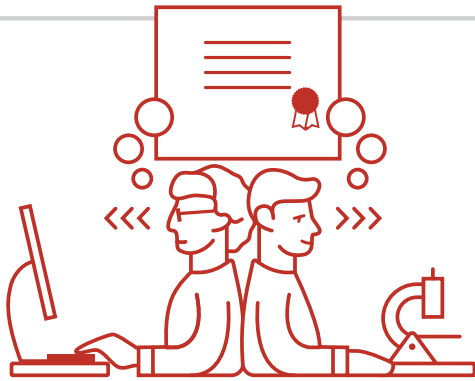
Separating measures of college and career readiness can present a false choice to students, parents, educators and the public—especially as the new economy demands all students to receive some education or training beyond high school.

Recommended Measures of College and Career Readiness (CCR)

Drawing upon this vision, the Workgroup recommended four measures that all states should consider including in their high school accountability systems. The four categories outlined on the following page are a much more robust set of measures than those currently in place in most states and are consistent with the goals and intent of ESSA.

Recommended College and Career Readiness Measures

Progress Toward Post-High School Credential



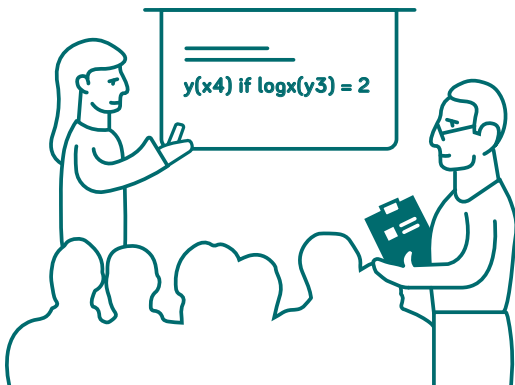
Student demonstration of successful progress toward credentials of value beyond high school. At a minimum that means completion of a validated college- and career-ready course of study. It should also include whether students completed a rigorous pathway¹⁰ and earned postsecondary credit while in high school. Rather than focus solely on whether a student graduates, this is a critical measure of whether a student is graduating prepared for the next step. Research suggests completion of rigorous coursework—including career pathways and dual credit—is highly correlated with student success beyond high school.¹¹

Co-Curricular Learning and Leadership Experiences



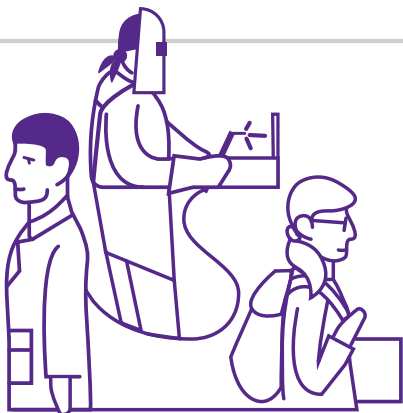
Student completion of state-defined co-curricular experience(s) aligned to students' academic and career plans. This would include an evaluation that the student met expectations and gained the professional skills necessary for success in college and careers. Learning and Leadership experiences include extended work-based learning, service learning or co-curricular activity, such as participation in state career technical student organization competitions.

Assessment of Readiness



Students scoring at the college- and career-ready level on assessment(s) that are validated by higher education and industry. In many states, the proficiency cut point on the high school assessment does not indicate college and career readiness, so an accurate examination of readiness for the next level is critical, including assessments that provide value to students' paths into education, training and the workforce beyond high school. Advanced Placement, International Baccalaureate, industry recognized credentials, technical skills assessments and other performance-based demonstrations of students' knowledge and skills should be incorporated to provide valuable insight into student progression toward college and career in their chosen pathway.

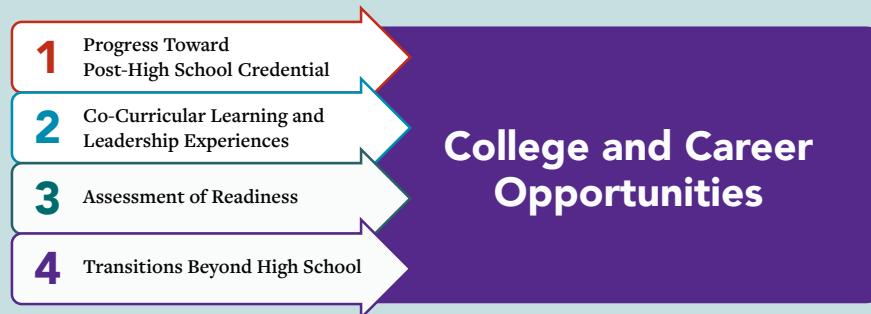
Transitions Beyond High School



Successful student transition to postsecondary education, training or the workforce within 12 months of graduation. Examining the quality of each of these transitions is critical to ensure that alignment between K-12, higher education and workforce exists and that students are placed into situations that promote their ability to realize long-term economic success. This means enrollment in higher education without the need for remediation, engagement in high-quality registered apprenticeship certificate programs, military enlistment, or employment in state-defined in-demand fields.

FIGURE 1

Recommended College and Career Readiness Measures



Opportunities for States to Incorporate the Recommended CCR Measures

There are three main ways that states can work to integrate the recommended college and career readiness measures into their overall accountability system: public reporting, goal setting and school accountability determinations. The Accountability Workgroup recommends that states consider the following steps:

HIGHLIGHT CCR MEASURES IN HIGH SCHOOL PUBLIC REPORT CARDS

Every state has mechanisms in place today for publicly reporting how its schools are performing, including school report cards that give parents and community leaders critical information on how each school performs on a common set of indicators. Unfortunately, very few school report cards include meaningful measures of college and career readiness. States should report information about student performance in each of the four recommended areas, either through incorporating the measures into the federally-required school report cards or creating a College and Career Readiness and Success Feedback report for each high school. For instance, **Kentucky** reports on the post-high school outcomes of students in college and the workforce by level of preparation in high school. Public reporting is a foundational step in creating a college- and career-ready accountability system—and one in which systems are already in place to support immediate state action. In fact, there are many additional indicators—measuring college and career readiness and otherwise—that may be best handled through public reporting, rather than inclusion in school accountability determinations. Students, parents, educators, policymakers and the public all want more information about the success of the K-12 system in preparing youth for life beyond high school. States can and should provide that information.

ALIGN K-12, HIGHER EDUCATION AND WORKFORCE GOALS

Integrating ambitious goals into state education policy is a fundamental step to galvanize change and realize system improvement. States can leverage the ESSA opportunity to inspire and support successful transitions to college, career, and life for all youth. This means statewide agreement on the critical components of student

Very few school report cards include meaningful measures of college and career readiness

preparation; implementing ambitious and achievable goals that are aligned across K-12, higher education, and workforce systems; and, monitoring progress against annual milestones to highlight success and bring support and resources to bear in areas of struggle. For instance, **Tennessee** has included postsecondary attainment as one of its K-12 state goals under ESSA. States should articulate the trajectory toward college and career readiness for all students—incorporating each of the recommended measures—to set a vision for the future that is aligned to state’s long-term economic needs.

MAKE THE MOST VALID CCR MEASURES COUNT IN SCHOOL ACCOUNTABILITY DETERMINATIONS

To truly put college and career readiness at the forefront of the K-12 system, schools need to be held accountable for how well they are preparing students for the next steps beyond high school. Publicly reporting data for each high school is a good start, and incorporating the indicators into actual accountability determinations can make these data even more powerful. Each of the recommended measures in this report—with the appropriate access and data quality control checks in place—can be considered for inclusion in state accountability determinations. States will need to ground these decisions in their vision for the education system and ability to collect and report the pertinent information. Every state has authority and flexibility to make college and career readiness the focus of their high school accountability system. While ESSA provides room for an indicator of “school quality or student success,” it is clear that states are in control of their own accountability systems and have multiple ways to incorporate CCR measures. States are approaching this in several ways:

- Including CCR measures as a “school quality or student success” indicator: In their proposed ESSA plans, both **California** and **Tennessee** intend to include multiple measures of college and career readiness that students can meet as the “school quality or student success” indicator under ESSA. Alternatively, **Kentucky** pioneered the creation of an accountability incentive for students demonstrating readiness for both college and careers.
- Measuring CCR with high school graduation: **Louisiana** includes an index in its accountability system that rewards points to schools based on students’ graduation status and completion of advanced college- and career-ready coursework. Under ESSA, **New York** is considering adding a similar graduation index to its accountability system.
- Incorporating CCR into assessment calculations: When calculating student assessment scores for accountability purposes, **Rhode Island**, among other states, provides additional points for students scoring at the CCR level.

Recommended Actions for States

For college and career readiness to be valued in all schools and for all students, states should strive to:

- 1** Publicly report performance of all high schools across all four measurement categories, disaggregated by individual measures and all subgroups;
- 2** Increase the sophistication of its measures in all four categories annually, striving to reach the Exceptional level within 5 years;
- 3** Include each category of measure in the state’s accountability determination system;
- 4** Make each measure a significant part of the high school accountability determination; and,
- 5** Use the information to support improvements in preparing all students for college and career.

States are at different starting points in their ability to collect, report and use data in the four measurement areas. For states that are nascent in this work, collecting and publicly reporting data at the baseline level of each category will be pivotal to their progress. States that are more advanced should increase the sophistication of the measure definitions and transition from reporting to inclusion in accountability ratings.

Regardless of the starting point, all states have opportunity to move forward with the recommended action steps. States should take advantage of the focus on continuous improvement in ESSA to transition measures and increase performance expectations over time. It is critical that all states set a vision for the future and work to implement the data and policy changes necessary to bring that vision to life.

Preparing students for success beyond high school is the charge of the K-12 system. Today, states have an opportunity to reflect this in their accountability systems—and provide equal and collective measurement of college and career readiness for all students.

Introduction

Why College and Career Readiness is Paramount

The economic future of the country rests on students' ability to develop the knowledge and skills and earn the postsecondary credentials necessary to meet workforce demands of the future. Today's economy is vastly different than that of the past. While a high school diploma was a ticket to the middle class for much of the 20th century, that is not the reality today—and it is becoming even less so as technological automation increases. As economist Anthony Carnevale argued, “There is no way back to the legions of good manufacturing jobs that only required high school. The way forward for the American class is the New Middle: career fields that pay and don't require a Bachelor's degree, but do require at least education and training beyond high school.”¹²

Since 2000, creative, non-routine jobs, or those that require complex human interaction and cannot be accomplished by following explicit rules (i.e. automation), account for all of the job growth in the country. These jobs often demand skills and credentials that the current workforce lacks. For instance, economists attributed about 30 percent of the increase in unemployment during the Great Recession to skills mismatch, meaning that approximately two million jobs went unfulfilled as a result of skills, training, and education gaps.¹³ While the economy has improved since the recession, the trend toward jobs demanding higher order skills has not slowed. In fact, nearly every job created during the recovery has gone to workers with some college education or training, leaving behind those with a high school diploma or less.¹⁴

To close these skill gaps and meet the projected workforce demands, the country needs to dramatically increase—from 50 to 65 percent—the working age population that possesses a two- or four-year degree or other high-quality postsecondary credential with labor market value.¹⁵ Recent trends suggest a slight increase in attainment rates, yet the rate of improvement is not enough to meet the country's long-term economic needs.¹⁶

Every state will need to support dramatic increases in the number of students prepared for, seamlessly transitioning to, and successfully completing postsecondary education and training. Even a state such as **Massachusetts**, which has the nation's highest attainment rate at 55 percent, will need to increase its rate by more than ten percentage points to meet the 65 percent projection by 2025. Only six states have current

attainment rates above 50 percent, and seven have rates below 40 percent. On average, each state will need to improve by more than two percentage points per year to meet the goal.¹⁷ This does not mean that all students need to enroll in four-year colleges; rather, the data are clear that there are significant growth opportunities in the workforce for individuals with long-term postsecondary certificates and two-year degrees.¹⁸

The challenge is more than just an issue of economic competitiveness; it's an issue of equity—as fewer youth from traditionally underserved subgroups transition to and successfully complete postsecondary education and training. Degree attainment rates differ considerably by racial/ethnic group. Whereas 60 percent of Asian/Pacific Islander adults have a postsecondary credential in the U.S., only 20 percent of Hispanic adults do. The completion trends mirror the current college enrollment trends by population group.¹⁹ Too few students from traditionally underserved student populations are making it into postsecondary education and training—let alone attaining a certificate or degree.

These youth are at a significant disadvantage in their ability to successfully engage in the economy of the future. Workers lacking postsecondary credentials today are much more likely to be employed in low-wage, low-skilled occupations than were such workers in the past.²⁰ The gap in earnings between high-school-educated and college-educated workers has more than doubled in the United States over the past three decades.²¹ Employer surveys confirm that students with only a high school education have significant skill gaps that make them less marketable in the workforce.

It is clear that states must take on significant work to help students meet the demands of the new economy—and to do so will require partnerships between K-12, higher education, and industry leaders.

States Working to Close the Gaps

States stand willing and able to address the skills and attainment gaps that exist in the country today. From a renewed commitment to career readiness to a deep focus on postsecondary credential attainment, states are forging a path toward a more prosperous future for all youth.

In 2014, the Council of Chief State School Officers (CCSSO) convened a Career Readiness Task Force to develop recommendations for how all states could strengthen their career preparation systems, beginning in K-12. The Task Force comprised education and business leaders from around the country, and the resulting report pressed states to dramatically improve the quality of career programs and pathways available to students, with a special emphasis on working with industry leaders to align the pathways with labor market needs. The Task Force report, *Opportunities and Options: Making Career Preparation Work for Students*, laid out three recommendations for states:

- Enlist the employer community as a lead partner in defining the pathways and skills most essential in today's economy
- Set a higher bar for the quality of career preparation programs, enabling all students to earn a meaningful postsecondary degree or credential
- Make career readiness matter to schools and students by prioritizing it in accountability systems²²

The Task Force report was a call to action—and it worked. Forty-three states, the District of Columbia, and two territories signed on to bring the recommendations to life. JPMorgan Chase then dedicated \$33 million of grant funding through its New Skills for Youth initiative to help states turn their visions for improving career readiness in K-12 into a reality. CCSSO, in partnership with Advance CTE and Education Strategy Group, awarded grants and provided technical assistance to 24 states and D.C. as part of phase one of the New Skills for Youth initiative. The funding enabled states to perform a diagnostic assessment of their career preparation system and develop an action plan to transform their systems of career preparation focused on six critical objectives. Key among them:

Incorporate robust career-focused indicators in state accountability systems that measure and value successful completion of meaningful pathways, work-based learning, enrollment in postsecondary education or apprenticeships, and credentials of value.

Ten of the states were selected for three-year, \$1.95 million grants to implement their action plans, and all states continue to receive technical assistance to improve their systems to support students' career readiness.

Beyond work in K-12, a majority of states have set long-term postsecondary attainment goals that are aligned with future workforce projections. States are committed to not only setting these goals, but also providing the supports necessary to reach them. For many states, this support begins in K-12, as states help “speed up” students who are ready for college-level coursework in high school and “catch up” those that need additional interventions prior to graduation.²³

The appetite for improvement is clear and significant work is underway in states to close the nation's skill and attainment gaps. And now states can take advantage of a new opportunity through the Every Student Succeeds Act to expand their work in the K-12 system in ways that will help close those gaps, and open doors to a productive future for all students. States will need to use all of the policy and practice levers available to realize significant improvements.

What Gets Measured Matters

States are deeply focused on supporting the preparation of all youth for college and career,²⁴ but very few have built systems that measure and incentivize this for their students and schools. This is especially true of career readiness. The Task Force report succinctly sums the issue:

What's measured gets valued by schools, but most state accountability systems today don't measure or value career readiness. Given the critical role that accountability systems play in signaling priorities and driving resources, states must expand these metrics to emphasize readiness for both college and careers.²⁵

Under No Child Left Behind, there was no room for state innovation for purposes of federal accountability. As states moved to take advantage of ESEA waiver flexibility, many began to explore how to better incorporate a broader array of measures within their accountability systems. This is a challenging shift that requires both broader access to opportunities for students and increased capacity to track and report college- and career-ready measures. Moving to such a system will take time, but a clear commitment to measures and metrics that value career readiness in state accountability systems is an essential first step.

Recent history demonstrates that if states are intentional about highlighting and valuing college and career readiness, it can lead to improved outcomes. In 2010, **Kentucky** implemented its Unbridled Learning accountability model, which included a college and career readiness measure that accounted for 20 percent of a school's overall determination. Within that measure,

students who demonstrate college readiness receive 1 point, students who demonstrate career readiness receive 1 point and students who demonstrate both college and career readiness receive 1.5 points. This “bonus” structure may have promoted an increase in the number of students meeting both benchmarks. In five years, the percent of students’ college- **and** career-ready increased from 9 to nearly 27 percent statewide. This is but one example of students and educators responding to the incentives inherent in any accountability system.

FIGURE 2

Kentucky College and Career Readiness Accountability Data

YEAR	COLLEGE READY	CAREER READY	BONUS (COLLEGE & CAREER READY)
2011 – 2012	43.5%	8%	9.3%
2012 – 2013	49.4%	11.8%	13.3%
2013 – 2014	55.6%	18%	19.8%
2014 – 2015	58.8%	20.7%	24.3%
2015 – 2016	60.1%	22.1%	26.7%

Data provided by the Kentucky Department of Education.

Since No Child Left Behind, high school graduation rates and test scores have been the predominant measures in state accountability systems. Less attention was paid to college and career ready indicators. Through the Elementary and Secondary Education Act waivers, only 17 states included a specific career readiness measure. In those states, the “career readiness” measure often took a back seat to the “college readiness” measures, in critical ways:²⁶

- The quality of career-ready measures varied considerably, in terms of data, validation, and value to students’ long-term success.
- The value of career-ready measures is hidden in many of the 17 states’ systems, which often combine multiple ways for a student to demonstrate CCR into a single “metaindicator” without reporting individual performance. This can mask how many students display career readiness. For instance, in one state, more than 30 percent of students demonstrated CCR, yet fewer than 10 *students* statewide did so by completing a work-based learning experience, which was one of the included measures.
- Denominators for career readiness vary across measures and often include only a small subset of students (i.e., 12th grade students, high school graduates, tested students) rather than all students from the 9th grade cohort.
- Data are missing on critical indicators of career readiness and success, such as employment, in most state reporting and accountability systems.

Without access to this information, or quality controls around the measurement of outcomes in state reporting and accountability systems, states lack the ability to answer key questions about students’ readiness to successfully transition to education, training and employment beyond high school. For instance, very few states can answer the following questions, which could have a profound impact on student access to and preparation for education, training and employment after high school:

- How many students have demonstrated the academic, technical and professional skills necessary for success beyond high school? How does that differ by demographics, regionally or within certain pathways?
- How many high school students are enrolled in and/or have completed a pathway that is likely to culminate in a credential with labor market value? How does pathway enrollment and completion align with workforce projections for “in-demand” fields in the state?
- How many students have participated in meaningful “work-based learning” opportunities during high school, such as internships and apprenticeships, that enable them to connect the world of work with classroom learning? How does that differ by demographics, regionally or within certain pathways?
- How many youth successfully transition to college, training programs and gainful employment after high school? Which districts and which high schools are doing the best job preparing students for successful transitions?

This informational gap has left parents, educators, and policymakers in the dark about students’ college and career readiness—and has failed to drive the performance focus in high school toward the actions that are most predictive of long-term success beyond high school.

Designing State Systems to Measure and Value College and Career Readiness

CCSSO launched a Career Readiness Initiative in 2015 to support states in following through on the recommendations outlined in the Opportunities and Options report. In 2016, JPMorgan Chase collaborated with CCSSO, Education Strategy Group (ESG) and Advance CTE in its New Skills for Youth Initiative to dedicate \$33 million in grant funding to help states turn their visions for transforming career readiness into a reality. To help inform this work, ESG convened an Accountability Workgroup of state and national experts with a clear charge: provide guidance on the measures states should adopt to make college and career readiness the main driver of accountability systems.

The Workgroup undertook this work based on the following guiding principles:

- Promote greater access to high-quality career pathways for all students that culminate with a credential with labor market value beyond high school.
- Recognize that preparation for college and career requires a suite of skills and experiences that cannot be captured through a single measure.
- Validate students' preparation for college and career based on successful transitions beyond high school.
- Value the unique context and starting points of states' accountability systems and provide a clear path for improvement.

These principles highlight a shared commitment—among the Workgroup members and affiliated organizations—to inspire and support all students in their efforts to realize success beyond high school.

Members of the Expert Workgroup on Accountability

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A Robust Vision for College and Career Readiness

A growing body of research confirms that the skills needed for success in college are consistent with those for jobs that pay well and allow for career advancement.²⁷ The Workgroup report does not aim to define college and career readiness for states; rather, it recognizes the general consensus among practitioners, policy makers, higher education, business and the public that students need a suite of skills—called academic, technical and professional²⁸ skills in this report—to successfully transition to life beyond high school, regardless of their path.

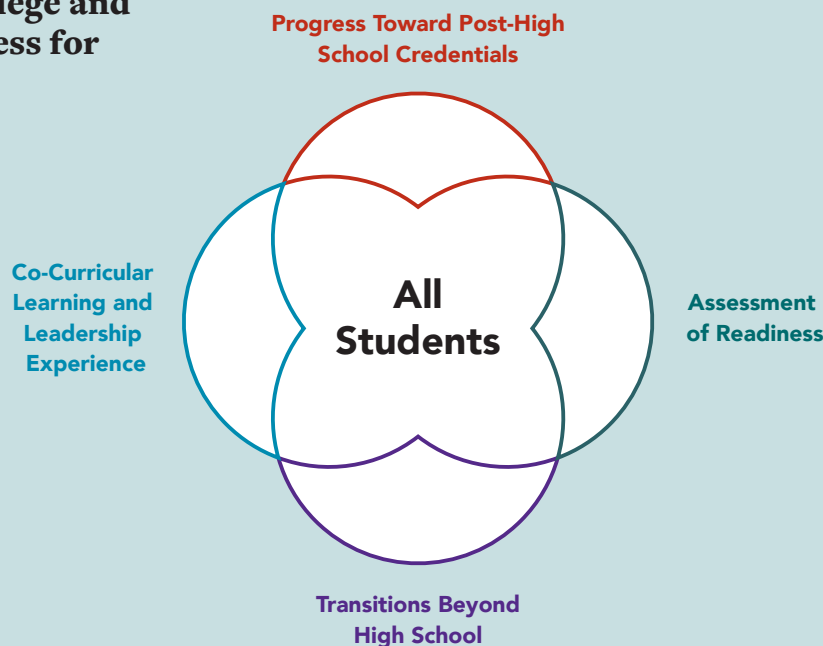
While state definitions of college and career readiness (CCR) differ, more than half of the states with CCR definitions include components of all the following categories²⁹:

- Academic knowledge
- Critical thinking and/or problem solving
- Social and emotional learning, collaboration or communication
- Grit/resilience/perseverance

While states have clearly set rigorous expectations for what skills students need to gain for success beyond high school, to date there has been less clarity regarding how to best measure those skills. The recommended measures in this report aim to fill that gap—helping all states get a robust picture of student readiness and success.

FIGURE 3

Measuring College and Career Readiness for All Students



Recommended College- and Career-Ready Measurement Categories

The Expert Workgroup on Accountability recommended four measurement categories for states to measure college and career readiness. Each category is described below in more detail.

PROGRESS TOWARD POST-HIGH SCHOOL CREDENTIAL: Student demonstration of successful progress toward credential of value beyond high school.

CO-CURRICULAR LEARNING AND LEADERSHIP EXPERIENCES: Student completion of state-defined co-curricular experience(s) aligned to students' academic and career plans. Learning and Leadership experiences include extended work-based learning, service learning or co-curricular activity, such as participation in state career technical student organization competitions.

ASSESSMENT OF READINESS: Students scoring at the college- and career-ready level on assessment(s) that are validated by higher education and industry.

TRANSITIONS BEYOND HIGH SCHOOL: Successful student transition to postsecondary education, training, or the workforce within 12 months of graduation.

Taken together, these measures represent a more complete accounting of a student's college and career readiness. Each measure contributes substantially to a state's understanding of student preparation. The academic intensity of a student's high school curriculum is one of the most important components in predicting whether a student will succeed in postsecondary coursework and training. Yet, it is incomplete in that course completion does not signify competency, nor is it the only vehicle for students gaining important academic, technical and professional skills. In particular, professional skills—such as communication, collaboration, creative problem solving—are often gained in settings outside the classroom. Both course work and Learning and Leadership experiences must be supported by a validated demonstration of student knowledge and skills. Finally, the most telling indicator of college and career preparation is whether students successfully transitioned to postsecondary education, training or the workforce after graduating from high school.

In identifying potential measures, the Accountability Workgroup placed emphasis on measuring college and career readiness together, rather than as separate components. If the goal is for all students to be college- and career-ready, then it is paramount that state systems promote and capture students' demonstration of that preparation through multiple means. This is especially true given our growing understanding that "college and career readiness" means the development of academic, technical and professional skills. These skills are obtained and demonstrated through completion of rigorous coursework, long-term co-curricular experiences and meaningful assessments, and they are ultimately validated by a student's successful transition to life beyond high school. While specific measurements of college and career readiness may differ—IB exam and industry-recognized credential, for instance—the goal is the same for both: a validated outcome of readiness that can speed along a student's transition into college and career. Separating measures of college and career readiness can present a false choice to students, parents, educators, and the public—especially as the new economy demands all students to receive some education or training beyond high school.

Taken together, these measures represent a more complete accounting of a student's college and career readiness.

The Power of the 9th Grade Cohort

All of the recommended measures in the Accountability Workgroup report begin with the “percentage of the 9th grade cohort.” This may seem like trivial language, but it is actually one of the most powerful actions a state can take to provide an accurate accounting of student preparation for college and careers. As mentioned previously, for too long the reporting of education data has contributed to misperceptions among the public about students’ readiness for life beyond high school. Current state reporting of college and career readiness measures is inconsistent, across measures and states. It

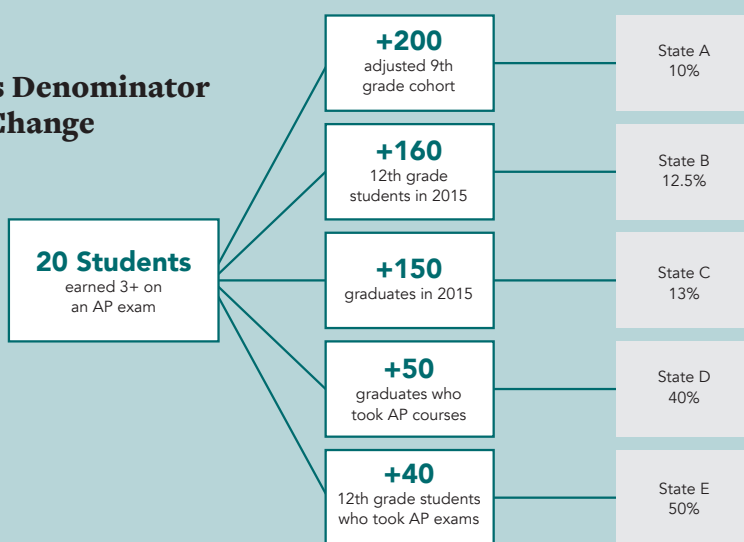
is regular practice in states to use multiple different denominators when calculating performance. For instance, a state may use only test takers (usually 11th graders) for calculating assessment proficiency, 12th grade students for calculating AP exam success, and high school graduates for calculating the percent of students that completed a career pathway. There is nothing inherently wrong with this approach, it simply makes it more difficult for parents and policymakers to have a consistent view of student preparation. The illustration below, from Achieve’s brief *Count All Kids: Using the 9th Grade*

Cohort to Improve Transparency and Accountability, demonstrates why this is an issue, using student scores on AP exams as an example.³⁰

Depending on which students the state decides to include in the calculation, performance can vary significantly. While the same number of students scored a 3 or higher on an AP exam in State A and State E, the public would likely interpret State E as excelling and State A as struggling. This view would likely extend to specific schools within each state.

FIGURE 4

How a State’s Denominator Choice Can Change the Storyline



Although transitioning to consistent use of the 9th grade cohort as the denominator for all college and career readiness measures may “lower” performance, reporting how the 9th grade cohort fares portrays a full picture of students’ readiness. Ultimately, providing an accurate picture of student success based on the number of students that started in the high school—similar to what is done for high school graduation—is a critical lever for ensuring student access and supports are available statewide.

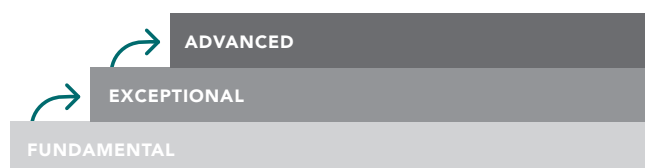
Achieve, *Count All Kids: Using the 9th Grade Cohort to Improve Transparency and Accountability*, Washington, DC., 2016. Available at: <http://www.achieve.org/files/Achieve-CountAllKids-09-29-2016.pdf>.

Measures for Every State Context

States are in very different places in terms of reporting and including college and career readiness measures in accountability. To meet the needs of multiple contexts, stretch each state’s ability to meet critical components of college and career readiness, and provide all states with a path forward, the Accountability Workgroup developed a framework for addressing the recommended measures that acknowledges different state starting points.

For each recommended measurement category, the Accountability Workgroup identified a single, consistent measure that all states should strive to adopt, and then articulated three levels of sophistication (e.g., Fundamental, Advanced,

Exceptional) that enable states to increase the level of rigor over time. Each of the definition levels builds upon the previous level. Movement up the continuum—from Fundamental to Advanced to Exceptional—represents increased specificity in state policy definitions as a result of (1) increasing expectations for the student and (2) acquisition of data by the state.



In this set of recommendations, every state can find areas for improvement. Most states are able to report at the Fundamental level in at least one measurement category today, while no state currently reports all of the categories at the Exceptional level. The definitions are intended to be illustrative of the core elements that states should address when measuring college and career readiness. Each state will need to approach the measures—and their definitions—based on their unique context.

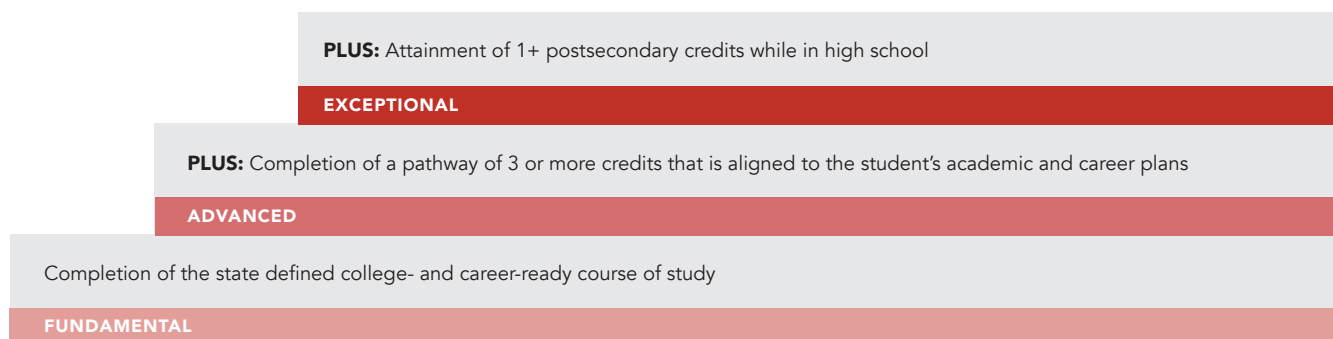
A state’s ability to meet certain measurement definitions will likely reflect more than just data capacity. Each of the measurement categories, and the recommended measures within, are predicated on the state’s policies and practices in that particular area. For instance, to appropriately measure the percent of students completing a Learning and Leadership experience aligned to the student’s academic and career plans, the state needs to clearly define which experiences “count” and ensure that a common process is in place for documenting student plans. Further, states will want to ensure that they have the appropriate validation and quality controls in place prior to using data in accountability determinations. States may need to provide schools and districts with guidance on what a high-quality, work-based learning experience entails and how to properly account for that in the district’s reporting to the state. States will also want to consider access to pathways, advanced coursework and exams, and co-curricular experiences as they work to implement the recommended measurement categories.

For each measurement category, the following is detailed below:

- The measure calculation and three levels of definitional sophistication
- Why the measure is important to include as an indicator of college and career readiness
- Where states stand in the collection and reporting of the measure
- Additional policy and data components that can support the successful implementation of the measure

FIGURE 5

Ability to Measure *Progress* Toward Post-High School Credential Includes:



MEASUREMENT CATEGORY 1: PROGRESS TOWARD POST-HIGH SCHOOL CREDENTIAL

MEASURE: Percent of the 9th grade cohort that demonstrated successful *progress* toward attaining a credential of value beyond high school

At the *Fundamental* level, a state would calculate how many students completed a college- and career-ready (CCR) course of study. Typically, this includes at least four years of rigorous, grade-level English and three years of mathematics (through the content generally found in an Algebra II or an integrated third-year math course), science, and social studies, with some states requiring four years of each content area. CCR courses of study must be validated by higher education systems, and ideally employers, to be credible as a valued measure of readiness.

At the *Advanced* level, the state would examine the number of students completing a CCR course of study and a pathway of three or more credits³¹ that is aligned to the student’s academic and career plans. In this framework, “pathway” means an aligned sequence of courses that span secondary and postsecondary—and may include additional required experiences—that culminates in a credential with specific labor market value established by industry. A credential of value may include an industry-recognized credential, trade certification, Associates degree, Bachelor’s degree or advanced degree. This definition of pathway goes beyond a CTE pathway to encompass the trajectory of all students in all fields. For more information, see the text box “Create Meaningful Pathways for All Students” on page 15.

At the *Exceptional* level, the state would add a final layer to the analysis to examine how many of those students attained postsecondary credits while in high school as part of their course of study.

Why This Measure Is Important for College and Career Readiness

In many state accountability systems, high school graduation is taken as a proxy for high school success and preparation for the next step in their education or training journey—without regard for the courses students took or their performance in those courses. This is problematic given that research suggests that the courses a student completes, and the grades achieved in those courses, are the strongest predictor of success beyond high school.³² For example, taking math courses throughout high school is beneficial, but these effects are much stronger for students who take advanced math courses rather than basic math. The annual earnings of students who took calculus in high school were about 65 percent higher than the earnings of students who only completed basic math.³³ The data are clear that a high school diploma alone is not enough for long-term student success, especially when a student has not completed a rigorous set of courses that prepare them for their next step.

When students complete a pathway, and earn college credit while in high school as part of that pathway, they greatly increase their probability of graduation and successful transition beyond high school. Students who concentrate in a single pathway are 21 percent more likely to graduate from high school than similar students, including those who have taken the same number of CTE courses, with no concentration. These students also demonstrate greater likelihood to transition to postsecondary education and are employed at higher wages than their peers.³⁴ Participation in a CTE dual enrollment course magnifies that positive trend.³⁵ That is why many states are working to ensure that all high-quality pathways culminate in dual credit opportunity or industry-recognized credential.

This does not mean that states should solely measure the course completions of students, for two important reasons. First, the rigor of coursework varies dramatically—even in courses with the same titles—within and across states.³⁶ Second, course completion does not signify competency. For this reason, both Progress Toward Post-High School Completion and Co-Curricular Learning and Leadership Experiences

Create Meaningful Pathways for All Students

All students can and should have opportunities to engage in aligned, rigorous K-12 and higher education course sequences that propel them toward a credential with value in the labor market. As a result, the term “pathways” should expand beyond career technical education, and encompass the multiple, often overlapping, options that students have to meet their postsecondary aspirations. Regardless of whether a student wants to become a machinist or an engineer, all students should have opportunities to enroll in rigorous courses and earn certificates and college credits in fields of interest

while in high school. Dual credit, Advanced Placement, International Baccalaureate, technical skills assessments, and industry-recognized credentials should all coexist, providing students with a plethora of options—individually and collectively—to propel students faster toward their next step beyond high school.

For a student in a Government & Public Administration pathway that aspires to be a political scientist, that may mean enrolling in a dual enrollment Statistics course and AP US Government. For a student in a Science, Technology, Engineering & Mathematics pathway interested in becoming a biomedical

engineer, that could mean passing the Project Lead the Way end of course pathway assessments, taking AP Chemistry and earning postsecondary credit for Principles of Engineering. For a student in a Manufacturing pathway interested in becoming a welder, that may mean earning an American Welding Society Certified Welder credential and participating in a pre-apprenticeship program that awards student credit.

Expanding the definition of pathways is an important first step to help all students recognize the importance of career readiness—and provide them with meaningful supports to meet their aspirations.

measures should be connected to a validated demonstration of student knowledge and skills. The courses a student completes are one of many foundational elements on the path to college and career readiness.

Where States Stand

In 2016, 27 states offered students a college- and career ready (CCR) course of study. Seven states and the District of Columbia, require a CCR course of study for graduation; 14 other states have made CCR the default for students, with an option to opt out into another course of study if desired. Despite more than half of the country encouraging students to complete a CCR course of study, only 20 states and DC currently report the percentage of students completing that option publicly.³⁷

In **Ohio**, the percent of students graduating with an Honors Diploma (which is more rigorous than the state's CCR level diploma) was factored into school grades starting in the 2015-16 school year as part of the "Prepared for Success Component." **California's** proposed ESSA accountability system will include a measure of college and career readiness that accounts for completion of the state's CCR course of study, known as the A-G course sequence (see text box on page 32 for more information).³⁸

Some states also recognize students who complete coursework or experiences beyond the standard CCR diploma in accountability calculations. For instance, **Louisiana's** Strength of Diploma Index assigns each high school points based on the exit status of their students. For instance, students that graduate with an Advanced Jump Start credential—the state's career ready diploma—and earn college credit with a passing AP, IB or CLEP score while in high school will earn their school 160 points, while a student with only a regular diploma will earn their school 100 points (160 points represents an A+ for school rating purposes and 100-150 points represents an A).³⁹ This encourages schools to support all students in exceeding the minimum state graduation requirements.

Thirteen states include dual enrollment success in school accountability determinations.⁴⁰ For example, **Delaware** counts students who earn a B or better in a dual enrollment course in its "College and Career Preparation" measure.⁴¹ Only dual enrollment courses that are transferrable across all higher education institutions are eligible, so that students are encouraged to take courses for which credit is guaranteed upon postsecondary enrollment. Of these 13 states, fewer than five report publicly report that data in a way that is disaggregated from other measures of college and career readiness.⁴²

Seven states include student completion of a CTE pathway or program of study in school accountability determinations.⁴³ For instance, **New Mexico's** Career Program of Studies is a sequence of high school courses that lead to an industry-recognized

credential. To be included in the accountability calculation, a student must complete all coursework with a C or better and graduate from high school with a regular diploma. Outside of those seven states, all 50 states report pathway enrollment and completion based on the federal Perkins data requirements. However, despite a recommended set of common definitions, reporting varies from state to state. Both the identification of CTE Concentrators and the students included in the denominator for calculations is not consistent. Further, this measurement only includes a subset of the student population. In the new model of pathways included in this report—and beginning to take hold in a significant number of states—pathway enrollment and completion should reflect all high school students, not just CTE students.

Implementation Considerations

There are a number of factors that can support a state's ability to successfully incorporate this measure into its accountability system, including:

- CCR course of study that has been validated as meeting the demands of postsecondary and industry and is connected to students' demonstration of skills
- State identification of and access to high-quality pathways that lead to a credential of value, and the opportunity to earn postsecondary credit in those pathways while in high school
- Statewide system for identifying and documenting students' academic and career plans, such as a student graduation plan
- Statewide articulation agreements that enable students to transport the postsecondary credit(s) earned in high school to any institution of higher education in the state, and receive transferrable credits for their work
- Data system capacity to document participation in specific pathways and passage of dual enrollment/credit courses

MEASUREMENT CATEGORY 2: CO-CURRICULAR LEARNING AND LEADERSHIP EXPERIENCES

MEASURE: Percent of the 9th grade cohort that *successfully completed* a co-curricular experience aligned to their identified academic and career plans

Learning and Leadership experiences include extended work-based learning, service learning or co-curricular activity, such as participation in state career technical student organization competitions.

The ability to collect and validate information on work-based learning and other co-curricular experiences is nascent in nearly every state, so the timeline to put this measure into place will be longer than the other recommended measures. Additionally given the rudimentary nature of the data, states will want to start by simply reporting this information and wait until the data are more reliable before including in accountability determinations.

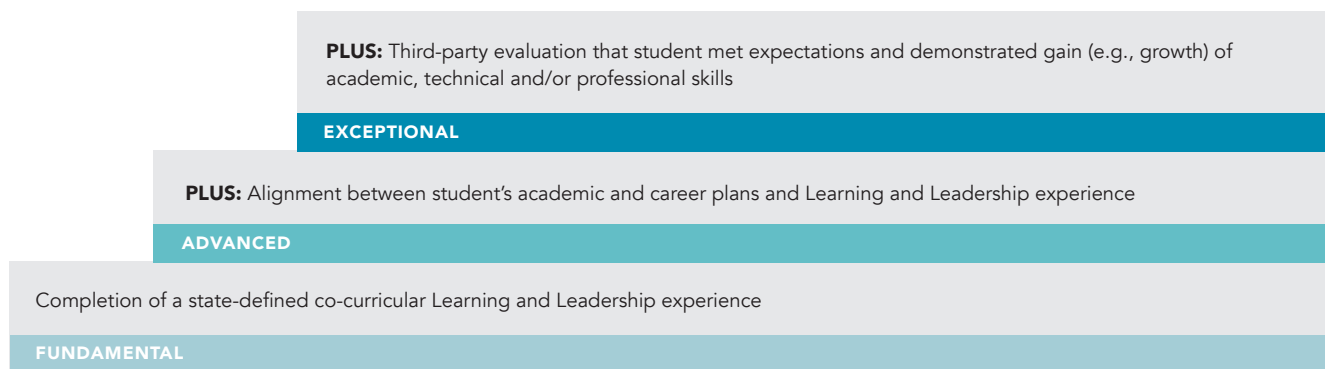
At the *Fundamental* level, a state would measure how many students completed any state-defined Learning and Leadership experiences. Taking this step would require states to develop an approved list of these experiences and work with districts to collect participation data.

While all Learning and Leadership experiences have value, it is when they are connected to a student’s academic and career plans that they can contribute significantly to skill development and become powerful motivators for continued engagement. Thus, in moving to the *Advanced* level of this measure, a state would analyze and report the extent to which student participation in Learning and Leadership experiences is aligned to their interests and long-term plans.

Finally, at the *Exceptional* level, an individual responsible for overseeing the student’s co-curricular experience—such as a sponsor, mentor, or employer—would evaluate whether the student successfully completed the experience and gained academic, technical, and/or professional skills. That information would then be aggregated at the state to calculate an overall measure. A tangible example of a student demonstrating successful completion could be the receipt of course credit or compensation.

FIGURE 6

Ability to Measure Successful Completion of Learning and Leadership Experiences Includes:



Why This Measure Is Important for College and Career Readiness

The skills that youth need for long-term success are clear. Critical thinking, problem solving, work ethic, metacognition (i.e., the ability to reflect on one’s own learning and make adjustments accordingly), communication and collaboration skills—among many others—all are associated with positive educational and career outcomes.⁴⁴ Research suggests that when provided with appropriate opportunities, youth can learn these skills both in and out of school.⁴⁵ In particular, youth are more likely to gain these skills in settings that harness their personal motivation, are engaging, and are connected to the everyday world.⁴⁶ As most educators and parents recognize, youth motivation is stronger when it emerges from internally held interests and goals, rather than from an external source.⁴⁷ Youth are most likely to learn when they are genuinely interested in the learning task.⁴⁸ Creating experiences where students can take control of their learning and receive feedback from peers and mentors can increase this engagement.

Experiential learning—through long-term work-based learning, service learning and engagement in co-curricular activities—can be particularly valuable for students’ development of knowledge and skills necessary for success in life beyond high school.⁴⁹ For example, students who participate in work-based learning have the opportunity to engage in tasks that are connected to classroom learning and offer exposure to industry standards, while also taking responsibility for their own behaviors, solving problems and communicating with colleagues appropriately in real life settings. These students gain not only valuable exposure to the career field of their interest, they begin to build meaningful relationships with employers and colleagues that can help smooth their transition into further education, training and work.⁵⁰ Effective work-based learning is long-term, supports a student’s entry and advancement in a career track, rewards skill development, and provides meaningful tasks to build transferrable skills and knowledge.⁵¹

Participation in Career Technical Student Organizations (or CTSOs) increases student motivation, engagement and aspirations, with students who participate in competitions accruing the greatest benefits.⁵² These organizations, and other leadership activities outside of CTE such as student government, provide students with opportunities to learn and lead in supportive settings, surrounded by peers and mentors.

Ultimately, student engagement drives learning. As states seek to prepare more youth for the rigors of postsecondary education and training and the workforce, it is critical that students are able to experience—and receive recognition for—learning in and out of the classroom.

Where States Stand

There is growing interest in states to incorporate measures of learning and leadership into public reporting or in accountability determinations. While the measurement category is largely nascent, a few examples do exist. Two states currently include experiential learning in their accountability systems. In **Georgia**, schools receive bonus points for the percentage of graduates completing a career-related work-based learning program or a career-related capstone project.⁵³ In **Connecticut**, the “Preparation for Postsecondary and Career Readiness” metric counts, among other things, students who complete two workplace experience “courses.”⁵⁴

Illinois proposed ESSA accountability model would count students as college- and career-ready based on the collective demonstration of assessments, course grades, and a mix of academic and career indicators. The list of potential career indicators includes: service learning, workplace learning, and organized co-curricular activities.⁵⁵ If enacted, the state would

become the vanguard for incorporating a robust set of learning and leadership experiences into its accountability system.

Massachusetts annually tracks and publicly reports performance metrics for its Connecting Activities initiative, which facilitates work-based learning and career awareness activities for high school students. Information is provided statewide on student participation, the amount and quality of employer engagement, and, importantly, skill gains.⁵⁶ As part of this process, the state developed a rubric that employers use to rate students’ performance in foundational and career and workforce specific skills.

In addition to the percentage of students participating in work-based experiences, **South Carolina** also includes information on the number of CTE students participating in co-curricular student organizations on its school report card.

Implementation Considerations

This category of measures will likely require the most work for a state to facilitate the collection and reporting of student performance. In many ways, this category represents the clearest opportunity for states to measure students’ professional skills. Yet, processes to collect that information and to validate students’ skill gain are in the beginning stages overall. There are a number of elements that can support a state’s ability to successfully incorporate this measure into its accountability system, including:

- State-defined list of eligible co-curricular Learning and Leadership experiences, which should include extended work-based learning opportunities (i.e., pre-apprenticeship, internship, co-op), service learning and co-curricular activities that provide students with leadership experiences and support their classroom learning (e.g., SkillsUSA)
- System for identifying and documenting students’ academic and career plans, such as a student graduation plan
- Statewide system for linking students’ academic and career plans and Learning and Leadership experiences
- Process for validating the rigor of Learning and Leadership experiences, including the development of documentation for supervisors or mentors to acknowledge completion of program expectations
- Quality instrument(s) for judging academic, technical, and/or professional skills

MEASUREMENT CATEGORY 3: ASSESSMENT OF READINESS

MEASURE: Percent of the 9th grade cohort that *scored at the college- and career-ready level*

At the *Fundamental* level, a state would measure how many students from the 9th grade cohort score at or above the CCR benchmark on the state’s high school assessment. Recognizing that students currently take multiple other assessments to demonstrate their knowledge and academic, technical and professional skills, the Advanced and Exceptional levels aim to organize and narrow those to focus directly on student readiness connected to their chosen pathway. In this way, states can counteract the trend toward over testing—focusing on assessments that are directly beneficial to a student’s next step beyond high school.

The *Advanced* level would include important opportunities for students to gain early postsecondary credit—such as Advanced Placement and International Baccalaureate—and industry-recognized credentials that have value in the workplace. In both instances, students would need to score at a level of performance accepted by colleges and employers on those assessments.

The *Exceptional* level would include student demonstrations of the skills that employers and higher education leaders collectively desire—such as communication, collaboration, and problem solving—through portfolios, performances, capstone projects, or other approaches that enable students to show their readiness for life beyond high school.

FIGURE 7

Ability to Measure Assessment of Readiness Includes:

PLUS: Performance-based demonstration of professional skills within an academic or technical context (e.g. capstone)

EXCEPTIONAL

PLUS: Completion of a pathway-aligned assessment or demonstration of technical skills (e.g. AP, IB, Industry-Recognized Credential)

ADVANCED

Attainment of state-defined college- and career-ready level on high school summative assessment

FUNDAMENTAL

Why This Measure Is Important for College and Career Readiness

There is a long-standing, well documented gap between what was once expected of students to complete high school and the expectations for success in higher education. For years, students could achieve “proficiency” on the state’s high school assessment and still find themselves in remedial coursework when they enter postsecondary education. For example, a study by the Massachusetts Business Alliance for Education found that more than a third of high school students who scored “Proficient” on the state-required graduation test and enrolled in a state higher education institution had to take at least one remedial course upon enrollment.⁵⁷

Fortunately, this is changing in many states. Over the past five years, a majority of states have implemented high school assessments that are aligned to the state’s college- and career-ready standards. As a component of that implementation, many have developed a performance level (or cut score) that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions (and in some cases, is used by two- and four-year colleges and universities for placement into first-year, credit-bearing courses). These scores are established with input from higher education and industry to validate that the skills measured and performance demonstrated meet their expectations and confirmed through follow-up research. For

instance, a student scoring at the College Readiness benchmark on the SAT or ACT has a 75 percent chance of earning at least a C in entry-level college courses.⁵⁸ PARCC and Smarter Balanced have also designated college ready performance levels on their assessments, which have been validated by university faculty.

Despite the improvements, state assessment reporting and use of assessments in accountability remains largely focused on achievement levels that fall short of accurately signaling postsecondary readiness.

Leaving high school with postsecondary credit or an industry-recognized credential demonstrates that a student is ready for success beyond high school, and provides a head start to that objective. Students who obtain college credit in high school—through dual enrollment/credit, Advanced Placement (AP) or International Baccalaureate (IB) programs—are more likely to enroll in college and complete a degree than those who do not.⁵⁹ The assessments related to these programs provide an important, externally validated measure of a student’s successful progression through a pathway, allowing students to demonstrate both academic and technical skills.

Since 2000, all job growth in the U.S. is attributable to “non-routine” jobs (i.e., jobs that cannot be accomplished by following explicit rules).⁶⁰ As technology automates the routine aspects of jobs, employees are increasingly expected to spend time interacting with colleagues and customers and identifying opportunities for improving efficiency. This drives the increasing importance of skills like communications, problem solving and teamwork.⁶¹

The National Association of Colleges and Employers’ (NACE) semi-annual survey of employers confirms this trend. The NACE survey asks employers to rate the skills they most value in new hires. According to surveys in 2014 and 2016, clearly companies want candidates who can make decisions, solve problems, communicate clearly, analyze data and prioritize their work.⁶² Yet, today we have very few—if any—solid methods for measuring these skills. The path toward measurement of these skills probably does not lie in multiple choice assessments, but in opportunities that mirror real-world settings, allowing students to show—rather than tell—what they know and can do.

Where States Stand

Thirty states and the District of Columbia provide information about students’ preparation for college and careers based on assessments that are validated by higher education and industry.⁶³ This generally occurs either through the creation of a college- and career-ready score on the state’s high school summative assessment (e.g., PARCC, Smarter Balanced or other third-party-developed assessment) or the use of a college-ready benchmark score on a national assessment such as SAT or ACT. For instance, all states that use the Smarter Balanced assessment in high school report CCR performance and include it in their accountability determinations, as the “Proficient” bar represents college and career readiness. Four states (**Alaska, Alabama, Delaware** and **Texas**) include the percent of students scoring at the College Ready Benchmark on SAT or ACT in their accountability determinations.⁶⁴ While the information is available, no state publicly reports the percentage of its adjusted 9th grade cohort scoring college ready on a CCR assessment.

Participation and performance on Advanced Placement and International Baccalaureate exams is one of the main college and career measures in place today in states. Currently, twenty-two states report the percentage of students scoring a 3 or higher on an AP exam, and few additional states also report data on student performance on IB exams.⁶⁵ **Florida** pioneered the inclusion of AP test performance in its high school accountability system. Since its inclusion, the state has experienced growth in the number of students taking and earning successful scores on the exams, including those from traditionally underserved groups.⁶⁶

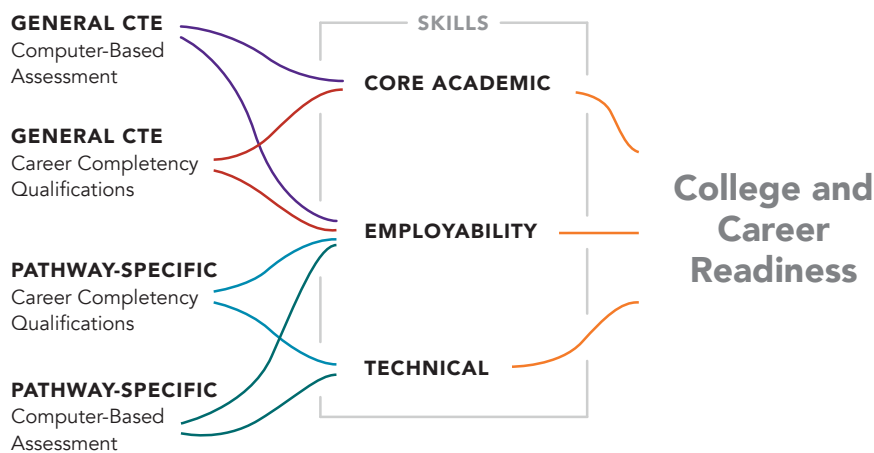
Kentucky is one of 11 states that currently include industry certifications in their accountability system, with many more states exhibiting interest in their ESSA planning.⁶⁷ States interested in incorporating industry-recognized credentials into their accountability systems must confront two issues. First, not all credentials or certificates are created equal. States will need to develop a process—preferably led by employers—to recognize the credentials with the greatest labor market value in different industry fields. The text box on page 22 titled “Identifying Credentials of Value for Use in Accountability Systems” briefly discusses the approach two states have used to address this issue. Second, access to student certification/credential data is incomplete. Often states have to establish specific data sharing agreements with each industry association that offers a credential. There is no centralized way to organize the data collection, which can be burdensome as the number of credentials available to students are well into the thousands.

Performance-based student demonstration is largely nascent in states, but there is growing interest in developing and scaling these opportunities statewide. For example, **Kansas** and **Colorado** are currently partnering to develop and test a new method for assessing students' readiness for entry into postsecondary and the workforce. The Career Pathways Assessment System (cPass) aims to measure academic skills, as well as the knowledge and skills necessary for specific career pathways. The system incorporates a general assessment and a pathway specific assessment that each include a computer-based assessment and a hands-on performance demonstration of knowledge and skills (referred to as Career Competency Qualification) that occurs in a work environment.⁶⁸ The demonstrations are judged by local experts, allowing the students to receive immediate feedback and build their network. Figure 8 demonstrates how the components come together to assess the full scope of a student's academic, technical and professional skills. If a system like this could come to fruition, it could displace many other individual assessments and narrow student testing time, while expanding the importance of performance-based assessments.

Performance-based student demonstration is largely nascent in states, but there is growing interest in developing and scaling these opportunities statewide.

FIGURE 8

The Career Pathways Assessment System



Career Pathways Collaborative, The Center for Educational Testing and Evaluation at the University of Kansas, Lawrence, KS. Available at: <https://careerpathways.us/>.

Implementation Considerations

There are a number of elements that can support a state's ability to successfully incorporate this measure into its accountability system, including:

- A college- and career-ready score validated by higher education to represent the knowledge and skills necessary to be successful in entry-level credit-bearing coursework
- Pathway-aligned assessments broadly available to students, such as a technical skill assessment that is validated/judged by employers; industry-recognized credential with labor market value in a state-defined "in-demand" field; AP exam; or, IB exam
- List of eligible assessments for each pathway
- Quality rubric for capstone project or other performance-based skill demonstration

Identifying Credentials of Value for Use in Accountability Systems

Not all industry-recognized credentials (IRCs) are created equal. States should work to identify—and incentivize—those credentials that hold direct labor market value for students. Partnering with employers, states such as Florida and Kentucky have implemented processes to identify the credentials that have the greatest return on investment for students and employers, and have worked to include those specific credentials into their accountability systems. For example, Florida has developed an approved list of IRCs that students can obtain

for credit in its school accountability model and developed statewide articulation agreements with higher education institutions for students to receive college credit for successfully earning a nationally recognized industry certification.⁶⁹ There are also financial incentives in place for schools and teachers to support their students earning the approved IRCs. In this way, both schools and students benefit. The Kentucky Department of Education has partnered with the state’s Workforce Innovation Board to create a Business and Education Alignment Committee.

This permanent committee is now the approving authority over the state’s valid industry certification list, which is used for CCR accountability. Over time, the Committee will continue to add, remove, and stack particular credentials and certifications that have been validated by Kentucky employers.⁷⁰ Through the New Skills for Youth initiative, additional work is underway to help states develop processes for identifying credentials of value, building upon the work of these and other leading states.⁷¹

MEASUREMENT CATEGORY 4: TRANSITIONS BEYOND HIGH SCHOOL

MEASURE: Percent of the 9th grade cohort who *successfully transitioned* to postsecondary or the workforce within 12 months of graduation

This particular measure more closely focuses on a state’s ability to collect and report data on students’ progress after they graduate high school, which is in part a reflection of their level of preparation in high school.⁷² While each of the paths described in the measurement definition signifies a successful transition beyond high school, state data systems will need to continue to evolve to fully capture and reflect these multiple paths. ESSA supports a move in this direction by requiring that states incorporate postsecondary enrollment on school report cards. While this is a good place to start, states should go further than enrollment data to provide a more robust picture of student transitions.

At the *Fundamental* level, this would include transitions into postsecondary education and training, disaggregated by the level of institution (i.e., two- or four-year, public or private) and type of program (i.e., academic or technical).

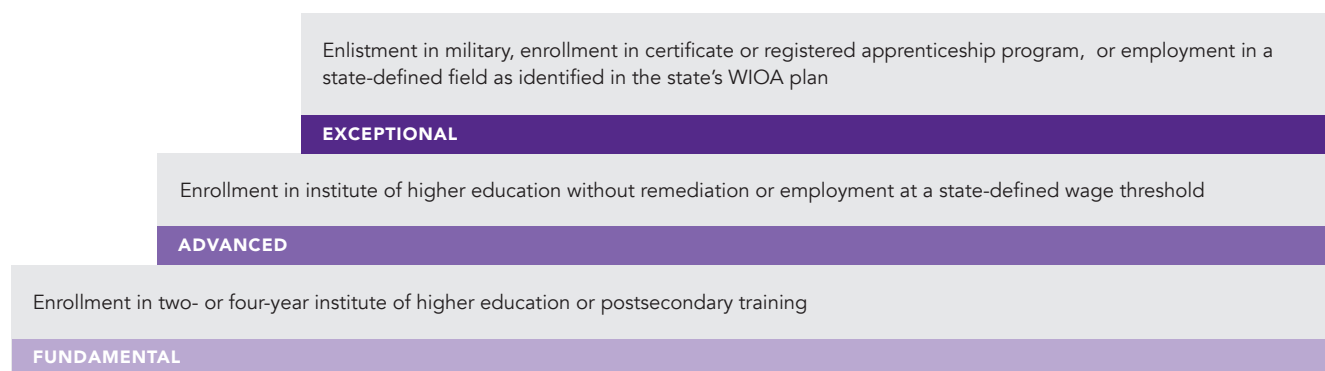
At the *Advanced* level, the quality of student transition into postsecondary is measured by whether the student requires remediation upon enrollment, which is a sign that his or her academic preparation was not adequate. Additionally, the state would include students that are directly employed after high school, using state-defined criteria such as high-demand sectors, specific wage threshold (i.e., family-sustaining wage), opportunities for growth, or other factors consistent with the state’s policy values to identify the population of students that are productively engaging with the economy.

The *Exceptional* level further increases the variety and sophistication of paths beyond high school represented. It opens the door to students that enlist in the military, enroll in a certificate program of at least one year⁷³ or a registered apprenticeship program, or are employed in a qualified field as identified in the state’s Workforce Innovation and Opportunity Act (WIOA) plan.

The performance of each high school should be based—in part—on the success of students in postsecondary education, training and the workforce.

FIGURE 9

Ability to Measure *Successful Transition* Includes:



Why This Measure Is Important for College and Career Readiness

If the goal of the K-12 system is to prepare students for their next step beyond high school, it is critical that states monitor how successfully students make those transitions. In this way, the performance of each high school should be based—in part—on the success of students in postsecondary education, training and the workforce. Students take many paths after high school—enroll in two- and four-year colleges, postsecondary certificate and training programs, registered apprenticeships, enlist in the military and transition directly into the workforce—and the transition to each should be measured and reported.

There is no more telling indicator of postsecondary preparation than the need for remediation. Research indicates that students requiring remediation are significantly less successful than those who place directly into credit-bearing courses.⁷⁴ Less than 25 percent of students who enroll in remedial coursework in community college—where a majority of remedial education occurs—earn a credential or degree within eight years. Only about 16 percent of students referred to remedial math even complete a college-level math course within three years, let alone earn a credential.⁷⁵ Regardless of whether students start in two- or four-year institutions, most remedial students do not attain a certificate or degree.⁷⁶

Beyond enrollment in two- and four-year colleges, states should also account for students enrolling in postsecondary credential and apprenticeship programs, given their growing importance in the economy. According to a national survey data, 4.9 percent of Americans hold high-quality postsecondary certificates.⁷⁷ Lumina Foundation finds that certificates, “which are often awarded by community and technical colleges, have significant value in the workforce and can provide the basis and gateway for further

education.”⁷⁸ Completion of a registered apprenticeship program also leads to substantially higher earnings over an individual’s lifetime.⁷⁹ From 2013 to 2015, the number of registered apprentices grew by almost 20 percent nationally.⁸⁰

Where States Stand

As part of Perkins reporting, all states are required to report the number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment. Unfortunately, this information is not adequate, as it (1) only includes a subsection of the full high school population and (2) often is reported based on student’s own self-reporting, which significantly limits the validity of the measurement.

Forty-five states publicly report the postsecondary enrollment of the state’s high school graduates, with 30 states reporting remediation information for high school graduates.⁸¹ Four states (**Connecticut, Hawaii, Maryland and Missouri**) include postsecondary enrollment as a measure in high school accountability determinations. This information is confined to enrollment in state institutions of higher education, which can vary significantly by state.

Data on certificates is sparse. Approximately 30 states report information on certificate completion for their 2-year institutions, yet very little information is available about which of those certifications have long-term value in the labor market. For this reason, certificates of one year in length or greater are used as the current best proxy for measuring quality. It should be noted that certifications offered by institutions of higher education only represent a small sliver of the certification market. There are thousands of certificates offered by industry and trade groups and proprietary schools, with states having very limited access to this information at the individual student level.

Data on registered apprenticeship programs is available for 34 states in a single database.⁸² Unfortunately, those data are not currently accessible to the public. A few states, including **Nebraska** and **Washington** maintain this data in their statewide longitudinal data system, but again, the data are not available in easy to access public reports that link back to the K-12 system. Given the growing demand for middle-skill workers, certificates and apprenticeships represent a meaningful credential that can open the door to the middle class for many youth. States should be aware of this transition step.

States have traditionally relied upon self-reporting to confirm students' military enlistment, however, there are a few examples of states establishing relationships with the armed services to obtain individual student data. For a number of years, **Kentucky** has acknowledged military enlistment as a successful student transition beyond high school as part of its accountability framework. The state worked with Junior Reserves Officers' Training Corps (JROTC) to define the qualifications of a program completer. Only those students that earn a JROTC Certificate of Training and demonstrate career readiness through multiple measures such as the Armed Services Vocational Aptitude Battery (ASVAB) are recognized as ready for the military in the state's system. In this way, the state sent a quality signal to students about the level of readiness necessary for successful transition into the Armed Forces. While this data is challenging to obtain for many states, it provides an important window into student transitions.

At present, the data connections between K-12 and workforce are limited in states. According to the Data Quality Campaign, only 19 states can share data across those systems. There are political and technical challenges to increasing these connections in all states. **Kentucky** is one of the few states that links its K-12 and employment data, and produces statewide reports on student progressions into the workforce (see Figure 10). These data powerfully communicate the challenge facing students who move straight into employment without additional training or education after high school. Students directly employed after high school only earned an average annual salary of \$7,567, and only increased to \$11,511 three years after high school graduation.⁸³

Implementation Considerations

There are a number of elements that can support a state's ability to successfully incorporate this measure into its accountability system, including:

- The ability to link individual student data across the K-12, higher education and workforce data system, with appropriate privacy protocols to protect personally identifiable information.
- State and/or regional definition of a sustaining wage and "in-demand" fields aligned with the state's WIOA plan
- Access to
 - individual student information regarding military enlistment
 - proprietary trade school certification data
 - Postsecondary remediation information across-state lines (as data become available over time)

How the Recommended Measures Improve Upon Current High School Accountability Indicators

MEASURE CATEGORY	CURRENT	RECOMMENDED
Progress Toward Post-High School Credential	<ul style="list-style-type: none"> – Graduation does not signify preparation – Only included in states that require CCR diploma or have a graduation index – Pathways limited to CTE students 	<ul style="list-style-type: none"> – Includes coursework that is predictive of future student success – Encourages access to rigorous coursework for all – Treats pathways as something for all students
Co-Curricular Learning and Leadership Experiences	<ul style="list-style-type: none"> – Nonexistent, or limited in scope to work-based learning 	<ul style="list-style-type: none"> – Recognizes the learning that occurs outside the classroom can contribute to students' development of academic, technical and professional skills
Assessment of Readiness	<ul style="list-style-type: none"> – Proficiency-focused, lacking connection to postsecondary readiness – Additional assessments largely disconnected from student pathways 	<ul style="list-style-type: none"> – Measures readiness at a level validated by industry and higher education – Organizes and narrows assessments for students – Inclusive of academic, technical, and professional skills
Transitions Beyond High School	<ul style="list-style-type: none"> – Data only focused on college enrollment, often without consideration for placement into remediation or disaggregation by level – Largely nonexistent data on employment or military outcomes 	<ul style="list-style-type: none"> – Includes quality checks on student transitions – Incorporates an expanded set of student paths

How States Can Incorporate Recommended College and Career Readiness Measures into their Accountability Systems

There are three main ways that states can integrate the recommended measures into their overall accountability system: public reporting, goal setting, and school accountability determinations.

Highlight CCR Measures in High School Public Reports

Every state has mechanisms in place today for publicly reporting how its schools are performing, including school report cards that give parents and community leaders critical information about individual school performance based on a common set of indicators. Unfortunately, very few school report cards include meaningful measures of college and career readiness.

All states should begin to shine the spotlight on these indicators by incorporating all four recommended CCR measures in their public reports as soon as possible.

This can be accomplished by:

- ✓ Incorporating the recommended measures of college and career readiness into the federally-required school report cards.
- ✓ Producing an online, interactive high school feedback report that provides information on all student transitions into college and the workforce, based on students' preparation for college and career.

For example, **Ohio** has publicly reported the percent of students “Prepared for Success” on its school report card (Figure 11). While the measure was not part of the state’s accountability determinations until 2016, for a number of years previously the state’s online portal included this information—in an ungraded format—helping parents, educators, and the public understand the current performance of students without consequences attached. An example of how this would look for the recommended measures is on page 28.

Alternatively, a state education agency could create a College and Career Readiness and Success Feedback report for each high school in the state that includes both students’ preparation for and successful transitions into postsecondary education, training and the workforce. This data should be disaggregated, and student transition information should be broken down by whether students demonstrated college and career readiness in high school. Nearly all states currently produce a high school feedback report that provides information on student transitions beyond high school; however, in nearly every case, that information is restricted to enrollment in two- and four-year colleges. For the past few years, **Kentucky** has produced feedback reports that incorporate transitions into both postsecondary education and the workforce, breaking down data according to whether the student demonstrated college and career readiness in high school (Figure 12).⁸⁴

There are many additional indicators—measuring college and career readiness and otherwise—that may be best handled through public reporting, rather than inclusion in school accountability determinations. For instance, states may also consider publicly reporting earlier on-

track measures of postsecondary and career readiness in elementary and middle school and long-term post-high school measures, such as credential attainment and employment at specific wage thresholds.

FIGURE 10

Kentucky Report on Outcomes of Career Ready Students

➤ Of those 2012-13 graduates who did not enroll in postsecondary in 2013-14, **Career Ready graduates employed in the state of Kentucky overall are earning more income one year removed from high school than College Ready Only and Neither College nor Career Ready graduates.**

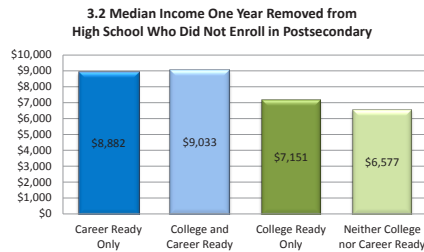
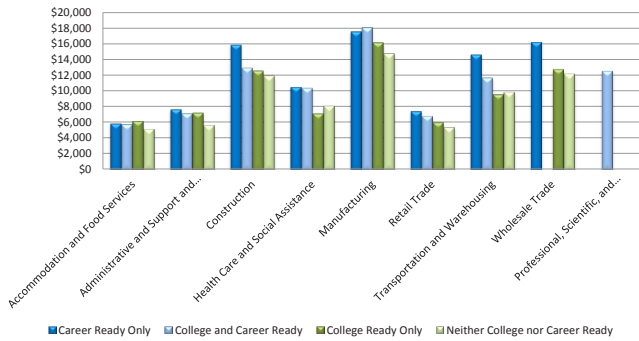


Chart 3.3 Median Income by Industry for College/Career Ready Graduates Who Did Not Enroll in Postsecondary



➤ Manufacturing is the highest earning industry employing Kentucky graduates who did not enroll in postsecondary and are one year removed from high school - with the highest median income earned

FIGURE 11

Ohio School Report Card, “Prepared for Success” Measure

Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio students are for all future opportunities.

COMPONENT GRADE

C

COMPONENT GRADE

C



36.1%

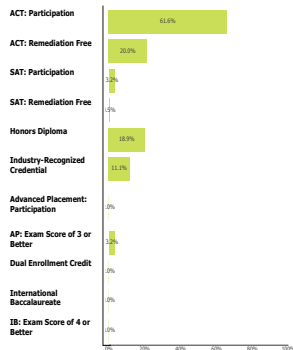
A = 85.0% - 100.0%
B = 65.0% - 84.9%
C = 34.0% - 64.9%
D = 15.0% - 33.9%
F = 0.0% - 14.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

The number of “bonus” students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

Number of Students	Point Value	Points Earned
67	1	67.0
5	0.3	1.5
Total Points:		68.5
Graduation Cohort:		190
Percentage:		36.1%

How Prepared were Your 2014 and 2015 Graduating Classes?



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

FIGURE 12

Kentucky High School Feedback Report

A. Overall, how do 2013-14 graduates from this school compare to others in Kentucky?

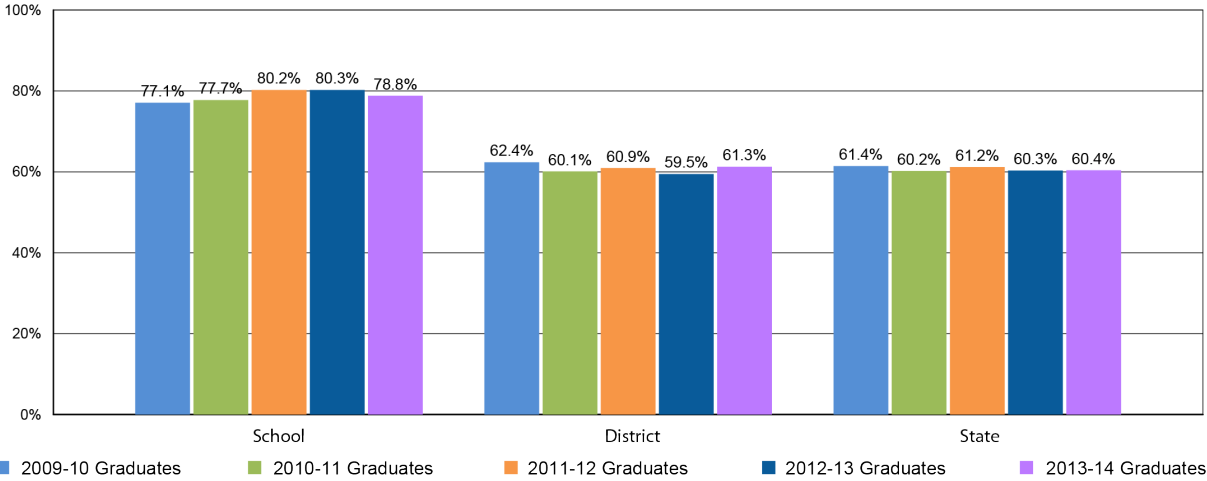
In order to ensure the confidentiality of individuals, some data items have been redacted. Redacted data are represented by an asterisk (*).

	School	District	Kentucky
1. Number of high school graduates	430	5,918	43,783
2. Average high school GPA	3.02	2.76	2.89
3. Percent of students in this class who were eligible for free or reduced lunch	23.3%	54.0%	49.4%
4. Average junior year ACT scores for this class by subject			
a. English	21.1	18.3	18.7
b. Mathematics	20.6	19.0	19.1
c. Reading	21.7	19.3	19.7
d. Science	21.3	19.5	19.7
e. Composite	21.3	19.1	19.5
5. Percent of these graduates who enrolled in at least one Advanced Placement (AP) course	59.3%	41.7%	40.7%
6. Average Kentucky Educational Excellence Scholarship (KEES) Awards earned by these graduates	\$1,466	\$1,035	\$1,136
7. Overall college-going rate for graduates from this class	78.8%	61.3%	60.4%
8. Percent of graduates from this class who attended an in-state college or university	71.4%	53.8%	55.4%
9. Percent of graduates from this class who attended an out-of-state college or university	7.7%	8.0%	5.5%




Quick Statistics

High school graduation rate (cohort)	92.5%
Percent of graduates ready for college**	69.5%
Percent of graduates ready for career**	*
Percent of graduates ready for college and/or career**	69.5%
Average KEES Awards earned by these graduates	\$1,466
College-going rates:	
a. Overall college-going rate	78.8%
b. Eligible for free/reduced price lunch	57.0%
c. College and/or career ready**	89.0%
d. Not college and/or career ready**	55.7%
Percent of graduates attending an in-state public college or university who started college full-time	95.3%
** As defined by the Kentucky Department of Education.	

College Going Rates Compared to Previous Graduating Classes



Sample College and Career Readiness and Success Report Card

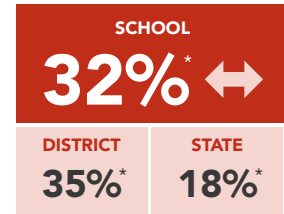
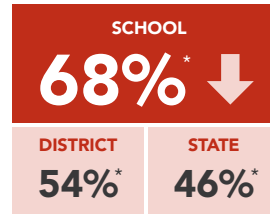
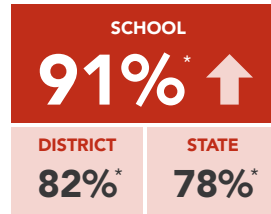
Change from previous year   

Progress Toward Post-High School Credential

CCR Diploma

+ Pathway completion

+ Postsecondary credit



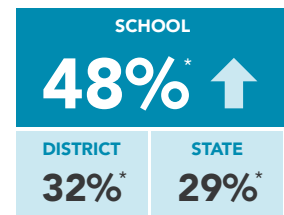
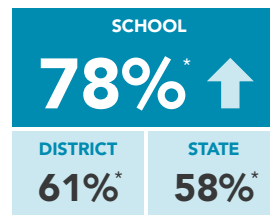
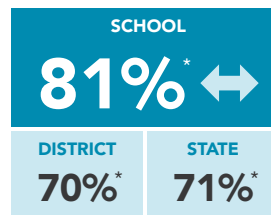
*Percentage of 9th grade cohort

Co-Curricular Learning and Leadership Experiences

Completion of experience Learning and Leadership

+ Aligned to student's academic and career plans

+ Third party evaluation of demonstrated skill gains



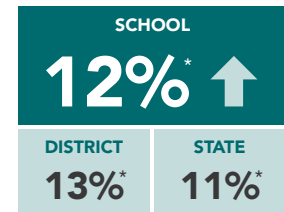
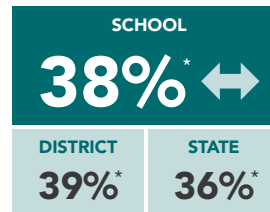
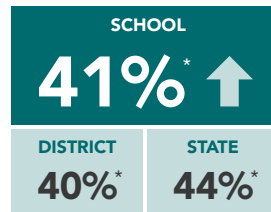
*Percentage of 9th grade cohort

Assessment of Readiness

CCR Score on high school summative assessment

+ Completion of a pathway-aligned assessment of demonstration of technical skills

+ Performance-based demonstration of professional skills



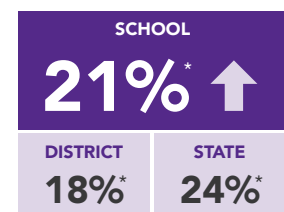
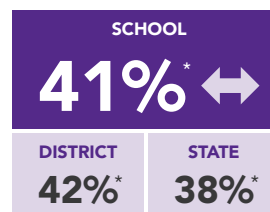
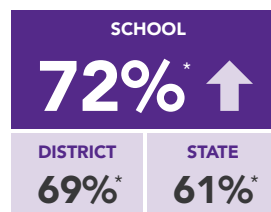
*Percentage of 9th grade cohort

Transitions Beyond High School

Enrollment in postsecondary education

Enrollment in postsecondary without remediation or employment with a family-sustaining wage

Enrollment in certificate or registered apprenticeship program, enlistment in military, or employment in "in-demand" field



*Percentage of 9th grade cohort

The Importance of Disaggregated Data

Regardless of the specific measures that a state includes as its college and career readiness indicator(s), it is paramount that the information is disaggregated so that all stakeholders have the information they need to make critical decisions. This disaggregation should occur for each of the following student groups: race/ethnicity, gender, low socioeconomic status, special education, and English language learners. The more information provided—even down to the specific pathway or program area—the better. This will

support students and parents in making pathway decisions, educators and administrators in making improvements, and policymakers and the public hold school accountable for the performance of all students.

Moreover, as states implement more sophisticated definitions of the recommended measures in this report, the specific performance of students across each measure should be provided. For instance, the state should report the percentage of students

completing a college and career course of study and the percentage of those students that have also completed pathway (as demonstrated on page 28). Each level of the recommended measures provides valuable information about students' readiness for college and career—and that information should be easily accessible to the public.

Align K-12, Higher Education and Workforce Goals

The passage of the Every Student Succeeds Act (ESSA) provides a perfect window for K-12 and higher education leaders to collaborate in establishing K-12 goals that will set the state on a path to meeting its attainment goals. Just as many states' postsecondary credential goals are mapped to workforce projections, so too could K-12 goals align with the aspirations of the postsecondary system(s). A streamlined set of goals, all pointing in the same direction, can support and inspire collective action.

In this approach, the state would map out the trajectory of students moving from high school to postsecondary—establishing common goals in areas such as college and career readiness, seamless transitions, remediation, and retention—to provide a cross-sector vision for the state. Through this process, K-12 and higher education leaders can better understand the type and extent of preparation⁸⁵ necessary for the state to meet its goals. The leaders can also collectively analyze how enrollment and persistence trends in higher education differ by student preparation. For example, **Delaware** has a goal to improve the percentage of students that seamlessly transition to postsecondary education.⁸⁶ In 2016, the state produced a report that examined student transitions by the course enrollments of students in their senior year. The state found that students enrolled in Calculus in 12th grade were nearly 10 times less likely to enroll in remediation as those who took Algebra 2 in their senior year. Similarly, students enrolled in AP or Dual Enrollment English in 12th grade were 10 times less likely to place into remediation than those enrolled in traditional Senior English.⁸⁷ This led the state to focus its attention on both (1) increasing access to advanced courses and (2) early preparation and remediation for students so that they could enter the senior year ready to succeed in higher level courses. Without an aligned K-12 and higher education goal, this research and the responses it generated may not have occurred.

Figure 13 provides an example of how goals can be established for each recommended measurement category in a way that follows the student flow from entering high school to postsecondary attainment.

A streamlined set of goals, all pointing in the same direction, can support and inspire collective action.

FIGURE 13

Example Set of Aligned CCR and Postsecondary Attainment Goals

MEASURES	GOAL ⁸⁸ 2025
ON TRACK TO CCR Students who have: Scored at CCR level on state assessment in ELA and Math	85%
HIGH SCHOOL GRADUATION Students who have: Graduated high school within four years	80%
PREPARED FOR CCR Students who have: Completed CCR course of study and earned 1. 1+ dual enrollment credit; 2. Successfully completed a cocurricular Learning and Leadership experience; and 3. Demonstrated CCR on a pathway-aligned assessment	70%
TRANSITION BEYOND HIGH SCHOOL Students who have: Enrolled in 2-/4-year college without remediation, certificate program greater than one year, registered apprenticeship program, completion and JROTC and military enlistment or employment in state-defined in-demand field within 12 months of graduation	60%
POSTSECONDARY ATTAINMENT Adults who have: Earned a certificate with labor market value, Associates or Bachelor's degree	55%

It would be a significant missed opportunity for K-12 leaders to set long-term goals that are disconnected from the goals of the higher education system. Recognizing this, **Tennessee** has proposed including its higher education goal in the state's ESSA plan.⁸⁹ States can put college- and career-ready goals into practice by:

- ✓ Creating tangible goals for the recommended measures, broken down at the district and school levels so that they know exactly what they need to contribute to meet the overall state goals (i.e., 3 additional students' college- and career-ready).
- ✓ Building goals into strategic planning and grant documents, including ESSA, that direct resources and supports to increase the college and career readiness of students and their successful transition to life beyond high school.
- ✓ Establishing internal and external processes for review, reflection and communication of progress in each of the recommended areas.

Make the Most Valid CCR Measures Count in School Accountability Determinations

To truly put college and career readiness at the forefront of the K-12 system, schools need to be accountable for how well they are preparing students for the next steps beyond high school. Publicly reporting data for each high school is a good start, and moving toward incorporating the indicators into actual accountability determinations can make them even more powerful.

While ESSA provides room for an indicator of “school quality or student success,” it is clear that states are in control of their own accountability system. Each of the measures recommended in this report is ripe for inclusion in state accountability determinations. This can occur in two different ways: (1) include one or more measures of college and career readiness as the “school quality or student success” indicator in ESSA, as **California** and **Tennessee** intend to do, and/or (2) include measure(s) of college and career readiness in the calculation of one of the other required ESSA indicators, such as Academic Achievement.

INCLUDING CCR AS “SCHOOL QUALITY OR STUDENT SUCCESS” INDICATOR

Some states may choose to assign specific accountability points to one or more measures of college and career readiness in their accountability system. This can occur in two ways. First, the state could assign points in the aggregate for performance on each measure. For example, a sample accountability model in Figure 14 attributes 25 percent of a high school's rating based on the recommended college and career ready measures. This is the approach most often used by states when they include a CCR measure in accountability determinations, and will likely be the clearest path for implementation. For instance, **California** intends to include a “College and Career Indicator” in its ESSA accountability system. Students will have multiple opportunities to demonstrate preparation, and school performance will be judged on the extent to which students meet certain benchmarks, such as completing of the state's college- and career-ready course of study, scoring at the CCR level in both math and English on the state's high school assessment, and earning postsecondary credit while in high school. For more information, see “Measuring CCR in California under ESSA” on page 32.

Tennessee Puts the Recommendations into Action

Tennessee’s draft ESSA plan provides a clear example of how a state could incorporate all of the recommended college and career readiness measures into its accountability system.⁹⁰ The state proposes to:

PUBLICLY REPORT ON COLLEGE AND CAREER READINESS

The state’s school report cards will include postsecondary matriculation into two-year, four-year and credential programs, students earning postsecondary credit while in high school, students earning industry credentials, students participating in extracurricular activities, as well as required information on student assessment performance.

SET ALIGNED K-12 AND HIGHER EDUCATION GOAL

The state has identified two meaningful goals for students’ readiness and transition into postsecondary. First, the state expects its average ACT composite score to be a 21—or the college readiness benchmark—by 2020. Second, Tennessee expects the majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma or degree. Both of these targets clearly point to, and align with, the state’s *Drive to 55* credential attainment goal.

INCLUDE COLLEGE AND CAREER READINESS IN ACCOUNTABILITY DETERMINATIONS

High schools in the state will be rated on five areas, including Readiness. The Readiness measure is derived by multiplying the percent of high school graduates by the percent of students that (1) score at the college readiness benchmark on ACT, (2) complete four early postsecondary opportunities (such as AP or dual enrollment), or (3) complete two early postsecondary opportunities and earning industry certification on a CTE pathway leading to a credential. This approach provides students with multiple opportunities to demonstrate readiness. Importantly, it also reports performance based on the 9th grade cohort through the graduation rate multiplication.

Through accountability, Tennessee is making college and career readiness meaningful for all students and all schools. This is a promising example that other states can follow.

FIGURE 14

Example Measure Weighting for School Accountability

AREA/MEASURES	WEIGHT
ACADEMIC ACHIEVEMENT	30%
Proficiency ELA	10%
Proficiency Math	10%
Proficiency Science	10%
GROWTH	35%
Growth in ELA	15%
Growth in Math	15%
Progress in EL Proficiency	5%
ON TRACK TO CCR	15%
Learning and Leadership experiences	5%
4-year Cohort Graduation Rate	10%
COLLEGE AND CAREER READINESS	20%
Progress toward Credential	5%
Assessment of Readiness	10%
Post High School Transitions	5%
TOTAL	100%

Under ESSA, states are in control of their own school rating system.

Measuring CCR in California under ESSA

California's new school accountability model includes a College and Career Indicator (CCI) that incorporates multiple ways for a student to demonstrate preparation. The CCI will include four categories: Well Prepared, Prepared, Approaching Prepared, and Not Yet Prepared. Within each category (see below), students will be able to demonstrate their readiness through a combination of course and pathway completion, assessment scores, and earning postsecondary credit while in high school. The goal is to provide equal opportunities for students to demonstrate both college and career readiness.

While the state initially proposed a "Well Prepared" category, it recognized that it included an over-emphasis on college readiness measures in a way that could undercut

the indicator's value as measuring preparedness for college *and* career. To develop a robust set of college and career measures for the "Well Prepared" category, state agency staff plan to work with researchers, practitioners and stakeholders to propose a revised set of indicators for implementation in 2017–18.⁹¹ This approach takes advantage of language in ESSA supporting a state's "continuous improvement" of its accountability system, recognizing that states may require different timelines to enact their full system or may want to make important improvements as more data become available. Given that some of the recommended measures in this report may be a stretch for states today, states should follow California's lead in identifying a realistic timeline for action and working with stakeholders to deliver a robust set of college and career readiness measures.

California's College and Career Indicator

WELL PREPARED *To be determined*

PREPARED *Complete one of the following:*

- Career technical education pathway completion with "C" or better, plus one other measure below:
 - ___ Score at Level 3 on either the ELA or Mathematics Smarter Balanced assessment
 - ___ Complete one semester of dual/concurrent enrollment with a passing grade, in either academic or technical coursework
- Score at Level 3 on both the ELA and Mathematics Smarter Balanced assessment
- Complete two semesters of dual/concurrent enrollment with a passing grade, in either academic or technical coursework
- Earn a 3 or higher on at least two AP exams
- Pass at least two International Baccalaureate (IB) exams
- Complete the A-G course sequence,⁹² which are the courses required for University of California and California State University system admission, plus one other measure below:
 - ___ Complete a CTE Pathway
 - ___ Score at Level 3 on either the ELA or Mathematics Smarter Balanced assessment
 - ___ Complete one semester of dual/concurrent enrollment with a passing grade, in either academic or technical coursework

APPROACHING PREPARED *Complete one of the following:*

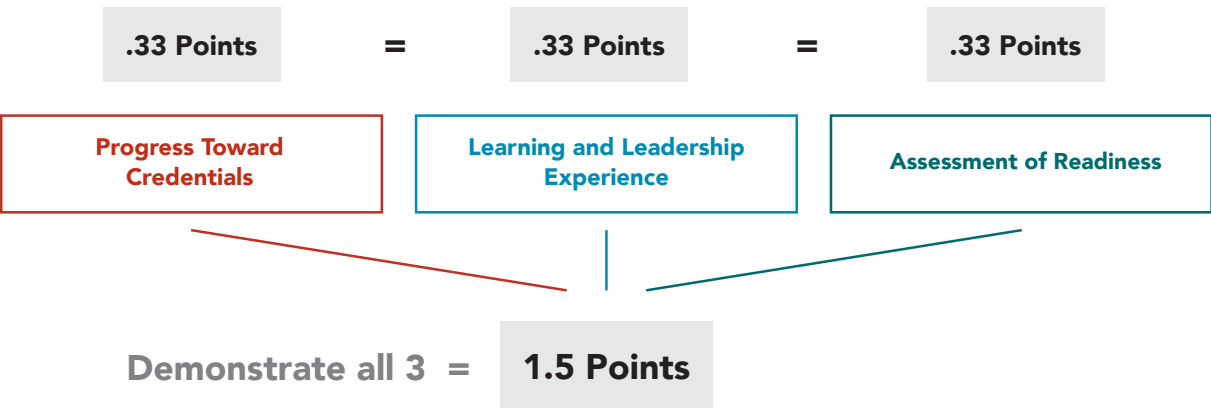
- Complete a CTE pathway
- Score at Level 2 on one or both the ELA or Mathematics Smarter Balanced assessments
- Complete one semester of dual/concurrent enrollment with a passing grade, in either academic or technical coursework
- Complete the A-G course sequence

NOT YET PREPARED *Has not met any of the benchmarks above.*

Kentucky introduced an alternative approach to 2010 that has gained interest: a measure that counts success at the individual, rather than aggregate, level. In this approach (Figure 15), the accountability system would provide incentives for student completion of a package of pathways, experiences and assessments. Each student would receive points based on their demonstration of the separate recommended measures of college and career readiness. A student that only completed one CCR aspect would receive 0.33 points, for instance. Students able to meet all three benchmarks would receive “bonus” points in the accountability system. The school would receive a score—accounting for 20 percent of the overall accountability determination for instance—based on the percent of the 9th grade cohort who demonstrated the CCR successes. The state could also choose to incorporate student transitions as an additional indicator for consideration.

FIGURE 15

Example of CCR Measure at the Student Level



INCORPORATING CCR INTO THE CALCULATION OF OTHER ACCOUNTABILITY INDICATORS

States may choose to incorporate college and career readiness into their calculation of required ESSA indicators. For instance, a number of states—including Rhode Island—currently use an “achievement index” to calculate Academic Achievement on state assessments. This index awards points based on where a student scores on the assessment scale, with more points awarded for students that are advanced (i.e., meeting the college- and career-ready cut score). An example of an assessment index that incorporates the recommended measures is available in Figure 16. Students who score at the CCR level on the assessment would receive an additional 20 points as compared to those that only demonstrated Proficiency. Many scholars believe this approach to be a better representation of student performance than simple proficiency rates.⁹³

FIGURE 16

Example of Assessment Index

LEVEL ON ASSESSMENT	POINTS AWARDED*
College- and Career-ready on HS summative + Passage of pathways aligned assessment	130
CCR on HS summative ⁹⁴	120
Proficiency on HS summative + Passage of pathways aligned assessment	110
Proficiency on HS summative	100
Approaching proficiency on HS summative	66
Basic on HS summative	33
Test not taken	0

States may also consider including the recommended measures in a graduation index as **Louisiana** has done previously, and as **New York** is considering in its ESSA plan. In this approach (see Figure 17), a state would award points for each student that graduates having met specific benchmarks. For instance, a student that completes an Advanced diploma and earns college credit while in high school would receive 125 points, which would be 25 points greater than a student who graduated with a regular diploma and no postsecondary credit. In this way, there is an incentive for schools to encourage students to complete rigorous coursework and Learning and Leadership experiences that set them up for success beyond high school.

FIGURE 17

Example of Graduation Index

GRADUATION LEVELS	POINTS AWARDED*
ADVANCED DIPLOMA PLUS (a) 1+postsecondary credits in high school; OR (b) Demonstration of skill gains through Learning experience *Students achieving both (a) and (b) will generate 150 points.	125
Four-year graduate, CCR course of study + Completion of a pathway of 3+ credits that is aligned to the student’s academic and career plans (e.g.,Advanced Diploma)	110
Four-year graduate, CCR course of study	100
Four-year graduate, non-CCR course of study	75
Five-year graduate, non-CCR course of study	50
Six-year graduate, non-CCR course of study	25
Non-graduate	0

Regardless of the approach, high schools need to be accountable for the college and career readiness of their students. Every state has authority and flexibility to make college and career readiness the focus of their high school accountability system. This can be accomplished by:

- ✓ Including one or more measures of college and career readiness as the “school quality or student success” indicator in the state’s ESSA accountability system.
- ✓ Measuring college and career readiness in the calculation of one of the other required ESSA indicators.

Getting Implementation Right

To deliver on this set of recommendations in a high-quality way, states will need to attend to a number of important implementation issues.

DEFINITIONS

States need to implement a rigorous and ongoing process to define the critical terms found in the recommended measures, such as which pathways “lead to a credential of value” to the state’s workforce, what jobs are in a “high-skill, high-demand field,” and what entails a meaningful “Learning and Leadership experience.” Each of these terms will be shaped by the unique context of the state. Postsecondary education and industry must be involved in developing and refining these definitions over time.

VALIDATION OF QUALITY

Verifying that a student’s performance or experience is both rigorous and meaningful for preparation is essential. This validation will likely need to come from outside the K-12 system. Higher education and business are the ultimate validators of whether a student is ready, and thus they should play a pivotal role in defining quality. Validation is especially important for measurement categories one through three. Without validation from outside the K-12 system, the measures may not hold value.

TIMELINE

The timeline for action will vary from state to state. Movement from reporting to accountability must be based on the state’s comfort with the quality of data in each performance category.

PERFORMANCE EXPECTATIONS

States need to balance the rigor of expecting all students to be postsecondary and career ready with the reality that we are far from that goal. States would likely find it helpful to set realistic targets for school performance and increase them over time.

Collecting and reporting high-quality data is also a fundamental component for success. There are a host of issues that states will need to address, including, at a minimum:

- ✓ Transition from self-report to individual student data
- ✓ Establish necessary new data agreements and new partnerships for collecting/sharing information to get individual student data
- ✓ Access information from employers and other external partners about student skill development.
- ✓ Develop and verify methods for measuring “professional” skills
- ✓ Define which industry-recognized credentials have value in the field and have an ongoing process for identification and validation
- ✓ Partner with industry to validate the state’s technical skills assessments
- ✓ Create a plan to obtain individual student data across state lines regarding enrollment in remediation, certification, apprenticeships, and employment, while ensuring proper student privacy protections are in place.

Recommended Actions for States

For college and career readiness to be valued in all schools and for all students, states should strive to:

- 1** Publicly report performance of all high schools across all four measurement categories, disaggregated by individual measures and all subgroups;
- 2** Increase the sophistication of measures in all four categories annually, striving to reach the Exceptional level within 5 years;
- 3** Include each category of measure in the state's accountability determination system;
- 4** Make each measure a significant part of the high school accountability determination; and,
- 5** Use the information to support improvements in preparing all students for college and career.

States are at different starting points in their ability to collect, report and use data in the four measurement areas. Most states are nascent in this work. For those states, collecting and publicly reporting data at the baseline level of each category will be pivotal to their progress. For those states at a more advanced starting point, increasing the sophistication of the measure definitions and transitioning from reporting to inclusion in accountability determinations will be key.

Regardless of starting point, all states have opportunity to move forward with the recommendations. States should take advantage of the focus on continuous improvement in ESSA to transition metrics and increase performance expectations over time. It is critical that all states set a vision for the future and work to implement the data and policy changes necessary to bring that vision to life.

Immediate Steps

UNDERSTAND YOUR BASELINE

Assess current capacity in terms of student access, data, and policy

INCORPORATE INTO ESSA PLAN

Commit to publicly report recommended measures, include as state goals and/or use in school accountability determinations

SET AN AGGRESSIVE GOAL TO BRING SYSTEM ON LINE

Develop timelines to meet the ESSA plan and processes for examining when a measure is ready for use in accountability determinations

COLLECT CRITICAL DATA

Increase the sophistication of measurement definitions, develop systems for managing new data, and institute data quality controls

Mid- to Long-term Steps:

PUBLICLY REPORT DATA

Include the performance of all high schools in all four categories of measurement, and disaggregate the data by individual measures and student subgroups

INCLUDE RECOMMENDED COLLEGE- AND CAREER-READY MEASURES IN SCHOOL ACCOUNTABILITY DETERMINATIONS

Over time, incorporate each category of measure into the state's system and place significant emphasis on those measures in accountability determinations

USE THE INFORMATION

Support improvements in preparing all students for college and career

Preparing students for success beyond high school is the charge of K-12 system. It's time that all state accountability systems reflect that fact—providing equal and collective measurement of college and career readiness for all students.

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¹⁰ "Professional" skills include the skills that are meaningful for a student's success beyond high school such as: communication, collaboration, problem solving, self-determination, college/career knowledge.

¹¹ "Pathway" means an aligned sequence of courses that span secondary and postsecondary (and may include additional required experiences) that culminates in a credential with specific labor market value established by industry. A credential of value may include an industry-recognized credential, journey person certificates through registered apprenticeship opportunities, trade certification, Associates degree, Bachelor's degree or advanced degree.

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⁹² California Department of Education.

⁹³ University of California Board of Regents, “A-G Subject Requirements,” Oakland, CA. Available at: <http://www.ucop.edu/agguide/a-g-requirements/>.

⁹⁴ Morgan Polikoff, “A Letter to the U.S. Department of Education (Final Signatory List),” July 12, 2016. Available at: <https://morganpolikoff.com/2016/07/12/a-letter-to-the-u-s-department-of-education/>.

⁹⁵ Example assumes different CCR and Proficiency cut points on the assessment. If those are the same, then the points would shift to reflect that reality

ACKNOWLEDGEMENTS

Education Strategy Group and the Council of Chief State School Officers want to acknowledge the significant contributions of the members of the Expert Workgroup on Accountability who devoted considerable time to working through the complex data, measurement and policy issues involved in redesigning accountability systems: Chad Aldeman, Chris Domaleski, Matthew Gandal, Melissa Fincher, Christy Hovanetz, Dan Jorgensen, Paige Kowalski, Kate Blossveren Kreamer, Marie O’Hara, Rich McKeon, Danielle Mezera, Ryan Reyna, Scott Sargrad, Robert (Bob) Sheets, Leslie Slaughter, Anne Stanton, Natasha Ushomirsky, and Christopher Woolard.

Special thanks to Ryan Reyna of Education Strategy Group for his leadership in developing the recommendations and authoring the report based on the Workgroup’s advice. Thanks to staff from the partner organizations who reviewed drafts and offered significant contributions, especially Kathleen Mathers from Education Strategy Group, and Melissa McGrath, Kirsten Carr, Ashley Gardiner and Katie Carroll from CCSSO. Thanks also to Advance CTE for their partnership in the broader New Skills for Youth initiative.

Thanks to Kristin Girvin Redman, Tessa Gibbs and Dana Kravitz at Cricket Design Works for their tireless work to design and produce a visually compelling report.

Finally, we are grateful to Mary Blanus of The Leona M. and Harry B. Helmsley Charitable Trust for providing financial support and recognizing the importance of developing new approaches to high school accountability that better align with students’ long term goals.



ccsso.org



edstrategy.org



careertech.org

Multi-Tiered System of Support (MTSS) District-wide Model



Core Beliefs of MTSS:

- **EVERY** child learns and achieves with the increasing level of rigorous instruction.
- Learning includes academic and social competencies.
- **EVERY** member of the learning community continues to grow, learn, and reflect together.
- **EVERY** leader at all levels is responsible for **EVERY** child.
- Change is intentional, coherent, and dynamic.

SUPPORT SERVICES & PROGRAMS for HIGH NEEDS LEARNERS

Goal Area 1: Personalized Learning Pathways and Strengths-based Growth Plans for every learner... to close achievement gap				
Class Size Reduction	Further reduces TK-3 class size to 20:1 to more effectively personalize learning and support growth for high needs learners	District-wide	1,407 learners	Supplemental & Concentration (S&C)
Personalized Learning Plans (PLPs)	PLP Admin.& clerical provide additional monitoring and support of personalized learning for high needs learners; TK-8	District-wide	3,800 learners	S&C
ECE Home Visitor	Academic, social emotional Learning (SEL) for at-risk families with children 0-3	Fairsite	22 families	S&C
Preschool	Delivers academic and social emotional learning for high needs children, ages 3-5	Fairsite	210 learners	Migrant Ed, State Preschool, First 5, Title 1, SpEd, QRIS
Counselors/ Social Workers: Social Work Interns	SEL, behavior and academic support; PreK-8	VO- 1 , MMS- 1 RO/GES- 1 MRE/LC- 1	3,800 learners	Title I, S&C, Mental Health
Instructional Assistants	Reading and Math academic support for high needs learners grades TK-6	VO- 7, GES- 4 RO- 4, MRE- 3 LC- 4, MMS- 0	Approx 1,407 learners	Title I, S&C
Bilingual Instructional Assistants	Additional academic support for beginning ELs; TK-3 & newcomers	VO- 7, GES- 4 RO- 4, MRE- 2 LC- 3, MMS- 2	Approx 800 learners	Title I, Title III, S&C
Newcomer Teacher	Additional academic support for ELs at the beginning level of English proficiency; 7-8th	MMS- .20 FTE	10 learners	S&C
Extended Day	Afterschool small group intervention by teacher or homework club by an IA; TK-8;	District-wide	415 learners	Title I, Migrant Education
BFLC Clubs and Summer Academies	Classified & certificated staff provide Expanded Learning opportunities for every learner-clubs and academies for TK-8th afterschool/ summer	District-wide	1680 learners	RTTT, S&C, Base

ASES Afterschool Program	SEL and academic support to learners afterschool; priority enrollment for high needs learners; 1st-8th	GES, VO, MMS	375 learners	ASES, Title I
SCOE CARE Program	Provides self-contained classroom setting to increase personalization for learners at-risk of dropping out of school; 8th	MMS	18 learners	ADA
Migrant Summer Academy	4 week summer learning program for migrant learners PreK-8	District-wide	200 learners	Migrant Education
Long-Term English Learner Summer Academy	4 week summer learning program for LTELs and high-needs learners; 4-8th	District-Wide	100 learners	RTTT, S&C
Program Specialist	Support site admin and all special education staff with implementation and compliance of SpEd. PreK-8	District-wide- 1	530 learners	SCOE, Mental Health
SpEd Extended Year	Summer learning for learners in grades PreK-8 with services on IEPs	District-wide	114 learners	SpEd, Base
Behaviorists	Staff support student behaviors and teacher training; PreK-8	District-wide- 5	Ratio 1:730 learners	SpEd, Base, Mental Health
Psychologists	Assessing for learning disabilities, counselling, RtI support; PreK-8	District-wide PreK-6 = 4 7-8 = 1	Ratio 1:850 learners	SpEd, Base, Mental Health
Speech & Language Pathologist	Assessing learners to identify speech/lang disability, small group therapy, RtI team support; PreK-8	PreK- 2, VO- 1.5 GES- 1, RO- 2 MRE- 1.5, LC- 1.5, MMS- 1	434 learners	SpEd, Base,

Goal Area 2: Implementation of Common Core State Standards ...in a variety of blended learning environments while closing the achievement

ELD Coach, Curriculum Coaches, & EL Lead Teachers	Build site leadership capacity and support teachers in CCSS and ELD implementation; PreK-8	District Coaches-7 EL Leads: VO- 1 GES- 2, RO- 1 MRE- 0, LC- 2,MMS-2	3,800 learners	Title I, Title II, NGSS, Base, CVF
Online learning courseware	Provides blended learning opportunities to supplement CCSS (math, ELA); TK-8	District-wide	3,800 learners	S&C, Title I
Chromebook w/wifi check out	To support blended learning at home for learners without computer and/or wifi access; TK-8	District-wide	412 learners	S&C, RTTT, Base
Preschool Site Supervisor	Coordinates preschool services & collaborates with School Readiness; ages 0-5	Fairsite	208 learners	State Preschool
School Readiness (SR) Supervisor	Coordinates SR activities, parent Ed. and playgroup designed for high needs families; ages 0-5	Fairsite	300 families	First 5
Bilingual Office Assistants	Increase parent access to school information and services for non-English speaking families; PreK-8	District-wide	1,200+ families	S&C, Title I
Parent Engagement and Involvement	Empower parents to support their children through SSTs, family nights, parenting classes/ workshops; PreK-8	District-Wide	Approx. 3,000 families	Title I, Title III, Migrant Ed., MOUs, First 5
Additional MMS Transportation	Provides transportation to/from MMS for learners living west of Hwy 99; 7-8th	McCaffrey	120 learners	S&C
Expanded Learning Transportation	Afterschool & summer routes to insure access to expanded learning; TK-8	District-wide	3,800 learners	S&C, Migrant Education
Targeted Planning, Teamwork & Services	18 hours principally directed to higher needs learners PreK-8	District-wide	3,800 learners	S&C
E-3 Innovation Projects	Equity, excellence, engagement & innovation site-based grants TK-8	District-wide	3,550 learners	RTTT



LCAP GOAL 4

LCAP GOAL 4

Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21st Century Learning.

1. Facilities and General Obligation Bond Next Steps:
Tom Barentson, Business Director and Rich Malone, Governmental Financial Services

At the March 22nd Board Meeting, Rich Malone, Government Financial Strategies Chief Operating Officer, will be presenting to the Board of Education, "Implementing Measure K: Selling the First Series of Bonds". The presentation is included in the Board Packet.

Galt Joint Union Elementary School District

Implementing Measure K: Selling the First Series of Bonds



Presented by Rich Malone
March 22, 2017

Our Agenda for Today

- ◆ Brief Review of Measure K
- ◆ Updated Bond Financial Plan
- ◆ Bond Sale Details
- ◆ Next Steps
- ◆ For Reference
 - ▶ A.V. Assumptions
 - ▶ Estimated Costs of Issuance
 - ▶ July 27, 2016 Board Presentation



Congratulations on Measure K!

✔ Measure K				
County:	Yes		No	
	Votes	%	Votes	%
Sacramento County	6,554	66.88%	3,245	33.12%
San Joaquin County	357	53.77%	307	46.23%
Totals:	6,911	66.05%	3,552	33.95%



Note: Sacramento and San Joaquin county election results
[https://ballotpedia.org/Galt_Joint_Union_Elementary_School_District,_California,_Bond_Issue,_Measure_K_\(November_2016\)](https://ballotpedia.org/Galt_Joint_Union_Elementary_School_District,_California,_Bond_Issue,_Measure_K_(November_2016))

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT MEASURE K

K “To improve the quality of education for pre-kindergarten through eighth grade students shall Galt Joint Union Elementary School District be authorized to modernize and upgrade classrooms and school facilities for 21st Century learning; replace portables and leaky roofs; upgrade outdated electrical, heating/air conditioning and plumbing; make safety/security and technology classroom improvements, by issuing \$19,700,000 of bonds at legal interest rates, with independent citizens’ oversight and audits, NO money for employee salaries, and all funds benefitting local schools?”

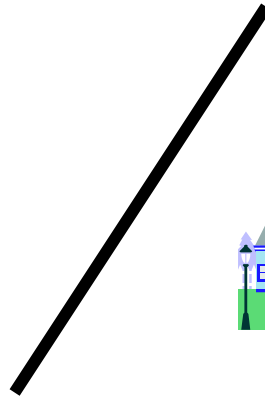
Simple Summary of Measure K

- ◆ Expenditures are limited to the type of projects listed in the measure.
- ◆ \$19.7 million of general obligation bonds are to be issued.
- ◆ Expenditures are to have independent citizen oversight.

- ◆ Additional information:
 - ▶ Pre-Election estimated tax rates:
 - Maximum – 3.000¢ per \$100 (\$30.00 per \$100,000) of AV
 - Minimum – 2.980¢ per \$100 (\$29.80 per \$100,000) of AV
 - Average – 2.993¢ per \$100 (\$29.93 per \$100,000) of AV
 - ▶ Intention to issue bonds in 2 series: 2017 & 2019.

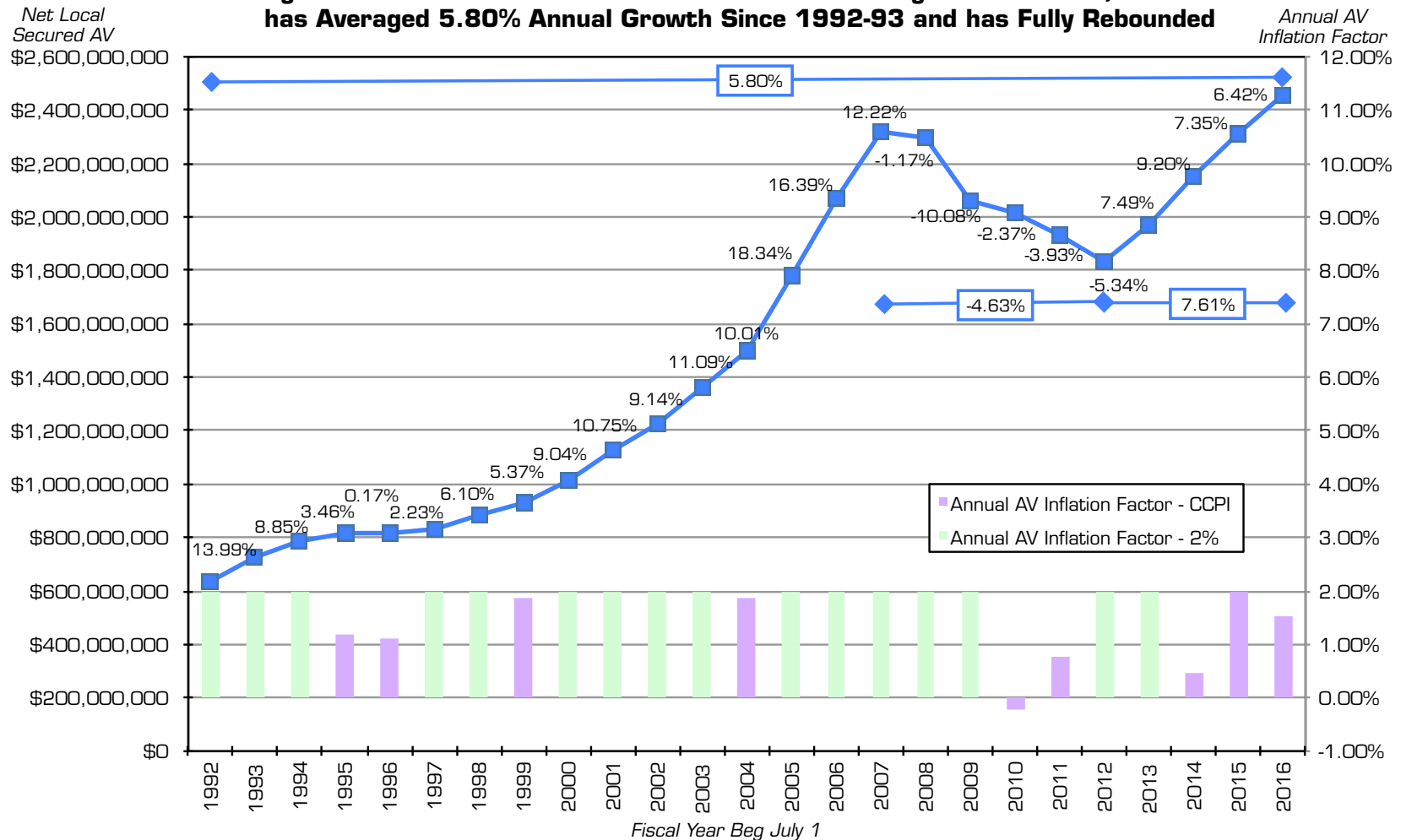
G.O. Bond Tax Rates

- ◆ Bond tax rate \approx debt service \div assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



AV has Shown Strong Growth Recently

Although the District's Assessed Valuation Declined During the Recession, the Tax Base has Averaged 5.80% Annual Growth Since 1992-93 and has Fully Rebounded

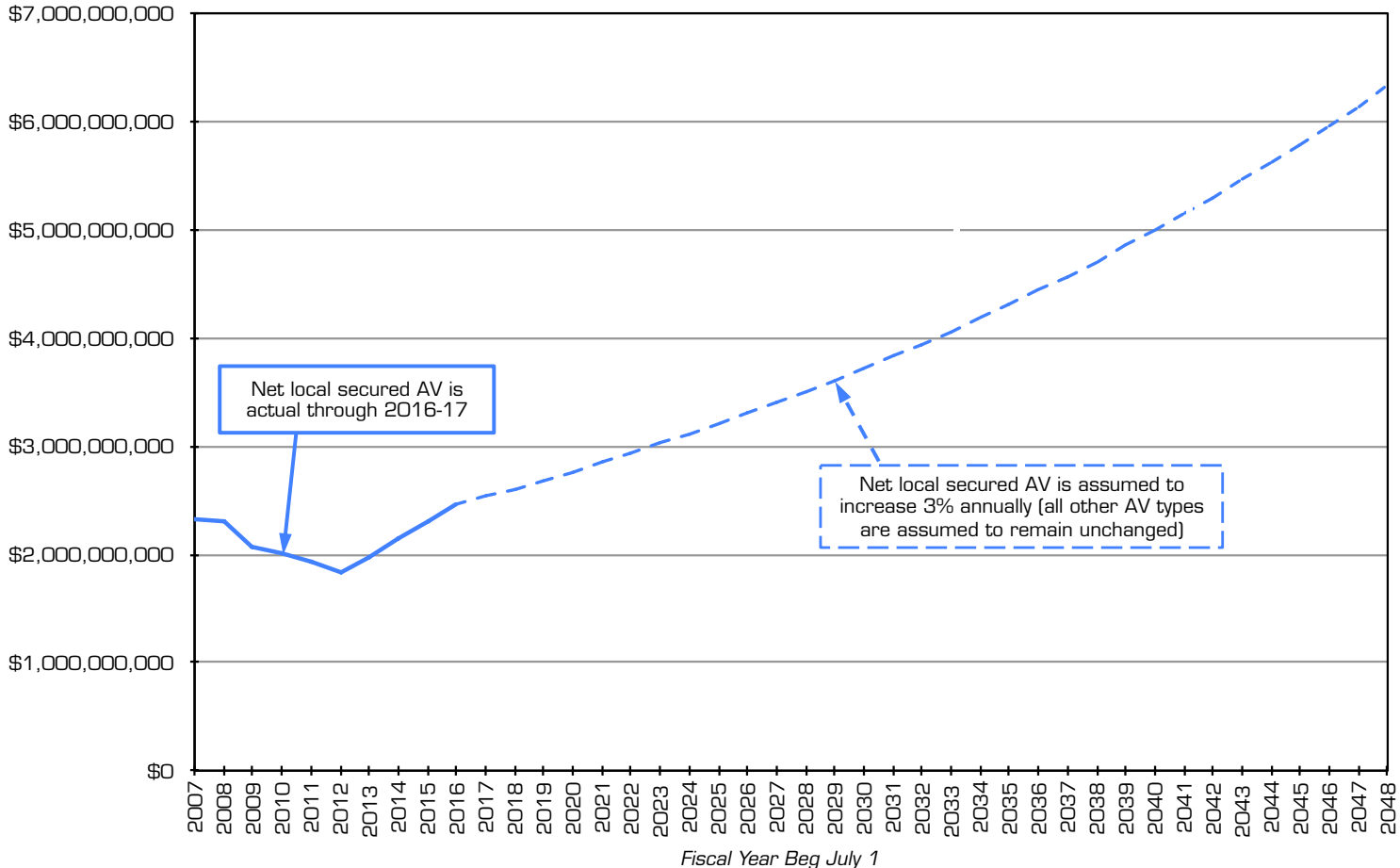


District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2016 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2016. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

AV Projected to Grow at 3%

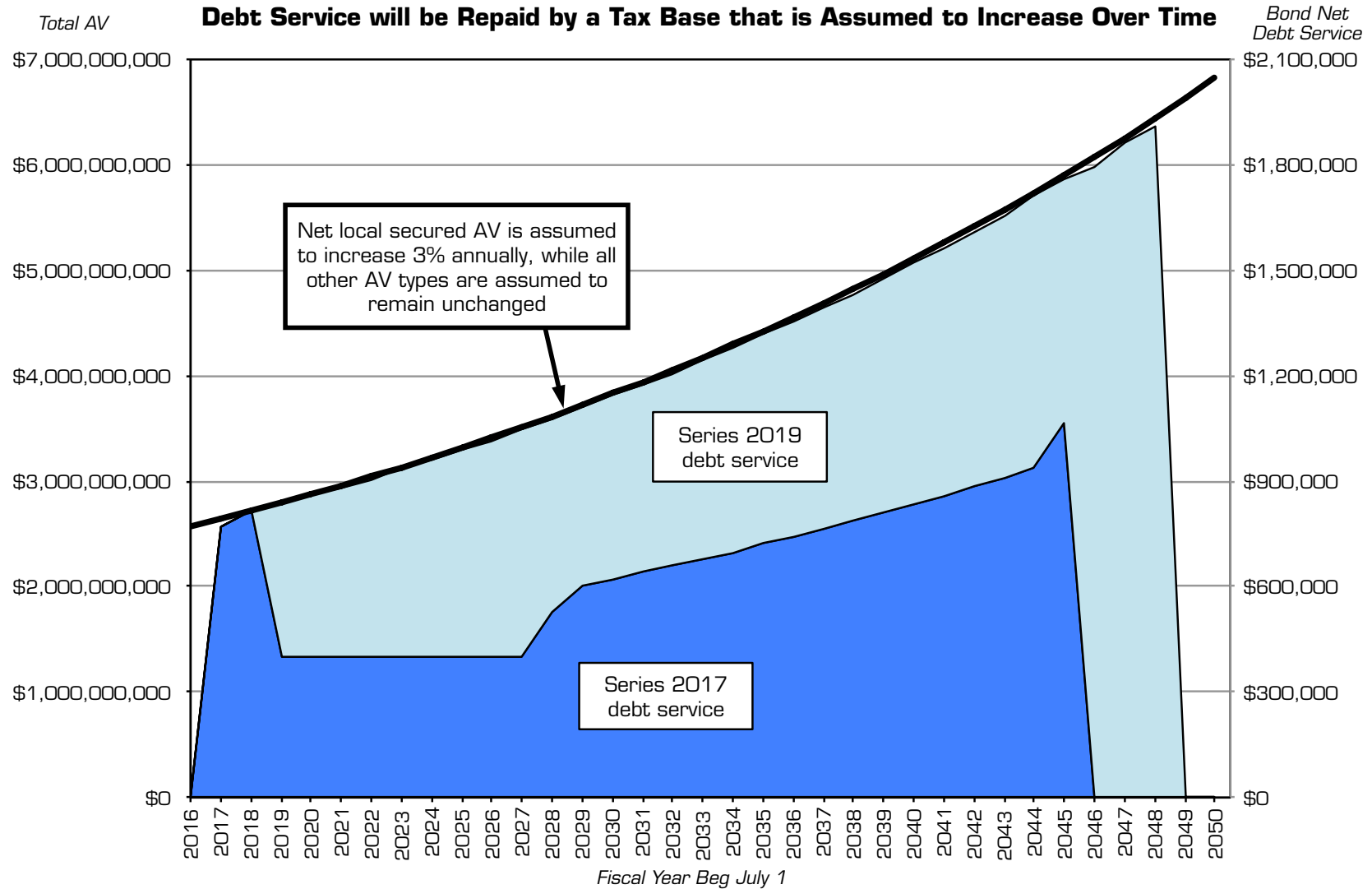
Net Local Secured
Assessed Value

Constant, Moderate Net Local Secured AV Growth is Assumed



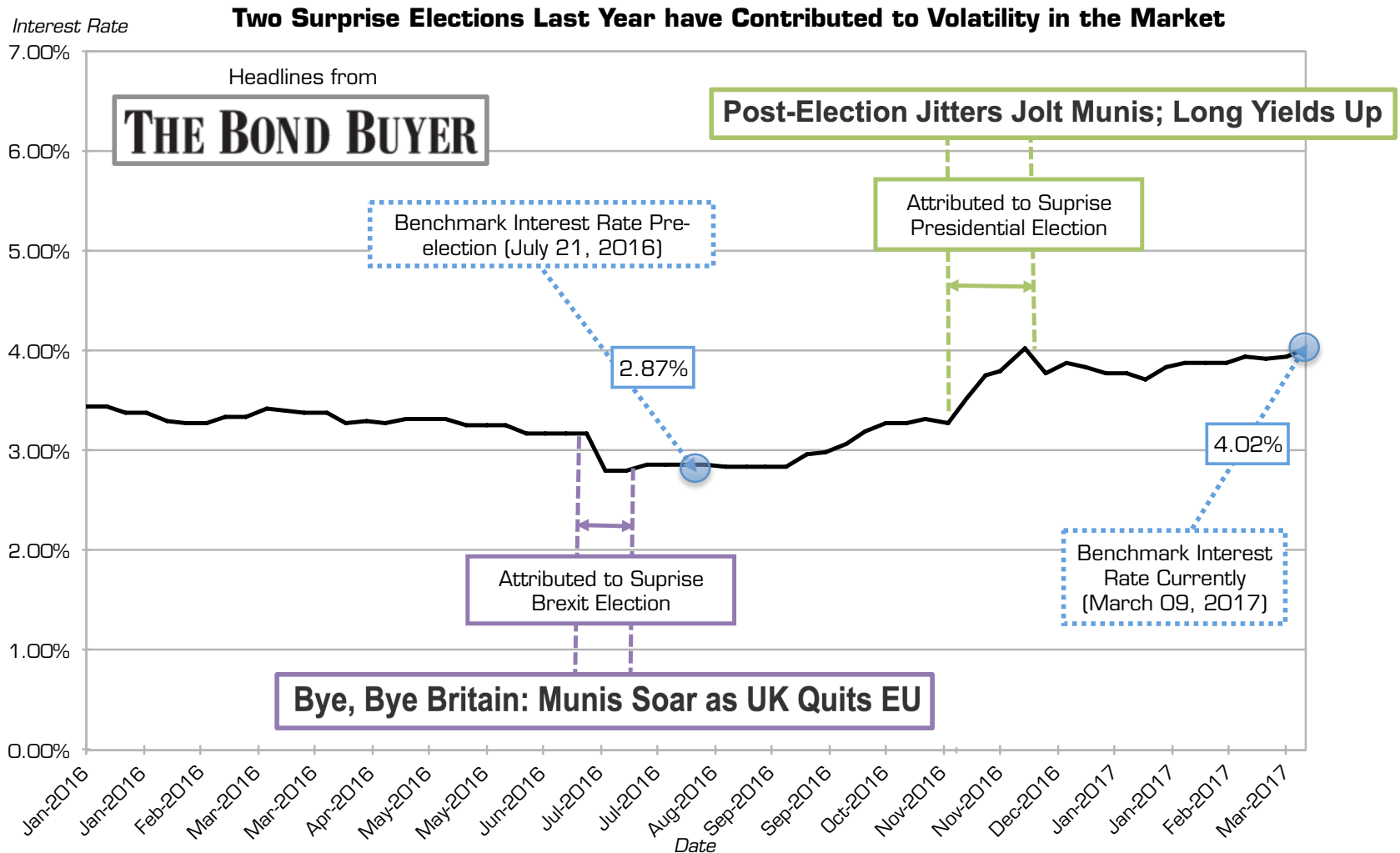
Historic data provided by Sacramento and San Joaquin Counties. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Since 1992-93, net local secured has annually comprised 93% - 97% of the District's total AV. As individually the other components are relatively small and tend to be subject to less predictable volatility, the AV focuses on net local secured.

To Achieve Level Tax Rates...



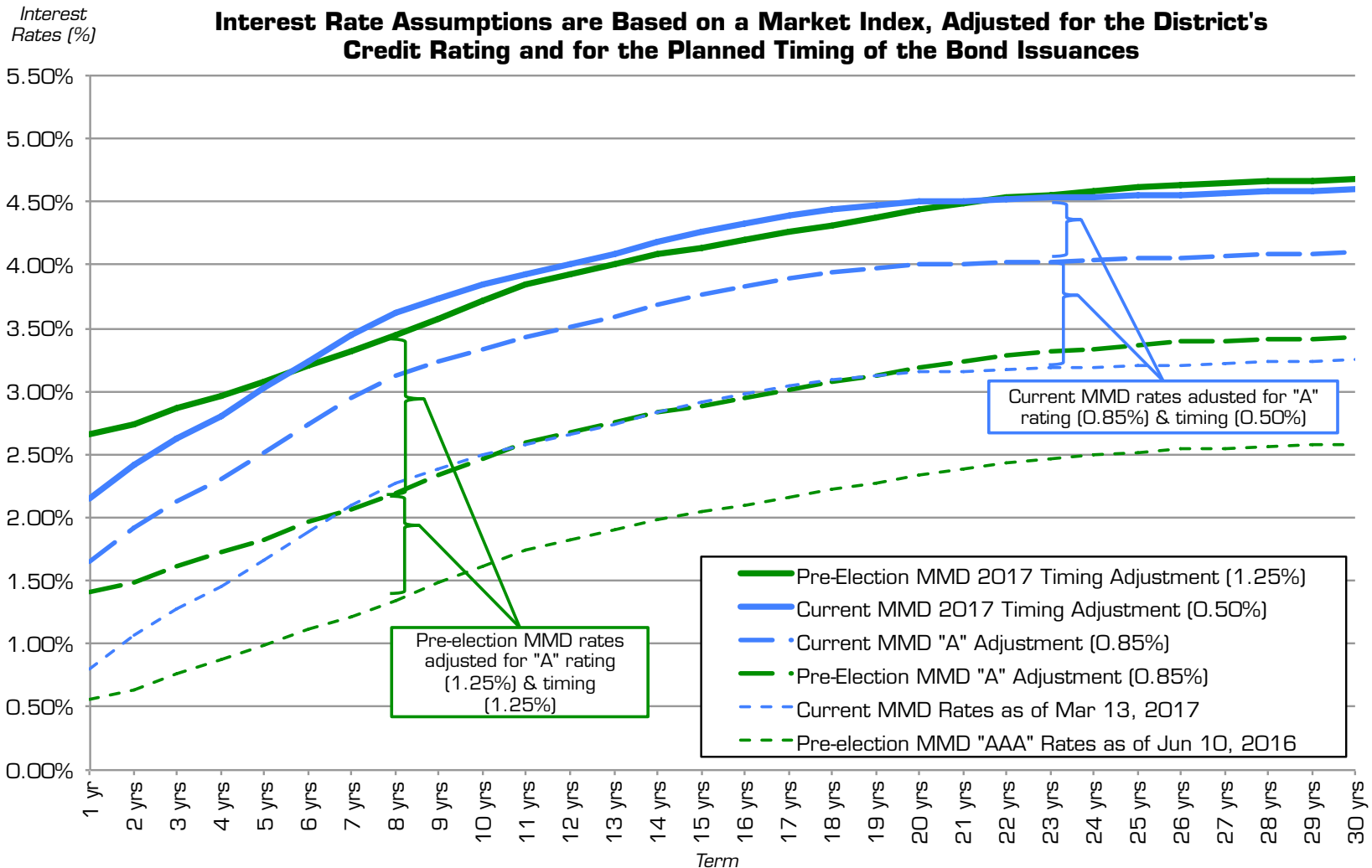
Debt service based on MMD "AAA" rates as of March 13, 2017, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +50bp (2017) & +75bp (2019), and +180bp for callable capital appreciation bonds.

Interest Rates are Volatile



Notes: The 20-Bond Index consists of 20 general obligation bonds that mature in 20 years and is compiled every Thursday. The average rating of the 20 bonds is roughly equivalent to Moody's Investors Service's Aa2 rating and Standard & Poor's Rating Service AA. Bond Buyer headline references: "Bye Bye Britain: Munis Soar as UK Quits EU" dated June 24, 2016, and "Post-Election Jitters Jolt Munis; Long Yields Up" dated November 9, 2016.

Conservative Pre-election Interest Estimates Close to Current Estimates



MMD 'AAA' Yield Curve produced daily by Thomson Reuters to represent yields by maturity of the highest-grade AAA rated state general obligation bonds, as determined by the MMD analyst team.

Potential \$19.7 Million of Bonds

- ◆ The bond amount of \$19.7 million was a result of our facilities needs being greater than what the conservative bond issuance plan of \$19.2 million could attain:
 - ▶ If the tax base grows faster than assumed (3% annually), we may sell more than \$19.2 million of bonds (up to \$19.7 million).
 - ▶ The bond plan was conservative so that the community can have confidence in what can be accomplished.
 - ▶ This provides the opportunity to take advantage of any upside that a better-reality-than-assumed can give us.

Adjustments to Bond Plan

- ◆ Assessed value growth greater than planned this past year
 - ▶ Growth of 6.42% compared to 3.0% planned
- ◆ Assumed interest rates lower for short and long term rates, but higher for mid-term rates.
- ◆ Risk Management:
 - ▶ Because we assume that we'll face rising interest rates as a matter of risk management . . .
 - It's better to issue the first series with a longer term, and then if interest rates allow, shorten the term of the later bond series, to reduce overall interest costs.
 - Therefore, we're currently proposing that the first series have a term of just under 30 years, and we're currently modeling the second series similarly, but this will be revisited in 2019.
 - This maximizes the potential of achieving the full issuance of \$19.7 million in bonds.

Updates to Term of Bonds

Under the Updated Plan, While The Overall Term Remains the Same, the First Series is Extended to Alleviate Impact of Increased Interest Rates

Updated Plan

Series 2017

29 year term

Series 2019

30 year term

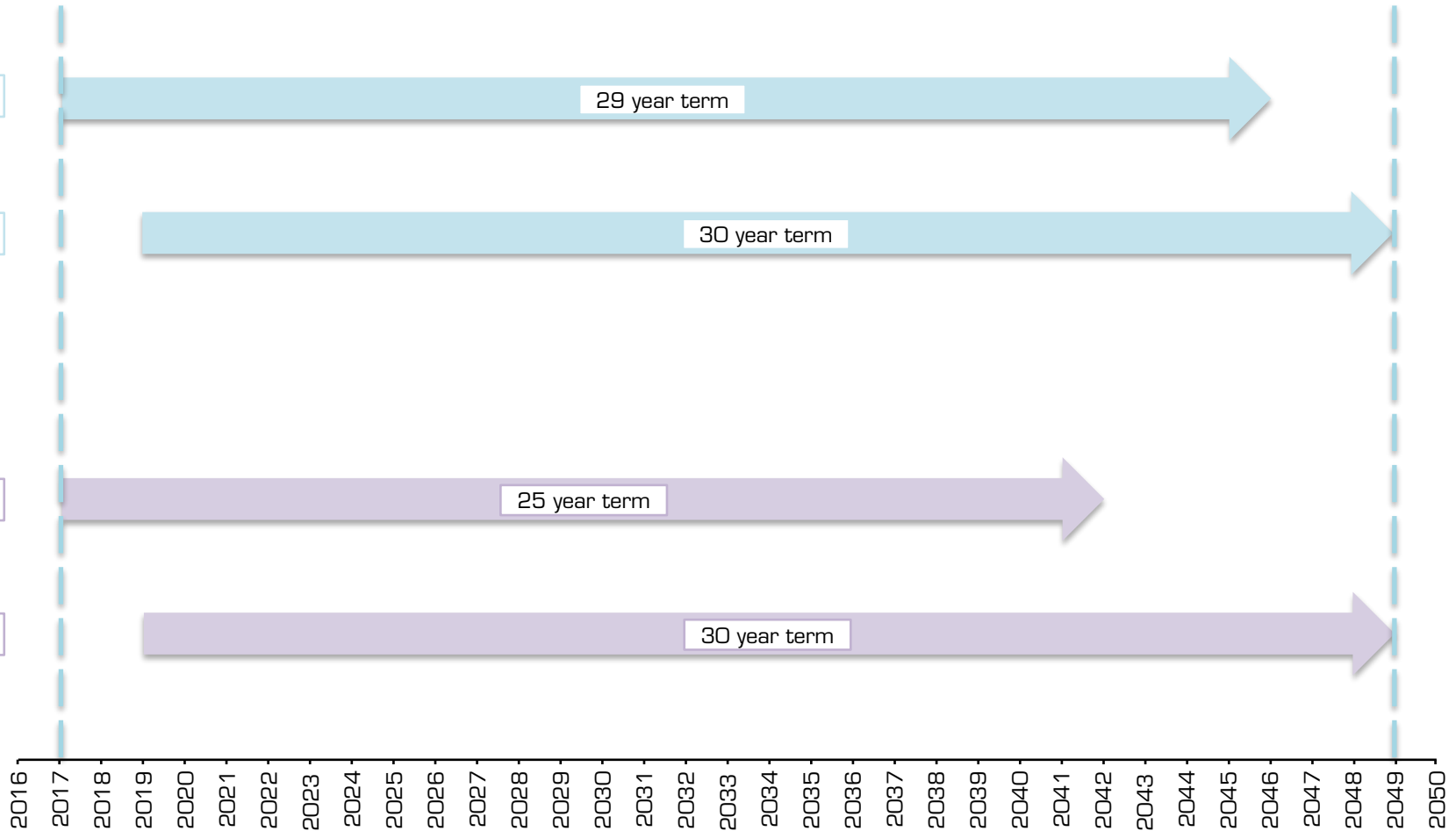
Original Plan

Series 2017

25 year term

Series 2019

30 year term

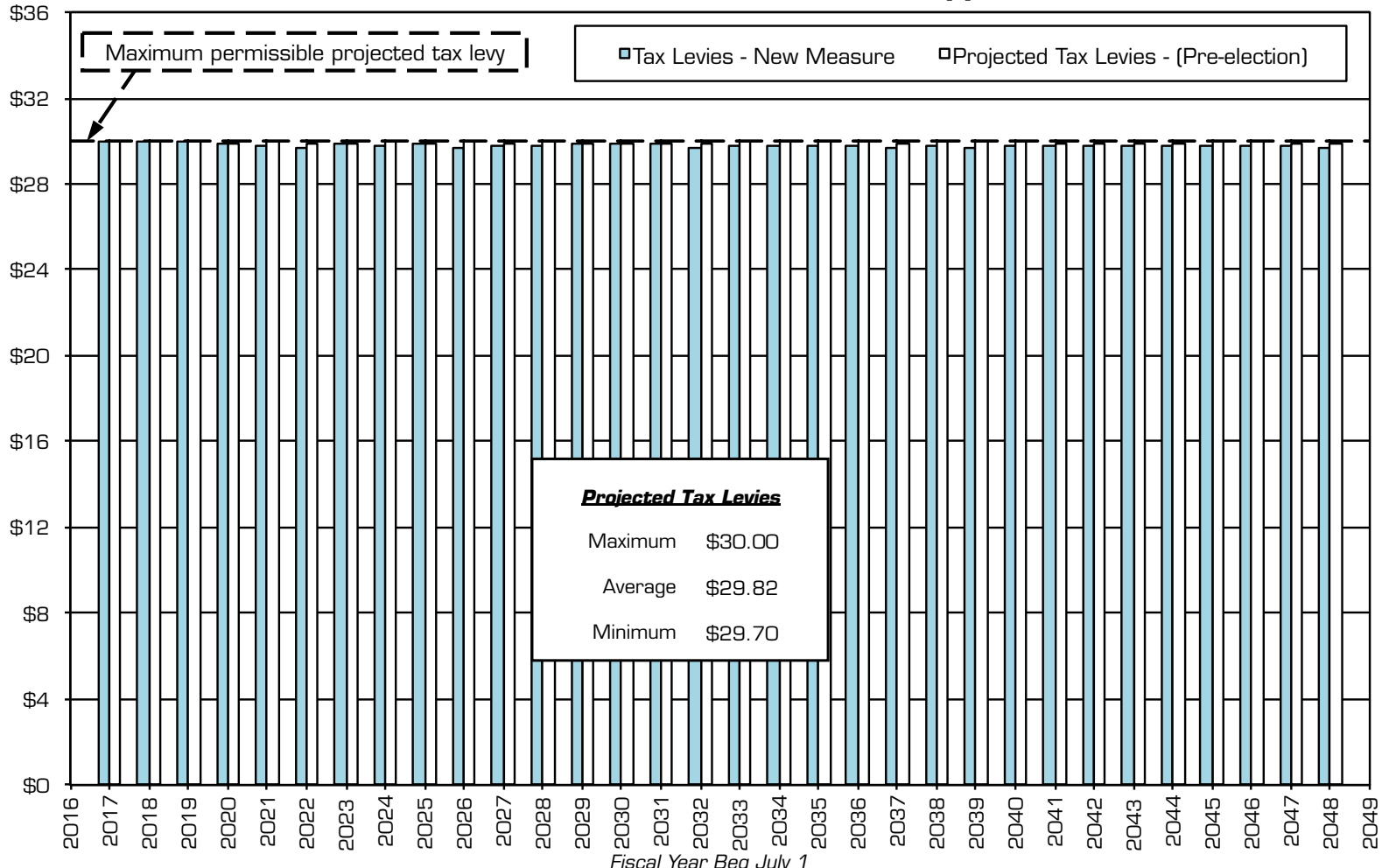


Fiscal Year Beg July 1

Projected Tax Levies ≤ \$30

Tax Levy per \$100,000 of AV

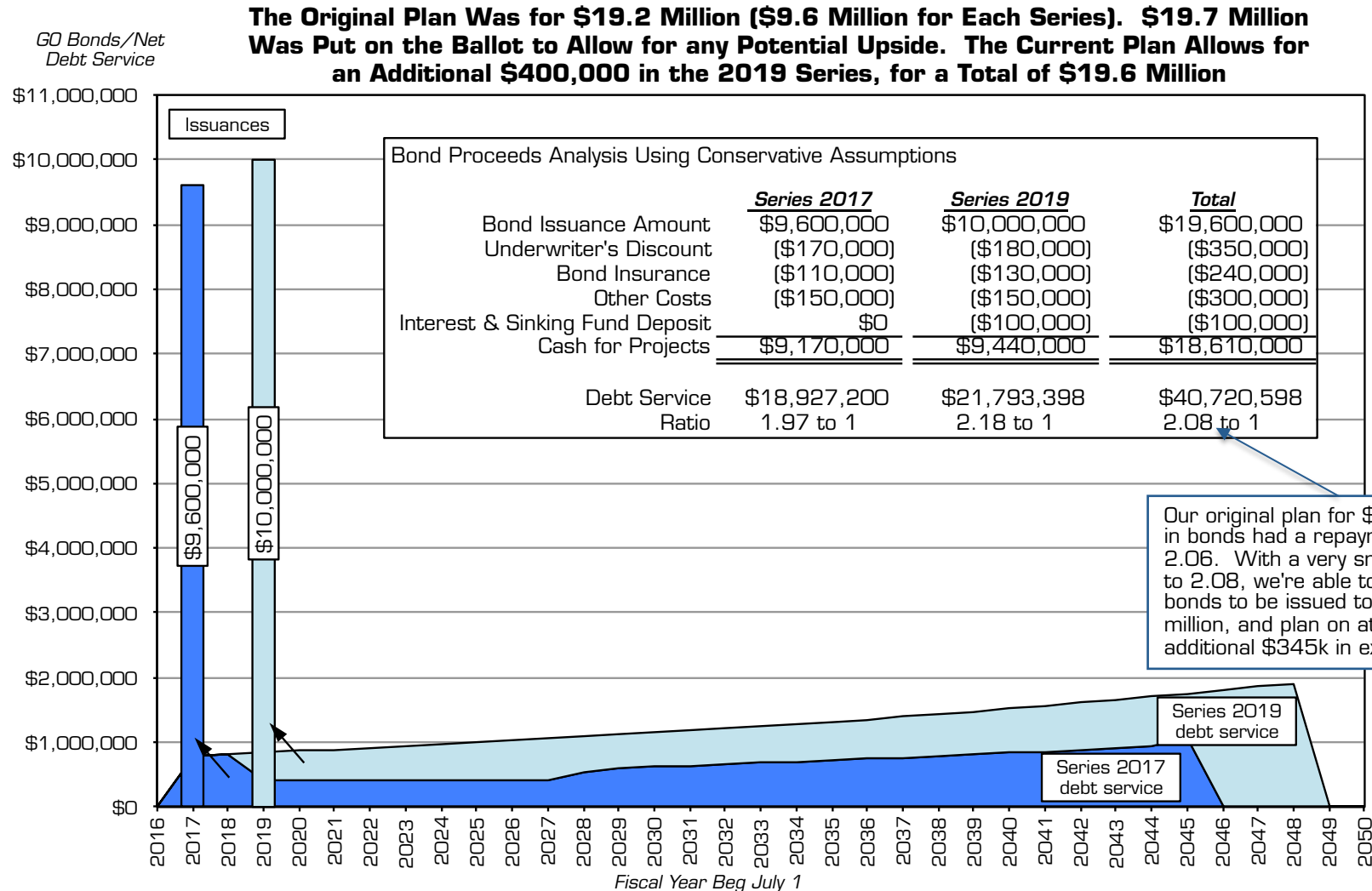
Tax Levies are Projected at the Maximum Allowable Projection of \$30 per \$100,000 of Assessed Value for a 55% Voter Approval Bond Measure



Tax levies projected based on assumed debt service, actual 2016-17 AV, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

As Originally Planned, \$9.6 M. to be Issued in 2017

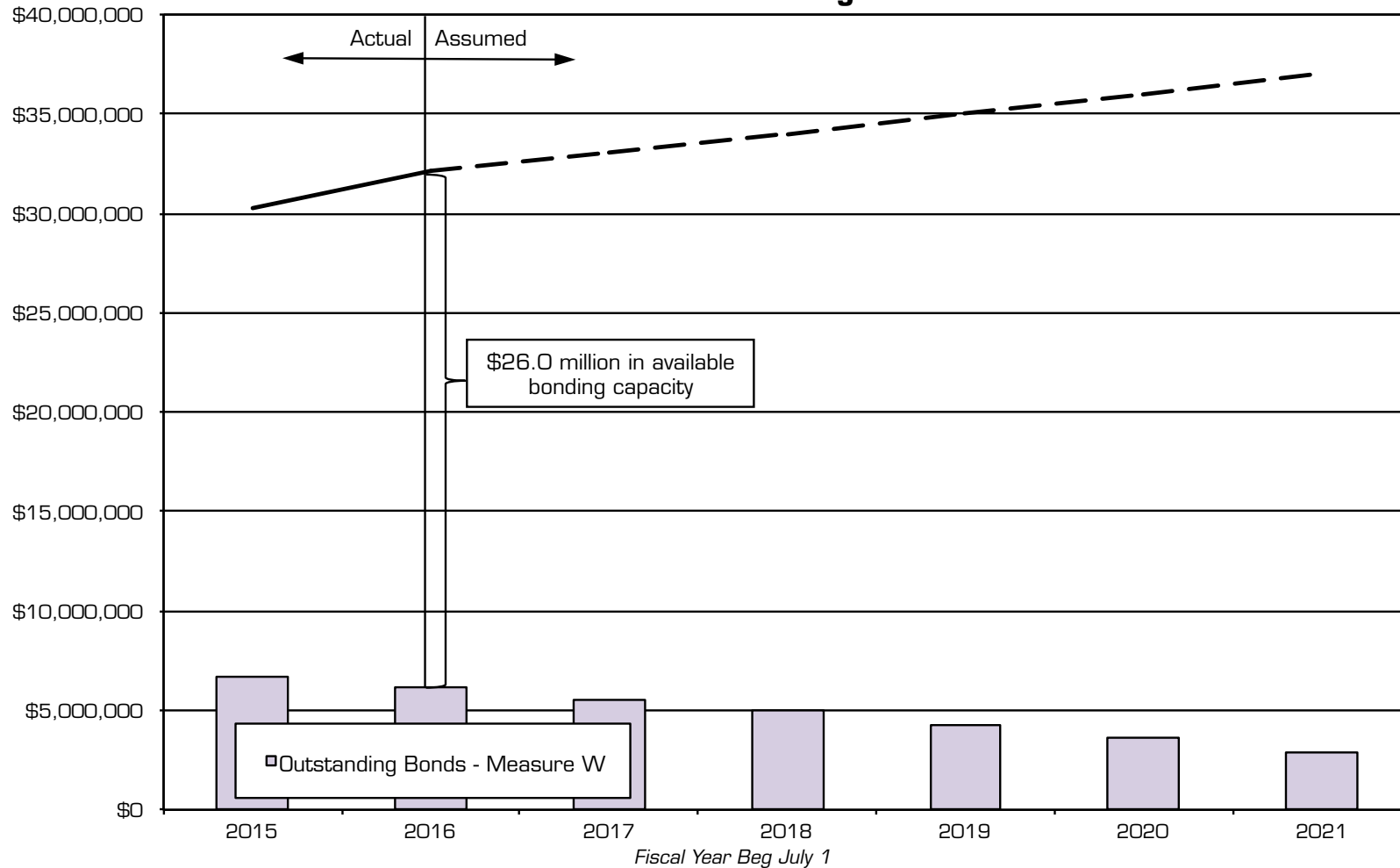
(No CABs Planned for Series 2017; \$310,000 in CABs for Series 2019)



Debt service based on MMD "AAA" rates as of March 13, 2017, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +50bp (2017) & +75bp (2019), and +180bp for callable capital appreciation bonds. Net local secured AV is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

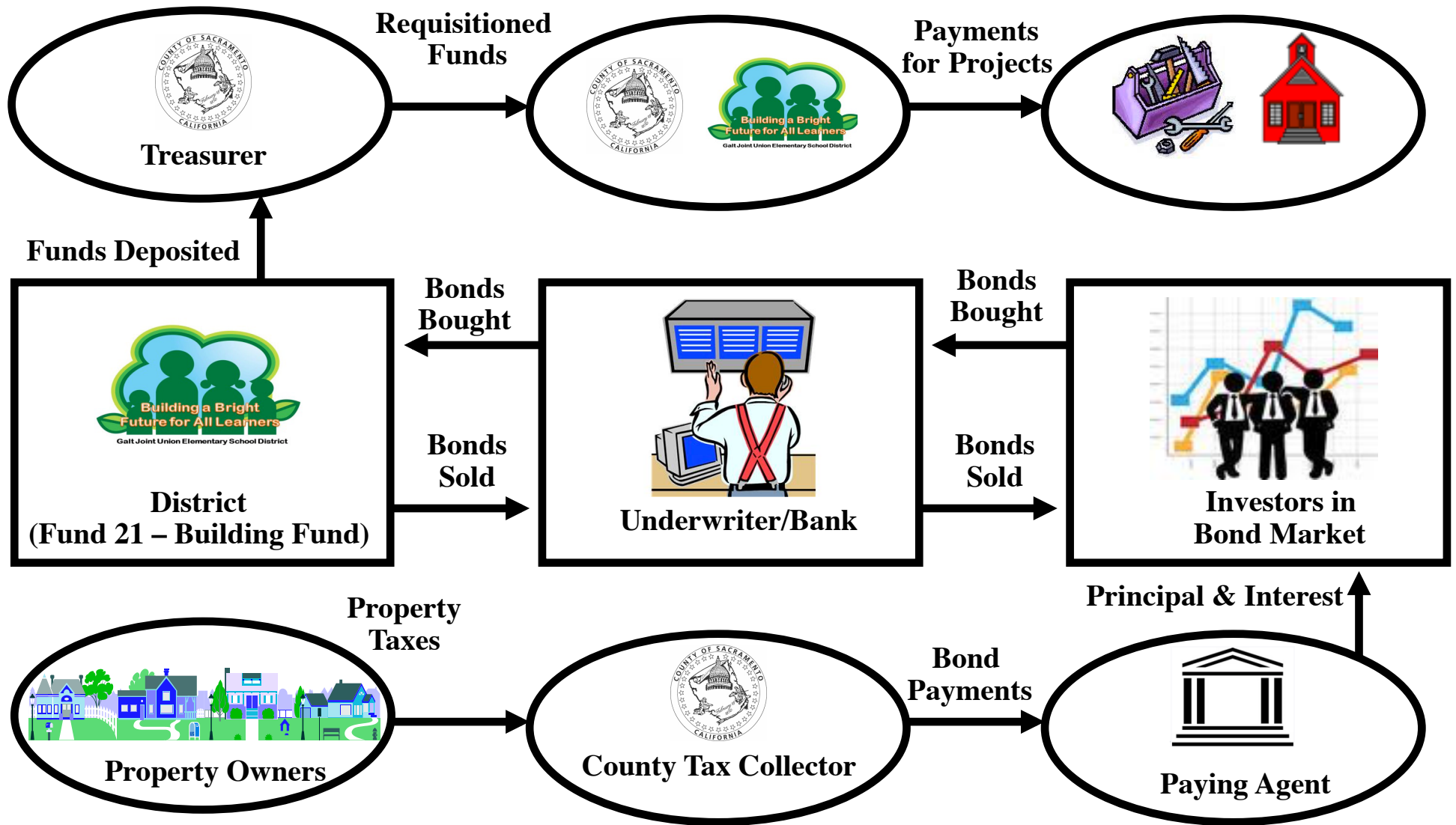
Bonds Below Bonding Capacity

*Bonding Capacity/
Outstanding Bonds* **Remaining Bonding Capacity Increases with AV Growth and Repayment of Outstanding Bonds**



Unified district's bonding capacity is 1.25% of total AV. 2016-17 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

Bond Financing Process



Bond Sale Methods

- ◆ Competitive Process - auction



- ◆ Negotiated Process - sale to pre-selected underwriter or lender/investor



- ✓ *The Government Finance Officers Association (GFOA) recommends that “bond issuers sell their debt using the method of sale that is most likely to achieve the lowest cost of borrowing while taking into account both short-range and long-range implications for taxpayers and ratepayers.”*

GFOA Competitive Criteria

- ◆ Criteria that favors a Competitive Process:
 - ✓ Rating of the bonds is at least in the single-A category.
 - S&P affirmed it's A+ rating on underlying series 2002 GO Bonds in 2015.
 - ✓ Bonds are general obligation bonds or full faith and credit obligations of the issuer or are secured by a strong, known and long-standing revenue stream.
 - The bonds are general obligation bonds.
 - ✓ Bond structure does not include innovative or new features that require extensive explanation to the bond market.
 - ✗ The bonds do not include features requiring explanation.
Issuer is well known and frequently in the market
 - The District is not well known and frequently in the market.
- ✓ *We meet 3 out of the 4 competitive process criteria.*

GFOA Negotiated Criteria

- ◆ Criteria that favors a Negotiated Process:
 - ✘ Rating of the bonds is lower than the single-A category.
 - S&P affirmed it's A+ rating on underlying series 2002 GO Bonds in 2015.
 - ✘ Bond insurance or other credit enhancement is unavailable or not cost-effective.
 - Bond insurance is available and cost-effective.
 - ✘ Structure of bonds has features better suited to negotiation.
 - The bonds do not include such features.
 - ✘ Issuer desires to target underwriting participation to include disadvantaged business enterprises or local firms.
 - All underwriters will have the opportunity to participate.
 - ✘ Other factors that the issuer, in consultation with its financial advisor, believes favor the use of a negotiated sale process.
 - There are no other factors favoring a negotiated sale.
- ✓ *We meet 0 out of the 5 negotiated process criteria.*

Let's Look at Who Buys Bonds

- ◆ Investors have traditionally been those who seek tax exemption and security:

- ▶ individuals
- ▶ banks
- ▶ corporations



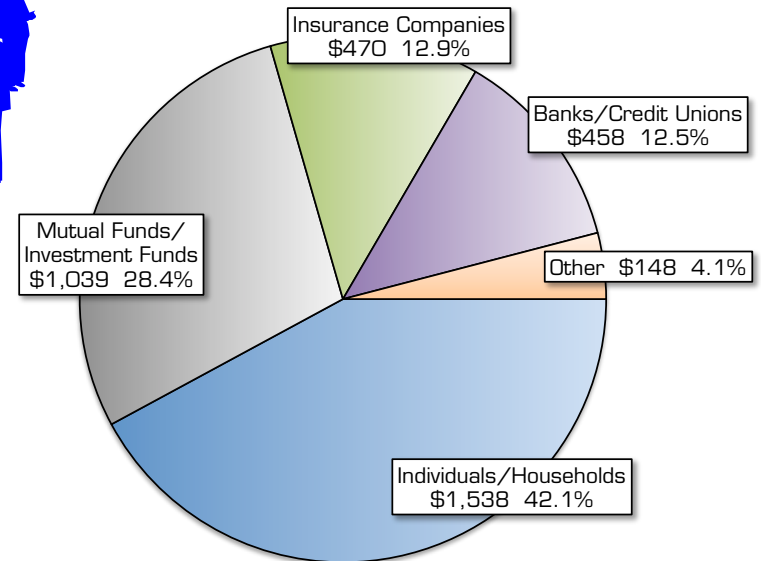
- ◆ Investments are made through:

- ▶ direct purchase
- ▶ investment in mutual funds

- ◆ Investment banks are the conduit between issuers and investors.

- ▶ Also called brokers or underwriters
- ▶ such as George K. Baum, Citigroup, UBS, Bank of America Merrill Lynch, Piper Jaffray, and dozens of others.

Holders of Municipal Bonds
(Dollar Amount in Billions)



Note: based on data from The Bond Buyer for calendar year 2014.

Regarding Local People Buying Bonds . . .

- ◆ A school bond is an inappropriate investment for most people.
 - ▶ Tax-exempt bonds are appropriate for people in very specific financial circumstances (usually high income/wealthy).
 - The bonds are sold in \$5,000 increments.
- ◆ Should someone ask about purchasing a bond:
 - ▶ Remember, offering investment securities is a regulated activity, so let's leave that to the bond brokers.
 - ▶ However, we suggest asking an interested person if they already invest in a tax-exempt bonds.
 - If it sounds as if the person may be a prospective investor, the best course of action is to obtain their name and phone number, and we'll provide it to the winning underwriter.

Disclosure to Investors

- ◆ The Official Statement is the primary disclosure document.
- ◆ The Board will be asked to review the *Preliminary Official Statement*.


The information contained in this Preliminary Official Statement has been deemed by the District to be final as of the date hereof; however, the information contained herein is subject to completion or amendment. These securities are being offered by the District in reliance upon the accuracy of the information contained herein and no representation or warranty is made by the District as to the accuracy of the information contained herein. These securities are being offered by the District in reliance upon the accuracy of the information contained herein and no representation or warranty is made by the District as to the accuracy of the information contained herein.

PRELIMINARY OFFICIAL STATEMENT DATED _____, 2017 [DRAFT March 14, 2017]

NEW ISSUE
DTC BOOK-ENTRY ONLY
[BANK-QUALIFIED]

S&P Rating: “_”
See “RATING” herein

In the opinion of Parker & Covert LLP, Sacramento, California, Bond Counsel, based upon an analysis of existing statutes, regulations, rulings, and court decisions and assuming, among other things, the accuracy of certain representations and compliance with certain covenants, interest on the Bonds is excludable from gross income for federal income tax purposes and is exempt from State of California personal income taxes. In the further opinion of Bond Counsel, interest on the Bonds is not an item of tax preference for purposes of the alternative minimum tax imposed on individuals and corporations; however, such interest is taken into account in determining adjusted current earnings for the purpose of computing the alternative minimum tax imposed on certain corporations. [The District has designated the Bonds as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.] Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the accrual or receipt of interest on, the Bonds. See “LEGAL MATTERS—Tax Matters” herein.

 \$9,600,000*
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
(SACRAMENTO COUNTY AND SAN JOAQUIN COUNTY, CALIFORNIA)
GENERAL OBLIGATION BONDS, ELECTION OF 2016, SERIES 2017

DATED: Date of Delivery DUE: August 1, as shown on the inside cover

The Galt Joint Union Elementary School District (Sacramento County and San Joaquin County, California) General Obligation Bonds, Election of 2016, Series 2017 in the aggregate principal amount of \$9,600,000 (the “Bonds”) are being issued by the Galt Joint Union Elementary School District (the “District”) to (i) finance the specific school facilities projects set forth in the ballot measure approved by the District’s voters at an election held on November 8, 2016, and (ii) pay costs of issuance of the Bonds. See “PLAN OF FINANCE” herein.

The Bonds are general obligations of the District, payable solely from *ad valorem* property taxes levied and collected by Sacramento County and San Joaquin County. The Board of Supervisors of Sacramento County and the Board of Supervisors of San Joaquin County are empowered and obligated to annually levy and collect *ad valorem* property taxes without limitation as to rate or amount on all taxable property in the District (except for certain personal property which is taxable at limited rates) for the payment of principal of and interest on the Bonds. See “SECURITY AND SOURCE OF PAYMENT” herein.

The Bonds are being issued as current interest bonds issuable in denominations of \$5,000 or any integral multiple thereof. The Bonds mature on August 1 in the years and amounts set forth on the inside page following this cover page. Interest on the Bonds accrues from the date of delivery and is payable semiannually on February 1 and August 1 of each year, commencing February 1, 2018. The Bonds are subject to redemption prior to their maturity. See “THE BONDS—Payment of Principal and Interest” and “—Redemption Provisions” herein.

The Bonds are being issued as fully registered bonds, without coupons, in book-entry form only. When delivered, the Bonds will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company (“DTC”), acting as securities depository for the Bonds. So long as Cede & Co. is the registered owner of the Bonds, payments of principal of and interest on the Bonds will be made by Zions Bank, a division of ZB, National Association as paying agent (the “Paying Agent”) to DTC for subsequent disbursement to DTC participants who will remit such payments to the Beneficial Owners. See “APPENDIX E—DTC BOOK-ENTRY ONLY SYSTEM” attached hereto.

THIS COVER PAGE CONTAINS CERTAIN INFORMATION FOR QUICK REFERENCE ONLY. IT IS NOT INTENDED TO BE A SUMMARY OF ALL FACTORS RELEVANT TO AN INVESTMENT IN THE BONDS. INVESTORS SHOULD READ THE ENTIRE OFFICIAL STATEMENT TO OBTAIN INFORMATION ESSENTIAL TO THE MAKING OF AN INFORMED INVESTMENT DECISION. CAPITALIZED TERMS USED ON THIS COVER PAGE NOT OTHERWISE DEFINED WILL HAVE THE MEANINGS SET FORTH HEREIN.

MATURITY SCHEDULE
See Inside Cover

The Bonds are being purchased for reoffering by _____ as underwriter of the Bonds (the “Underwriter”). The Bonds are offered when, as and if issued by the District and received by the Underwriter, subject to approval as to legality by Parker & Covert LLP, Sacramento, California, Bond Counsel. It is anticipated that the Bonds, in definitive form, will be available for delivery through the facilities of DTC on or about June 6, 2017.

This Official Statement is dated _____, 2017.

*Preliminary, subject to adjustment.

Purposes of Disclosure

- ◆ Honest and Fair Dealing
(disclose all “material” facts)



- ◆ Marketing
(present and future)



It is Important to Review the Disclosure

- ◆ Securities and Exchange Commission report (January, 1996) on the disclosure of Orange County in connection with the sale of municipal securities prior to its bankruptcy:

“In authorizing the issuance of securities and related disclosure documents, a public official may not authorize disclosure that the official knows to be false; nor may a public official authorize disclosure while recklessly disregarding facts that indicate that there is a risk that the disclosure may be misleading.”



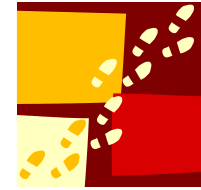
Tips for Reviewing the Disclosure

- ◆ In reviewing the Preliminary Official Statement:
 - ▶ Format is based on the industry standard, for the convenience of the primary audience -- investors. Standard information is provided in standard fashion, which is often not in the best writing style.
 - ▶ Providing too much information can obscure important points; however omitting information which might be material to an investment decision would be disastrous.
 - ▶ It is better to bring something to our attention, so that it can be considered and discussed, rather than assume that we've already thought of it.

Primary Legal Documents

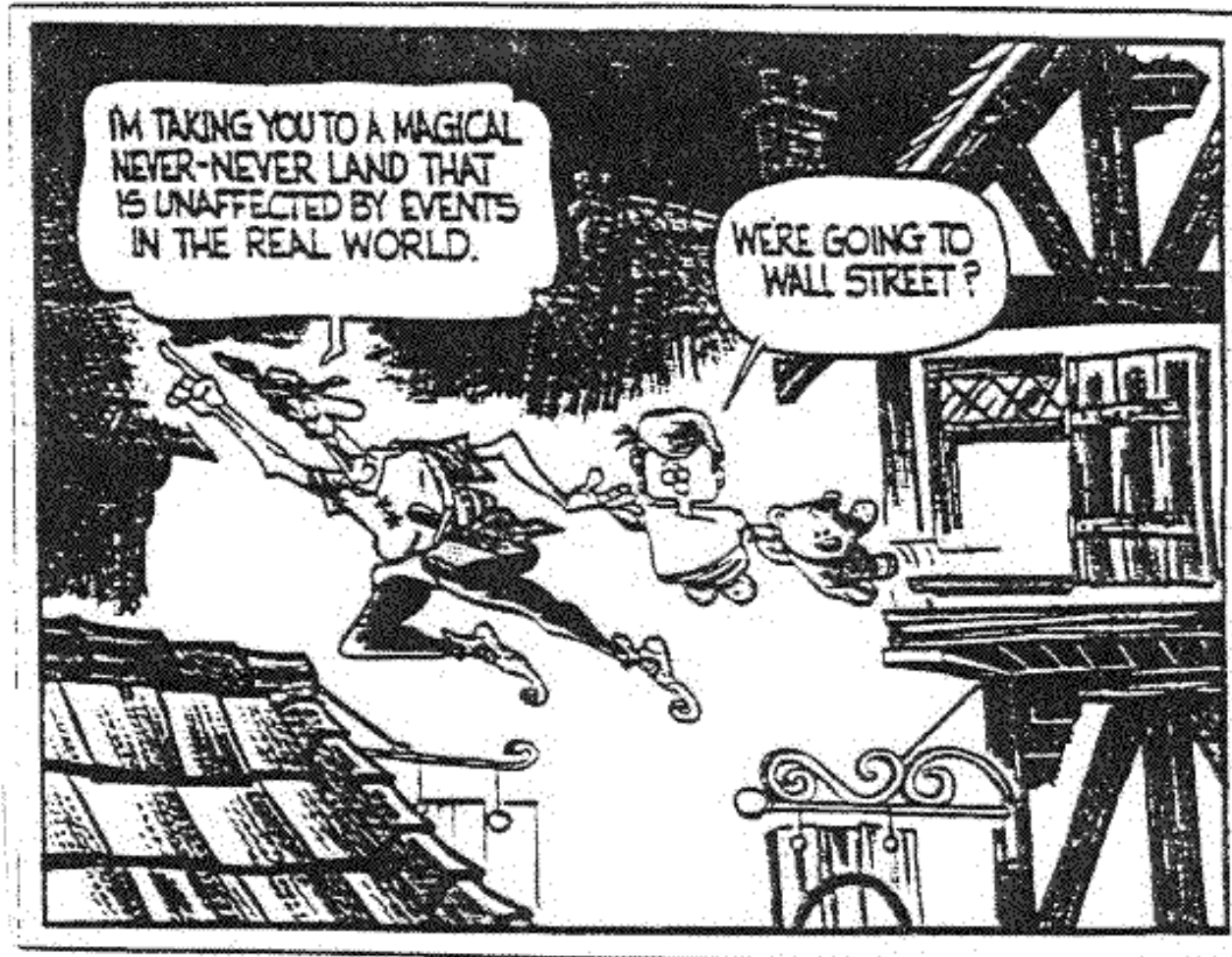
- ◆ Board Resolution: authorizes bonds and signing of documents within parameters (bond amount, interest rate, etc.)
- ◆ Bond Purchase Agreement: the underwriter purchases the bonds from the District and resells them to investors
- ◆ Preliminary Official Statement: discloses important information about the District and financing to investors
- ◆ Paying Agent Agreement: a bank is assigned responsibility for forwarding principal and interest payments to investors
- ◆ Continuing Disclosure Certificate: District provides updates to the bond market annually and if any significant events occur

Next Steps



- ◆ Today's Board meeting
 - ▶ Informational presentation of proposed financing plan
- ◆ April 26, 2017 Board meeting
 - ▶ Board considers adoption of resolution authorizing issuance of bonds and approving the forms of the associated legal documents and POS
- ◆ May 18, 2017
 - ▶ Sale of bonds conducted at the offices of Government Financial Strategies
- ◆ June 6, 2017
 - ▶ Closing: Proceeds deposited with County and Paying Agent
- ◆ June 28, 2017
 - ▶ Presentation of results of bond sale

Are You Ready to Go?



Michael Thompson
The State Journal-Register
(Springfield, Ill.)
Cassidy News Service

For Reference

- ◆ A.V. Assumptions
 - ◆ Reasons Assessed Value Can Change
 - ◆ Historical Tests
- ◆ Estimated Costs of Issuance
- ◆ July 27, 2016 Board Presentation

Reasons Assessed Value Can Change

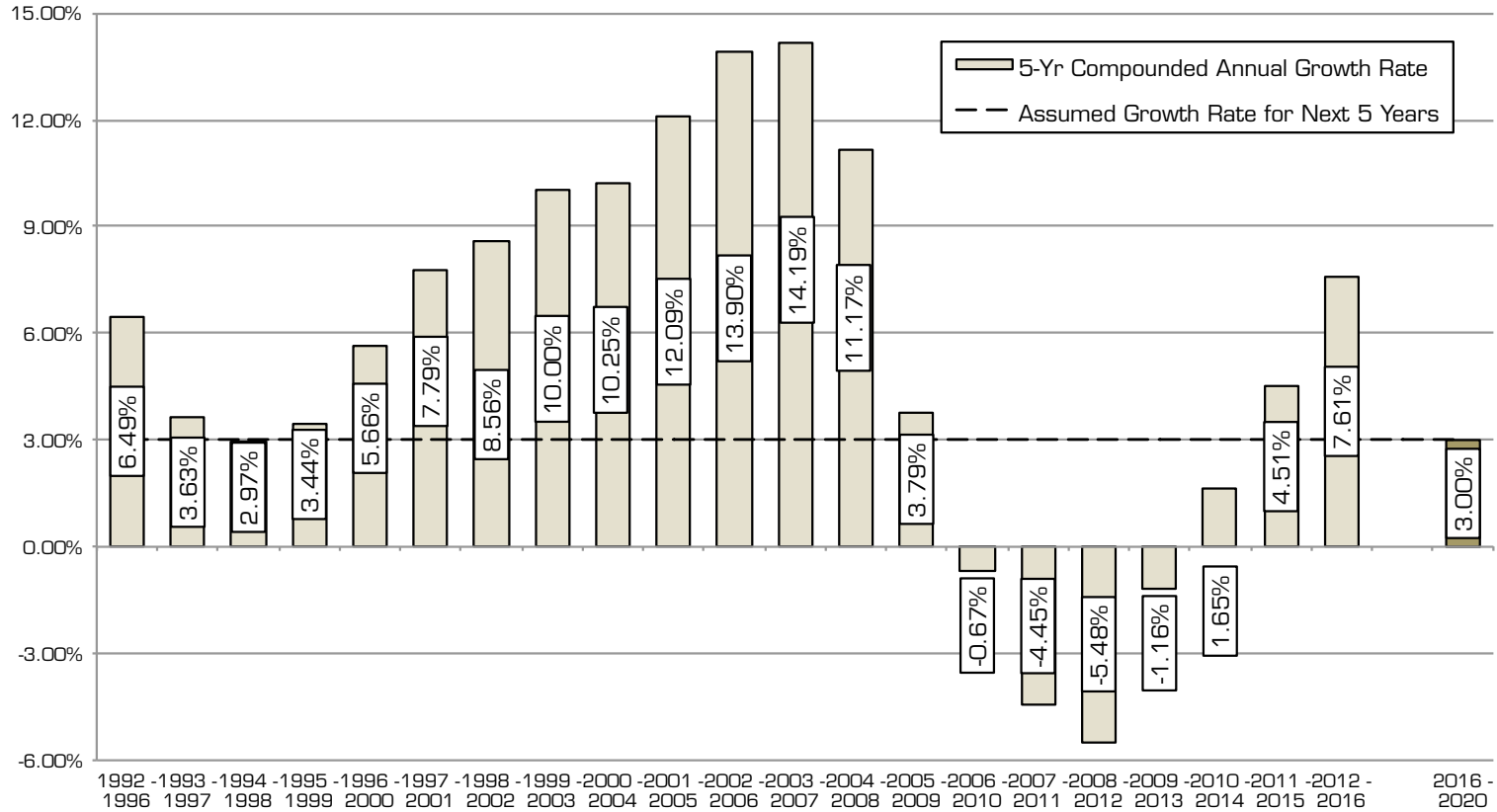
- ◆ Pursuant to Proposition 13 (and embodied in Article 13A of the California Constitution), a school district's *real* property tax base can change for four reasons¹:
 - ▶ Properties are sold (and reassessed at the sale price).
 - ▶ Properties are improved (and reassessed with the value of the improvement).
 - ▶ A year passes (each property's assessed value increases by the lesser of 2% or the change in the California Consumer Price Index).
 - ▶ Market value of one or more properties declines below assessed value - assessed value can be adjusted downward to the market value. If market value subsequently increases, assessed value can "catch up" to pre-decline AV plus allowable adjustments (e.g. 2% annual increase).

¹ Oil producing properties have the additional complication of an adjusted base year value that is not necessarily the prior year's roll value.

Historical AV Analysis - 5 Year Periods

Compounded Annual Growth Rate - Net Local Secured AV

Net Local Secured AV Assumptions Used Result in 3% Annual Growth Rate over Next 5 Years



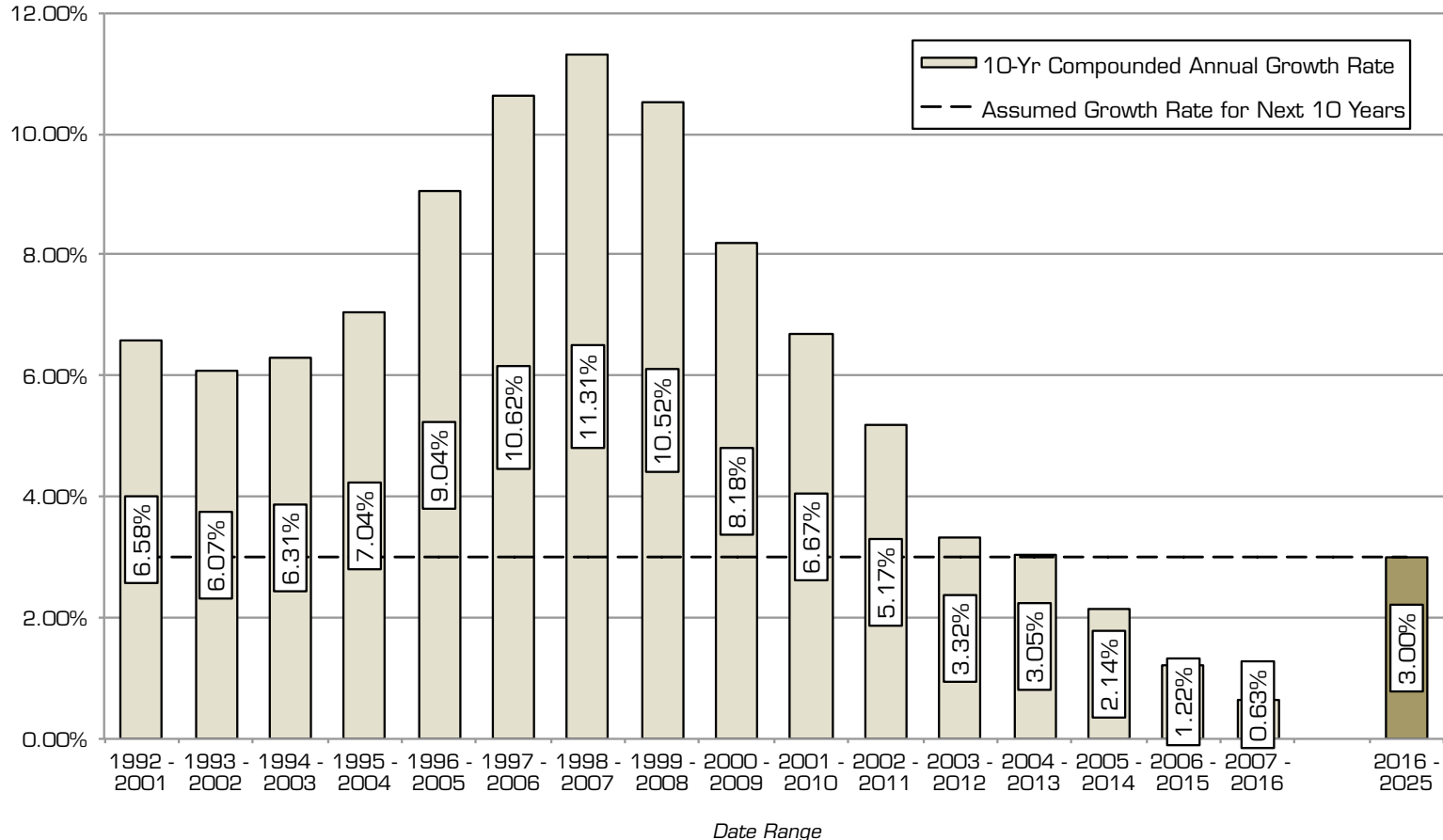
Date Range

District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2016 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2016. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

Historical AV Analysis - 10 Year Periods

Compounded Annual
Growth Rate - Net
Local Secured AV

Net Local Secured AV Assumptions Used Result in 3% Annual Growth Rate over Next 10 Years

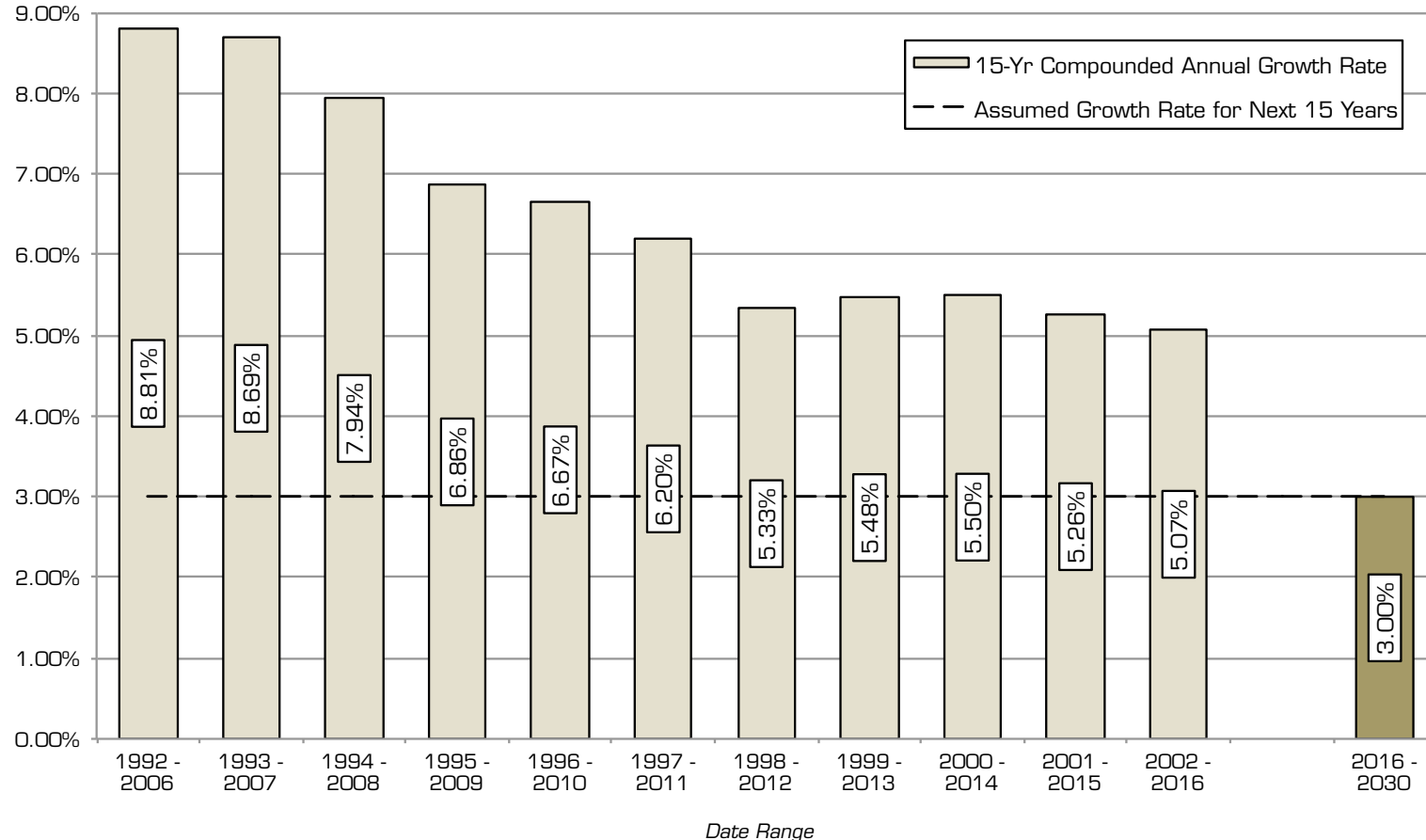


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Historical AV Analysis - 15 Year Periods

Compounded Annual Growth Rate - Net Local Secured AV

Net Local Secured AV Assumptions Used Result in 3% Annual Growth Rate over Next 15 Years

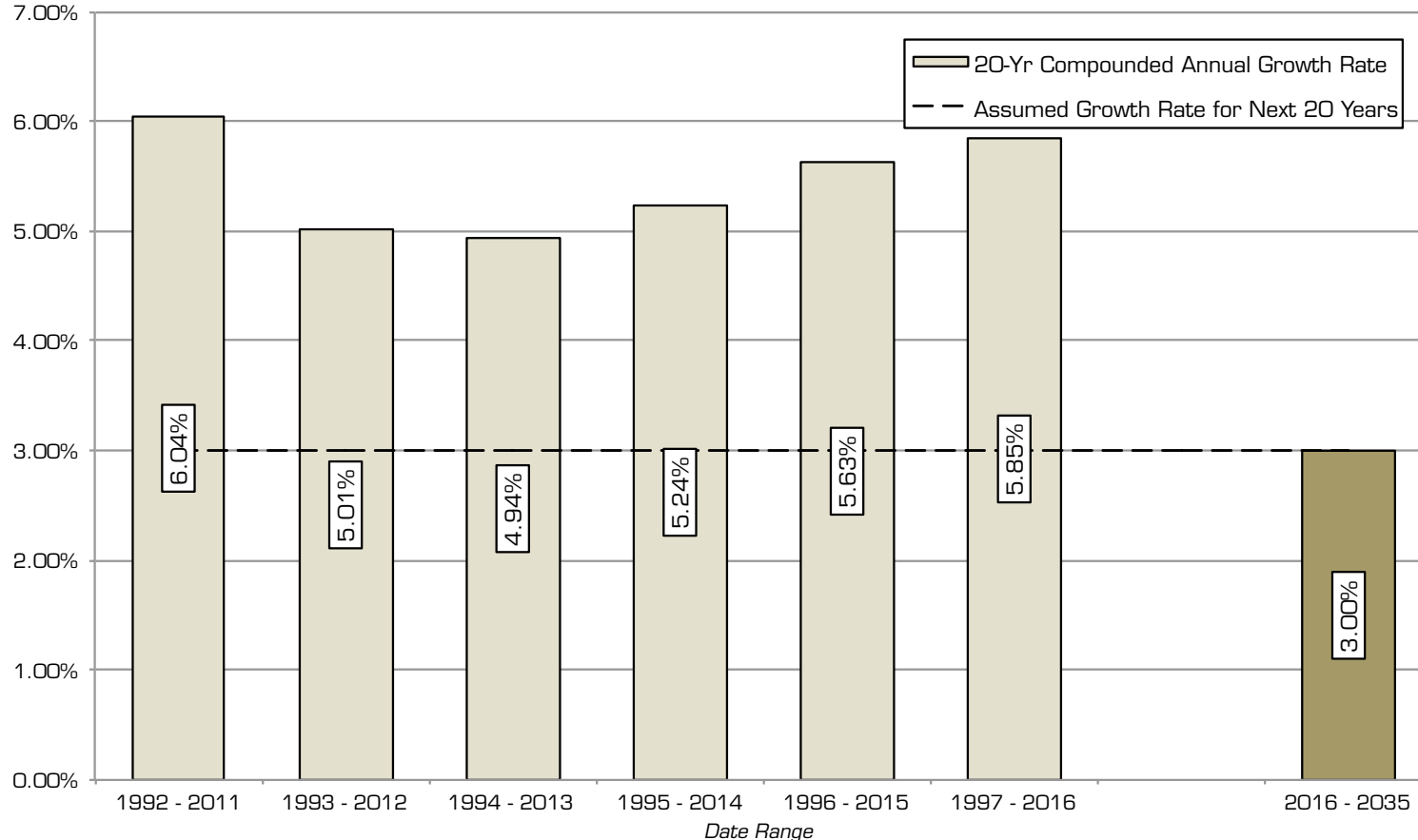


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Historical AV Analysis - 20 Year Periods

Compounded Annual Growth Rate - Net Local Secured AV

Net Local Secured AV Assumptions Used Result in 3% Annual Growth Rate over Next 20 Years



District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2016 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

Estimated Costs of Issuance

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 (Sacramento County and San Joaquin County, California)
 General Obligation Bonds, Election of 2016, Series 2017

Costs of Issuance

Description	Total Costs
• Parker & Covert LLP, Bond Counsel	
Bond Counsel Fees:	\$29,000.00
Out-of-Pocket Expenses:	\$800.00
• Government Financial Strategies inc., Financial Advisor	
Professional Services:	\$56,250.00
Out-of-Pocket Expenses:	\$3,500.00
• S&P Global Ratings, Rating Agency	
Professional Services:	\$15,000.00
• Other Issuance Expenses (break out listed below)	
Zions Bank, a division of ZB, National Association, Paying Agent	
Acceptance Fee/Expenses:	\$350.00
One Time Costs of Issuance Custodian Fee:	\$250.00
Annual Administration Fee:	\$350.00
Annual Administration Expenses:	\$0.00
Ipreo, Electronic Bidding:	\$1,450.00
California Municipal Statistics, Research:	\$1,250.00
Amtec, Verification Agent	\$250.00
Other/Contingency	\$41,550.00
TOTAL COSTS OF ISSUANCE	\$150,000.00

Galt Joint Union Elementary School District

Financial and Facilities Plan Update for Potential November 2016 Bond Measure



Presented by Lori Raineri
July 27, 2016

Tonight's Agenda

- ◆ Updated Bond Financial Plan
 - ▶ Further Fine Tuning
 - ▶ Assumptions Reviewed

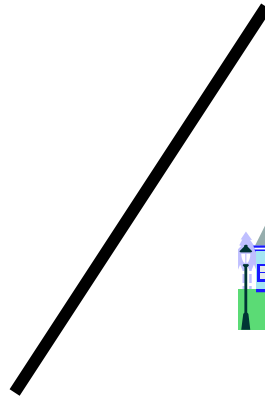
- ◆ Updated Facilities Plan

- ◆ For Reference
 - ▶ May 25, 2016 Board Presentation

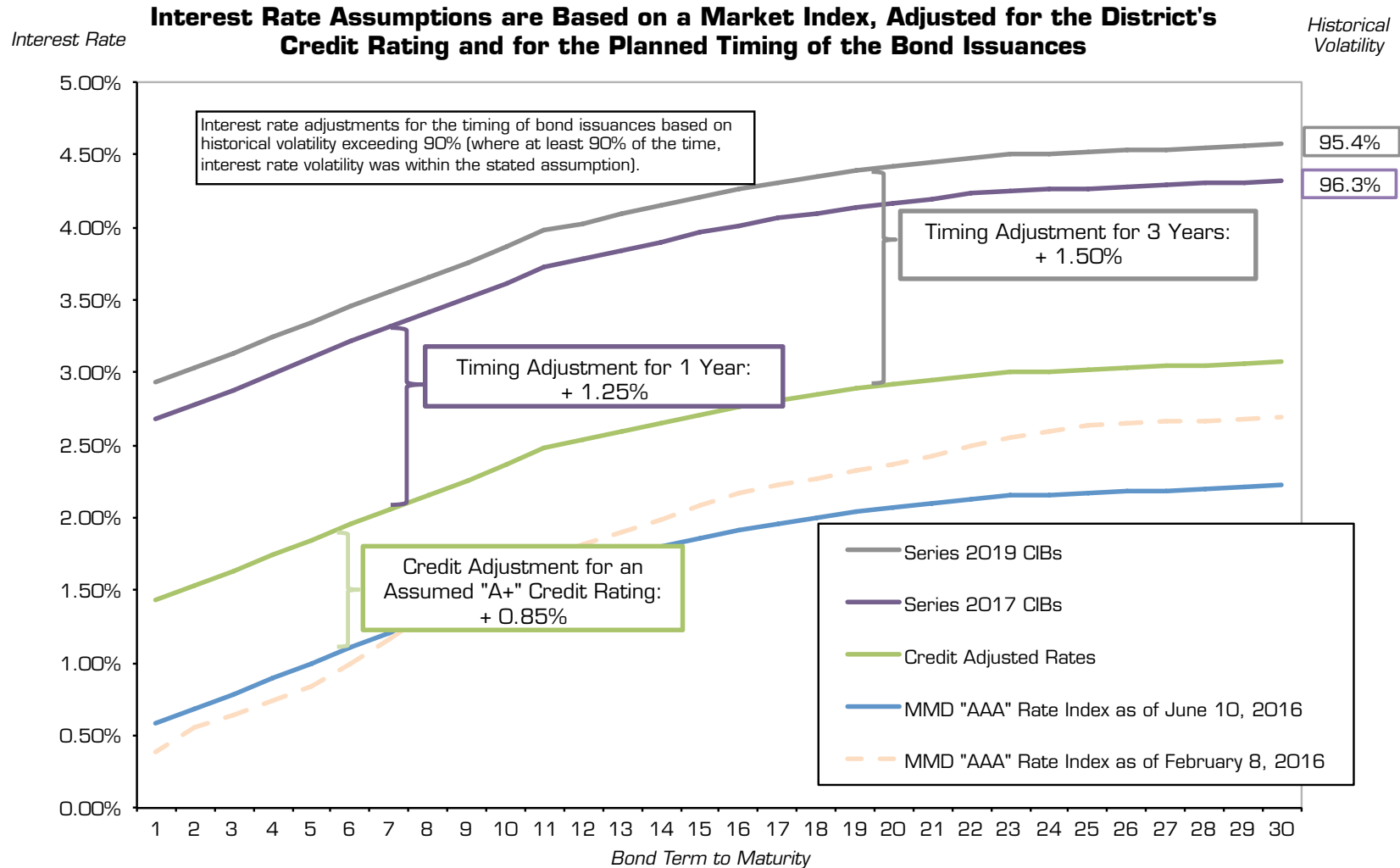


Review: G.O. Bond Tax Rates

- ◆ Bond tax rate \approx debt service \div assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



Est. Longer Term Rates Have Improved

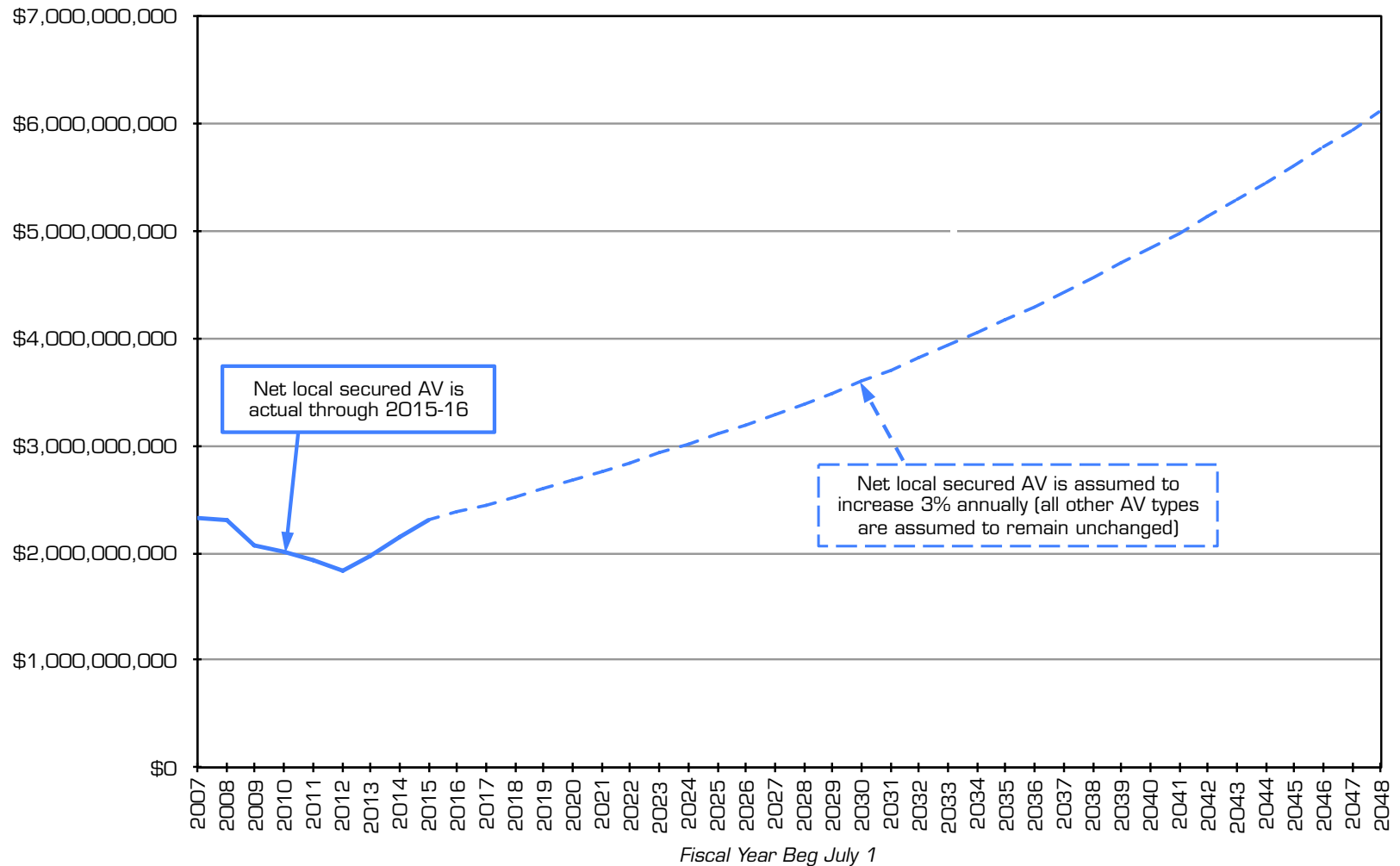


Notes: market index for "AAA" credit based on the Municipal Market Data (MMD) scale as of June 10, 2016. Assumed "A+" credit rating based on most recent District rating of "A+" on 2002 GO Bonds (most recently affirmed in 2015). Credit adjustment based on review of GO bonds with same "A+" credit rating. The 20-Bond Index is the average yield on the 20th year maturity for 20 general obligation bonds with average rating equivalent to Moody's Investors Service's "Aa2" and Standard & Poor's Rating Service "AA". The Index is weekly as of each Thursday. Historical volatility based on 20-Bond Index over same timeframe, January 1, 1984 until May 5, 2016.

AV Still Assumed to Increase 3% Annually

Net Local Secured
Assessed Value

Constant, Moderate Net Local Secured AV Growth is Assumed

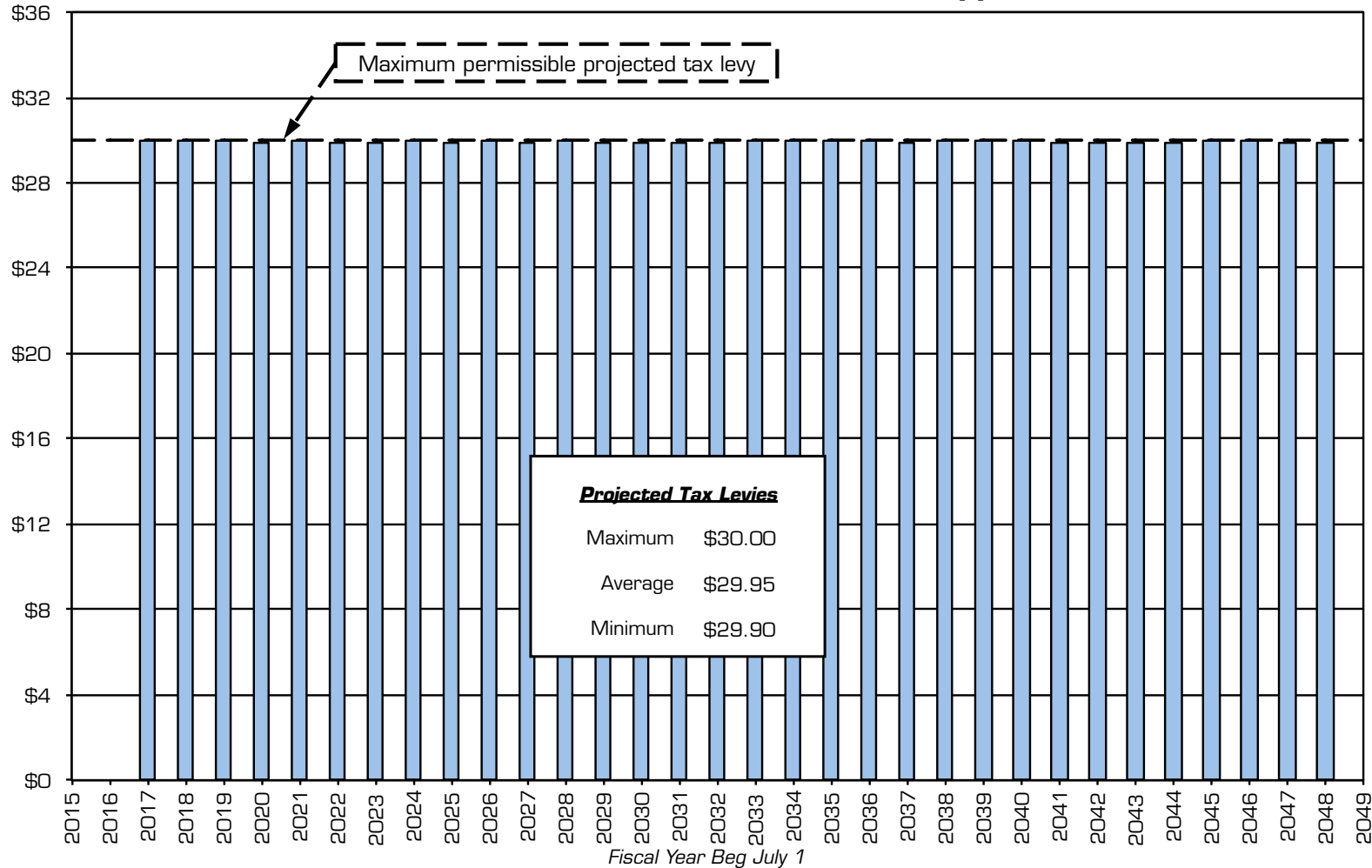


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Projected Levy Still \leq \$30

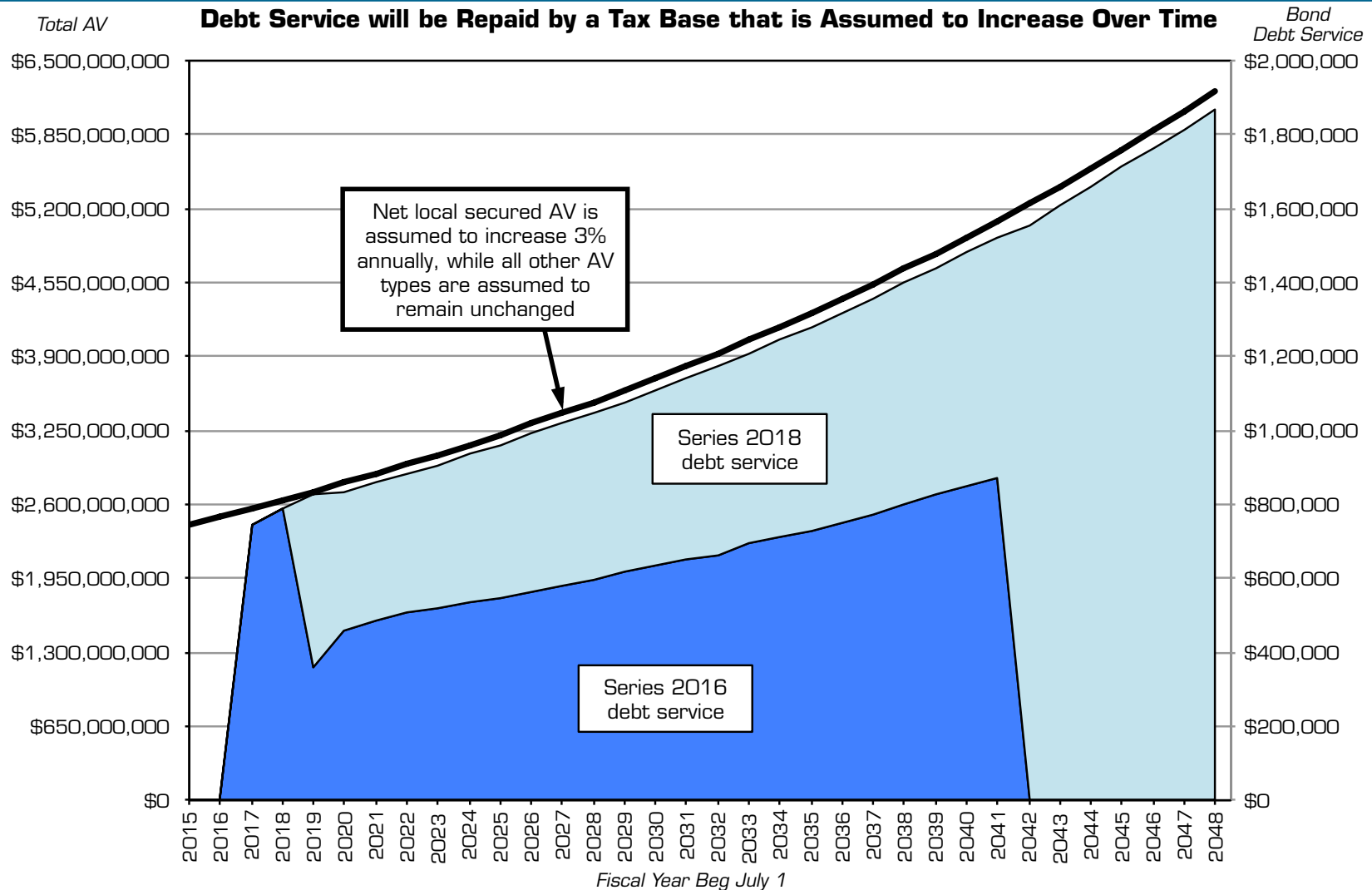
Tax Levy per
\$100,000 of AV

Tax Levies are Projected at the Maximum Allowable Projection of \$30 per \$100,000 of Assessed Value for a 55% Voter Approval Bond Measure



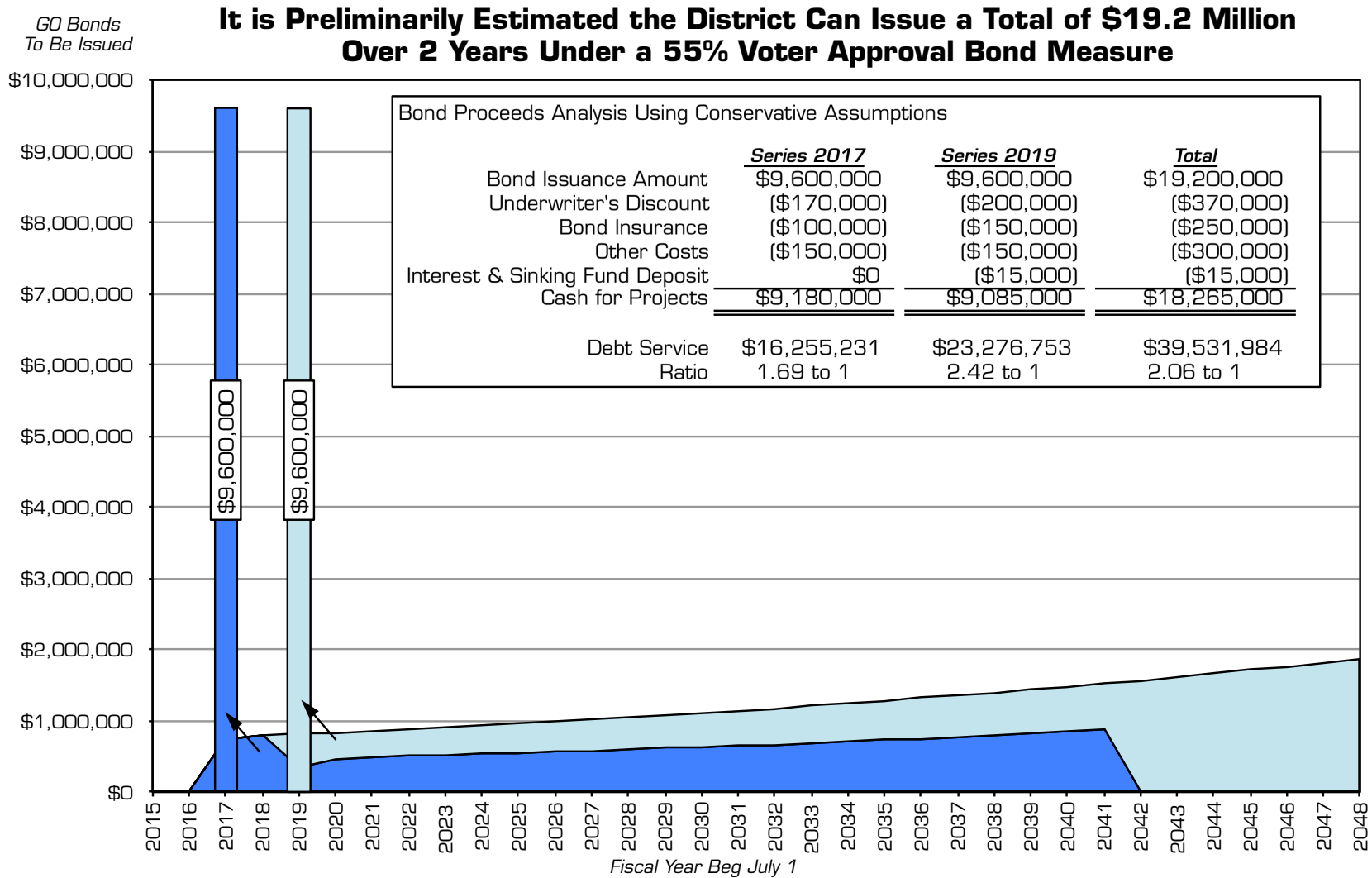
Tax levies projected based on assumed debt service, actual 2015-16 AV, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

Stable Tax Rate → Payments Grow w/Proj. AV



Debt service based on MMD "AAA" rates as of June 10, 2016, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +125bp (2017) & +150bp (2019), and +180bp for callable capital appreciation bonds.

New Est. is Now \$18,265,000 For Projects

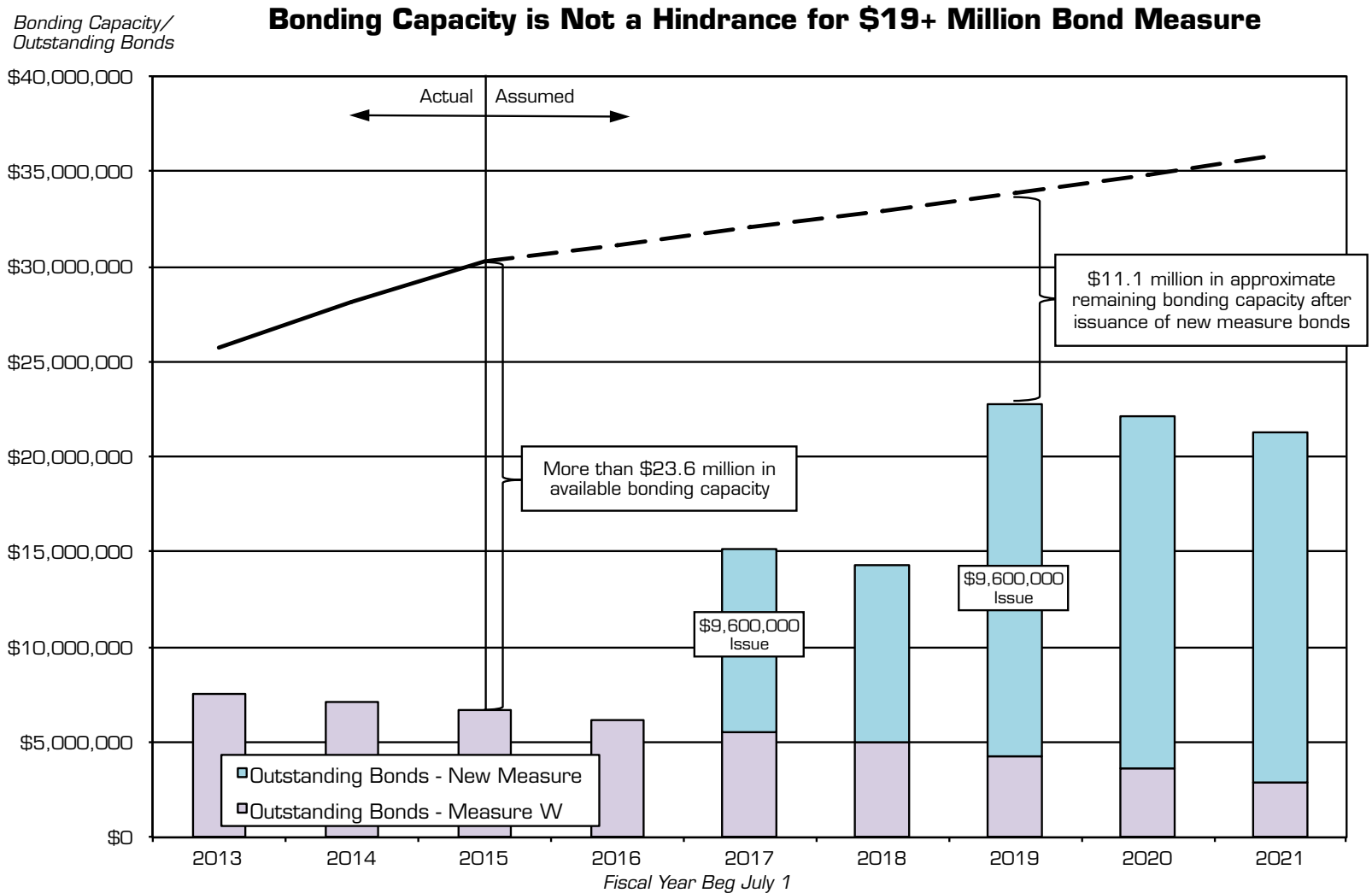


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\$19.7 Million Limit

- ◆ The recommended bond amount in the ballot is \$19.7 million because facilities needs are greater than what conservative assumptions allow:
 - ▶ If the tax base grows faster than projected, more than \$19.2 million in bonds could be sold (up to \$19.7 million)
 - This maintains a conservative plan allowing the community to have confidence in what can be accomplished
 - Provides the opportunity to take advantage of any upside that a better reality than assumed allows

Bonding Capacity Remains Sufficient



Unified district's bonding capacity is 1.25% of total AV. 2015-16 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

School Learning Environment Needs

- ◆ Follow our Facilities Master Plan
 - ▶ Opportunities and Projects That Can Make the Most Impact for our Students and Must Be Done NOW!!!
 - School Safety & Security
 - Modernize Schools
 - Update Existing Building Systems
 - Support 21st Century Learning Styles and Resulting Achievement

Impactful and Feasible Bond Projects

Safety & Security	\$2,285,400
➤ Security Cameras/Systems, Upgraded & Additional Fencing, Outside Lighting	
Modernize Schools (outside the classroom)	\$4,391,000
➤ Upgrade/Replace Portables, Roofs, Flooring	
Existing Building Systems (inside the classroom)	\$6,932,600
➤ Lighting, HVAC, Plumbing, Controls, Communications	
21 st Century Learning Environments	\$4,656,000
➤ New Classroom Configurations, Furniture, Technology Tools, and STEM Centers	
Total	\$18,265,000

Any Questions?

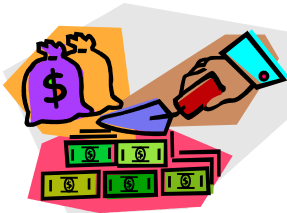


For Reference

- ◆ May 25, 2016 Board Presentation

Galt Joint Union Elementary School District

Facilities and Financial Planning for Potential November 2016 Bond Measure



Presented by Lori Raineri
May 25, 2016

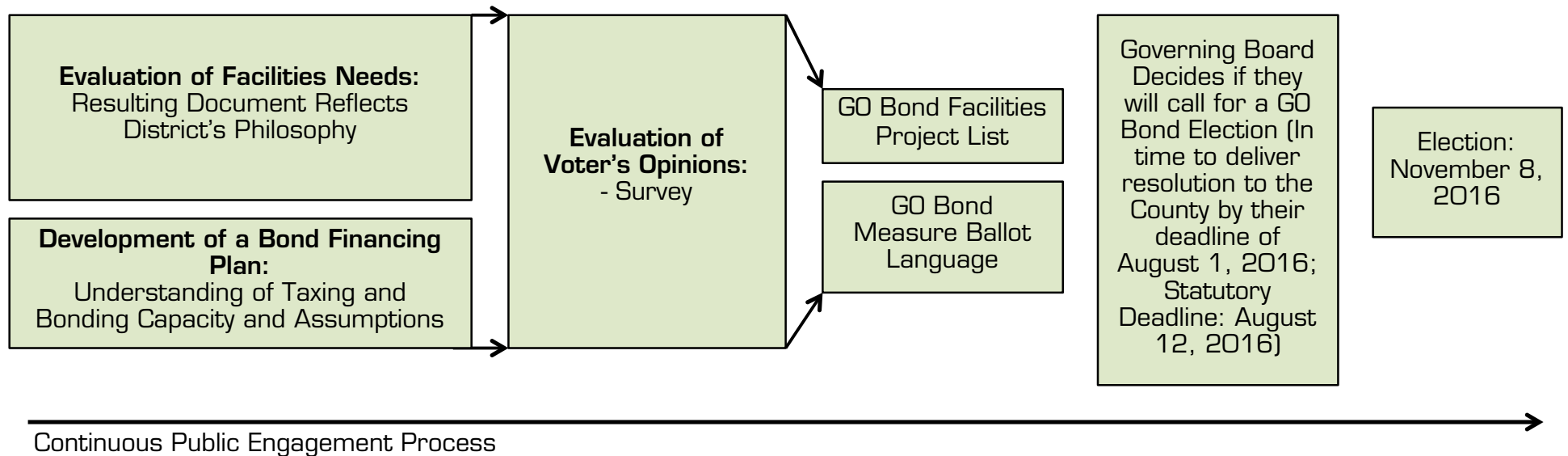
Tonight's Agenda

- ◆ Process for a G.O. Bond Measure
- ◆ Bond Financial Plan
- ◆ Identifying Projects for Inclusion in Bond Measure
- ◆ Next Steps for Possible November Election
- ◆ For Reference
 - ▶ February 17, 2016 Board Workshop Presentation

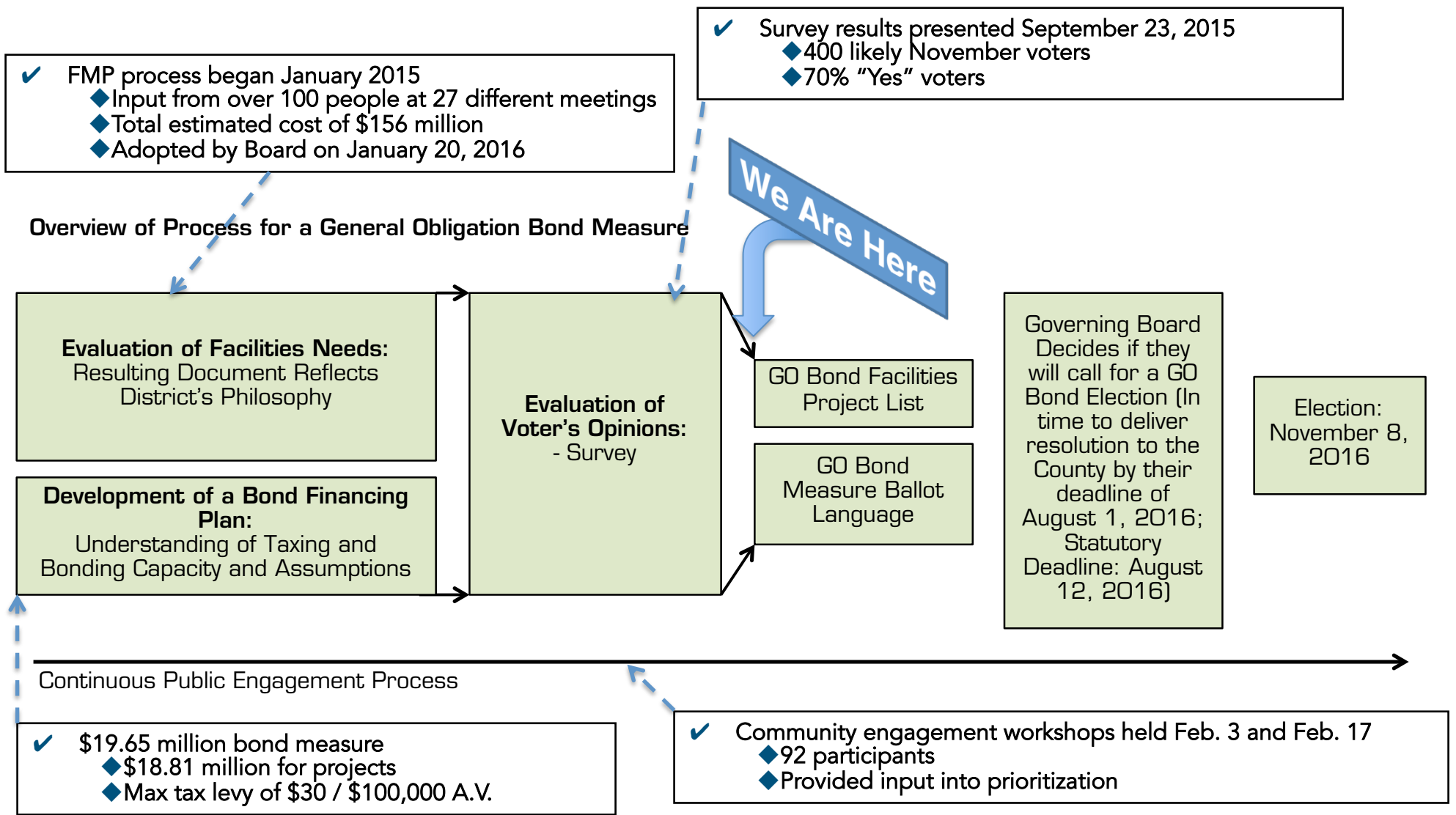


Process for a G.O. Bond Measure

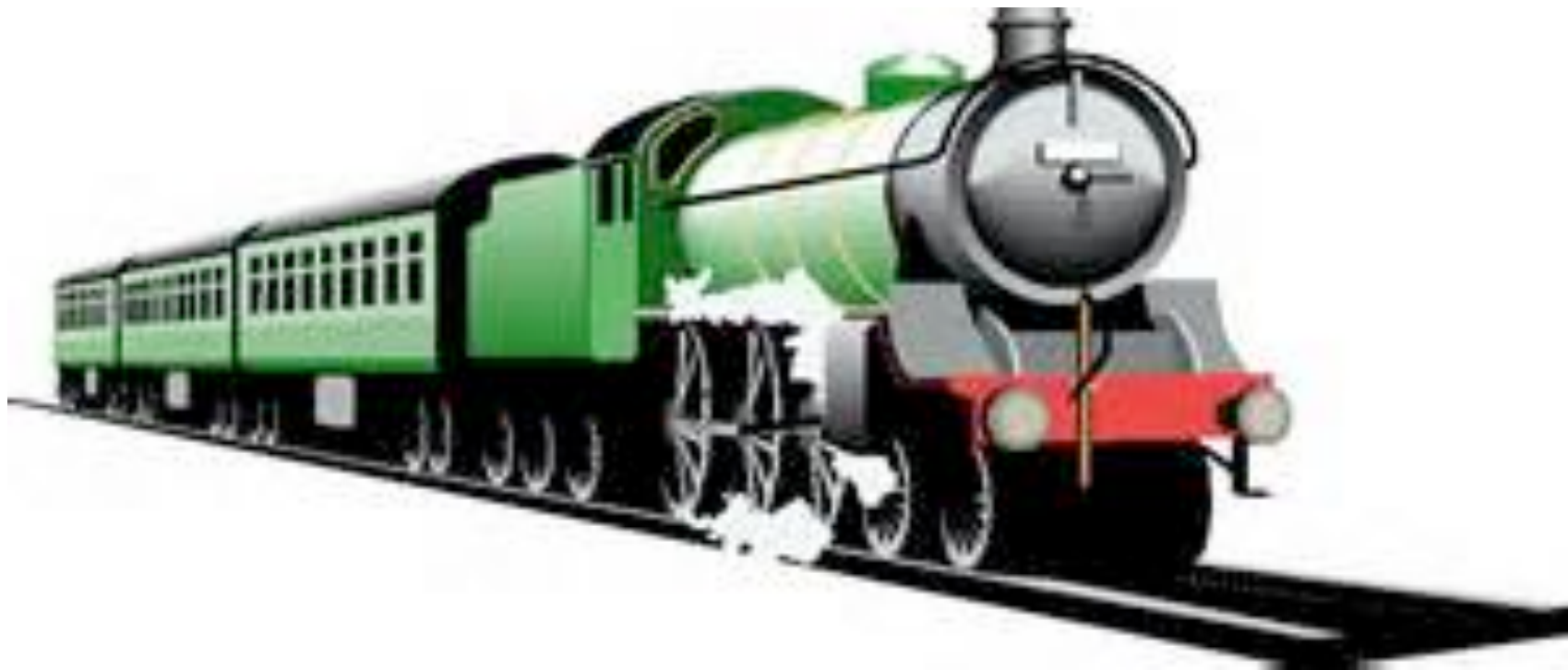
Overview of Process for a General Obligation Bond Measure



We Are On Target and On Time

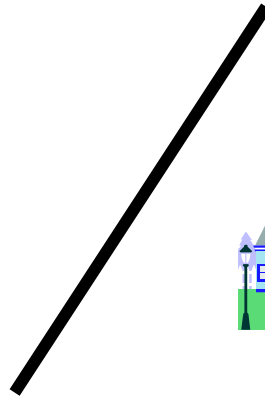


Financial Work On Track Also

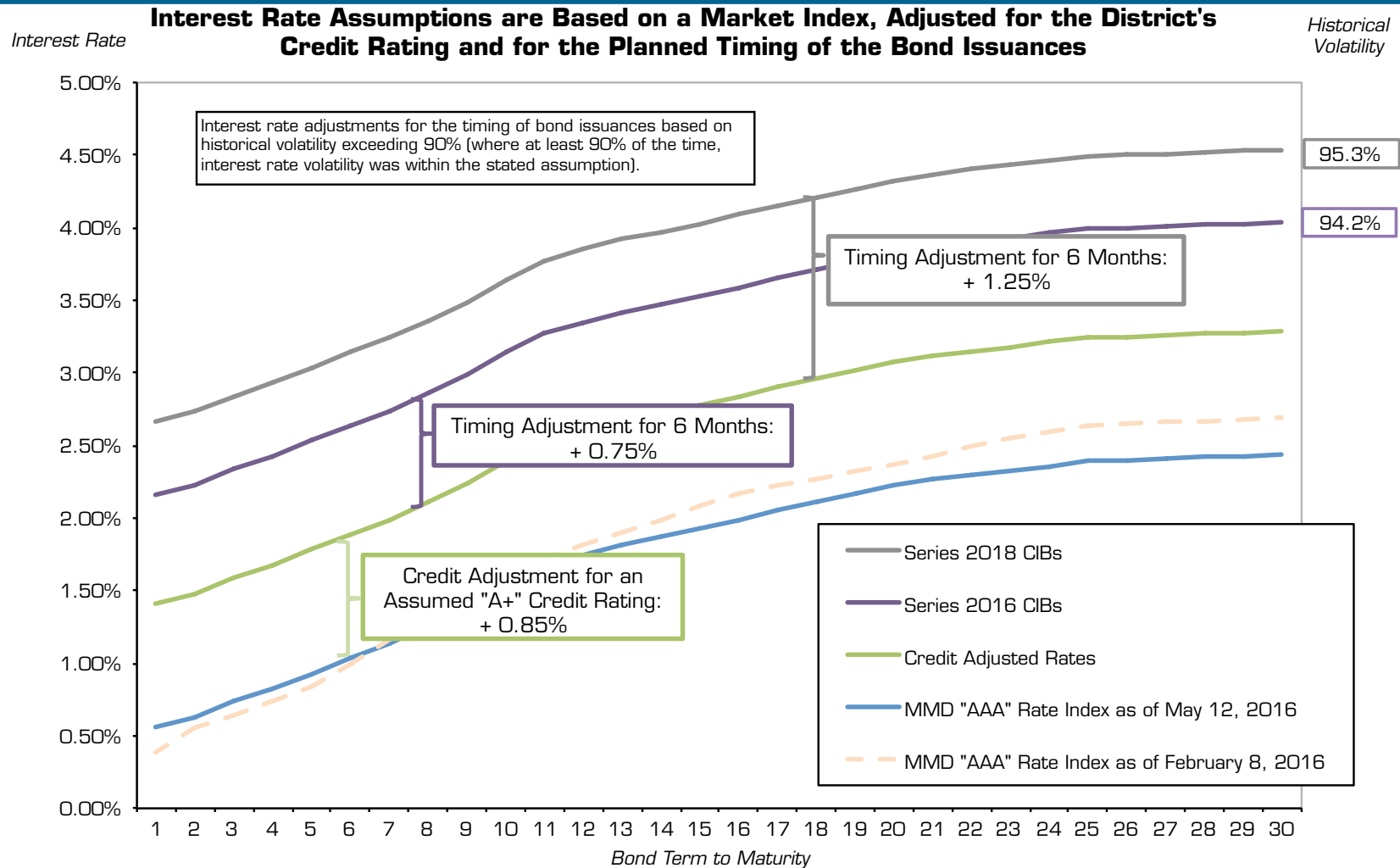


Review: G.O. Bond Tax Rates

- ◆ Bond tax rate \approx debt service \div assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



Est. Longer Term Rates Have Improved

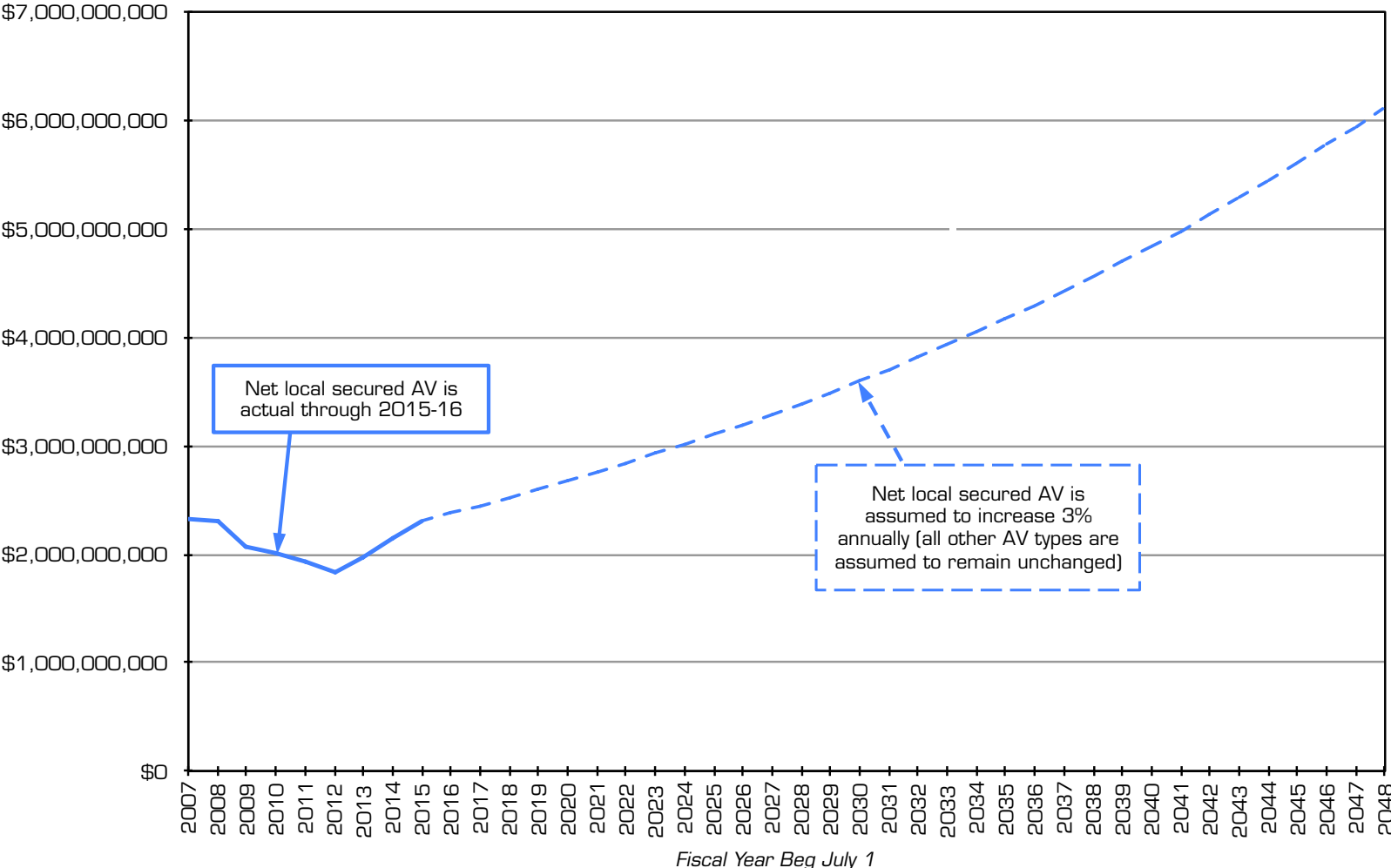


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Net Local Secured AV Still Assumed to Increase 3% Annually

Net Local Secured Assessed Value

Constant, Moderate Net Local Secured AV Growth is Assumed

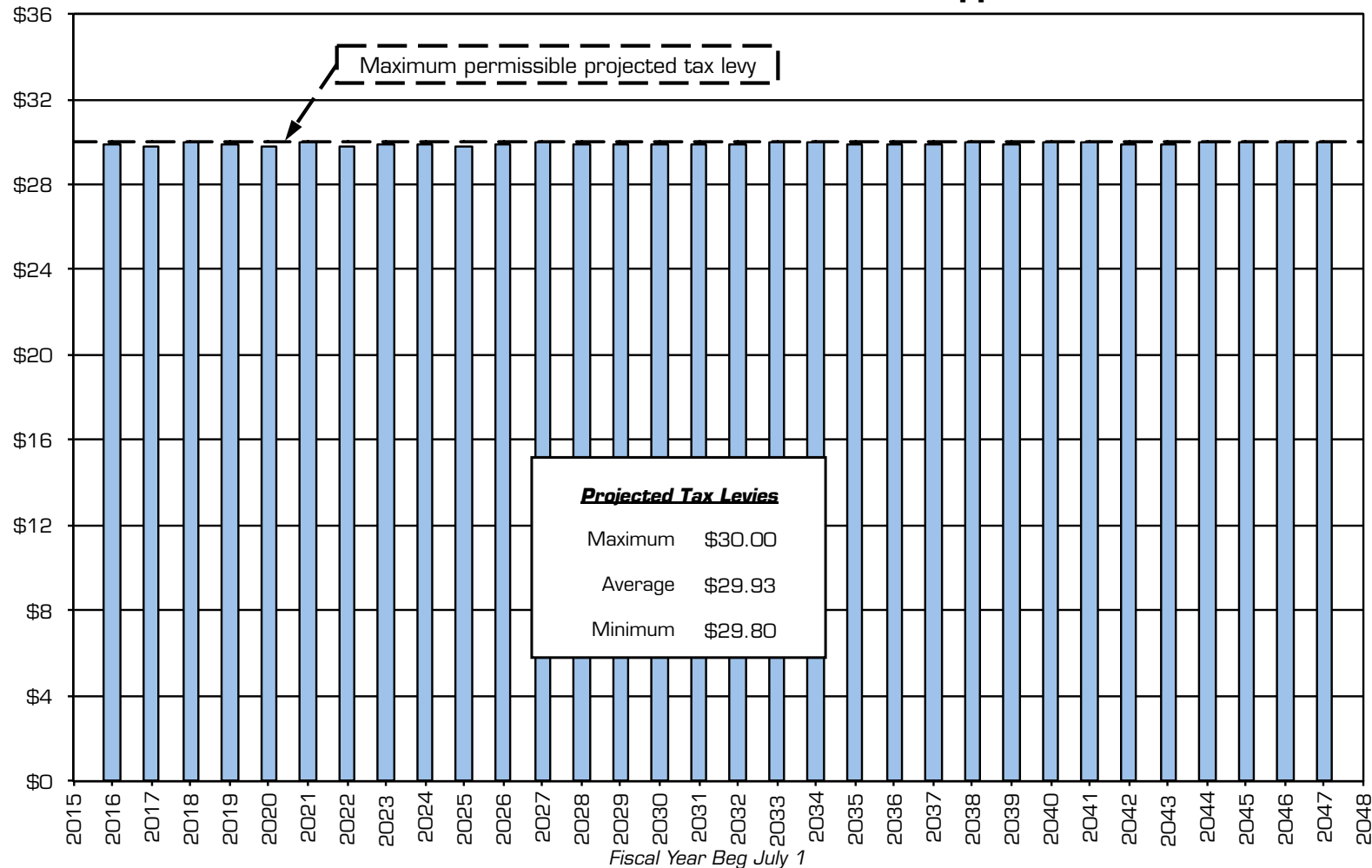


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Updated Bond Plan Maintains Projected Levy ≤ \$30

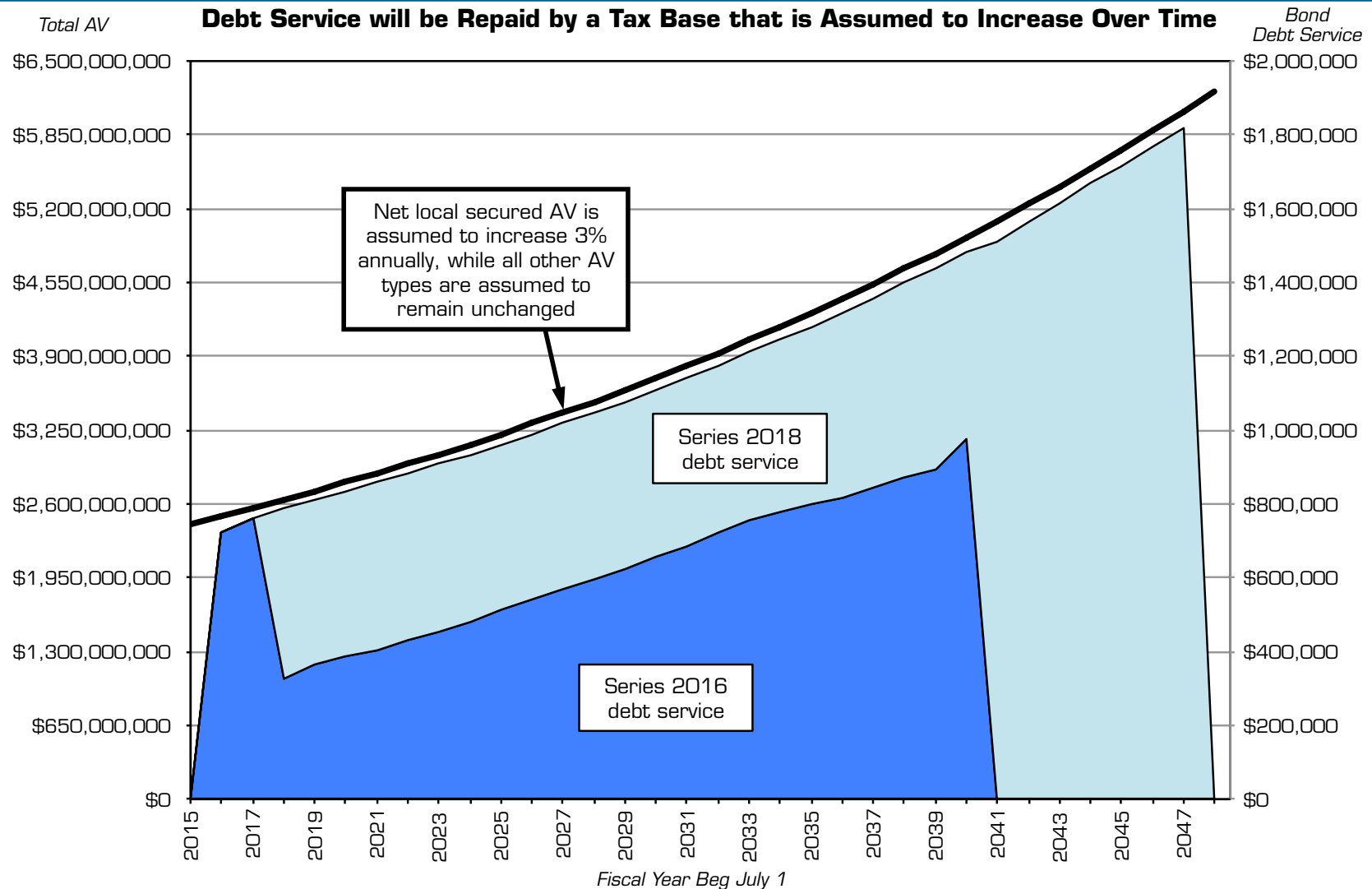
Tax Levy per \$100,000 of AV

Tax Levies are Projected at the Maximum Allowable Projection of \$30 per \$100,000 of Assessed Value for a 55% Voter Approval Bond Measure



Tax levies projected based on assumed debt service, actual 2015-16 AV, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

Stable Tax Rate → Payments Grow w/Proj. AV

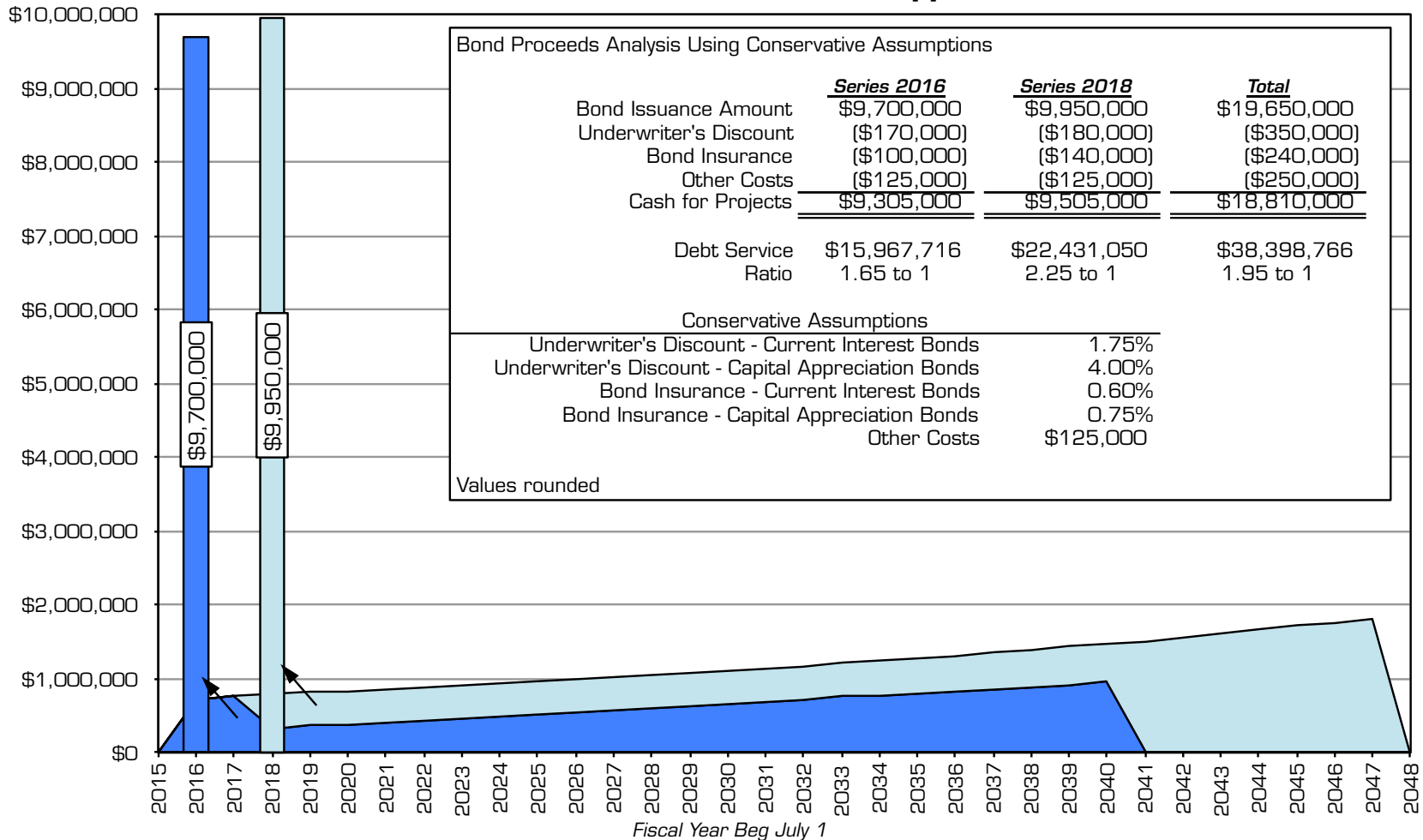


Debt service based on MMD "AAA" rates as of May 12, 2016, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +75bp (2016) & +125bp (2018), and +180bp for callable capital appreciation bonds.

Current Estimate is now \$18,810,000 For Projects

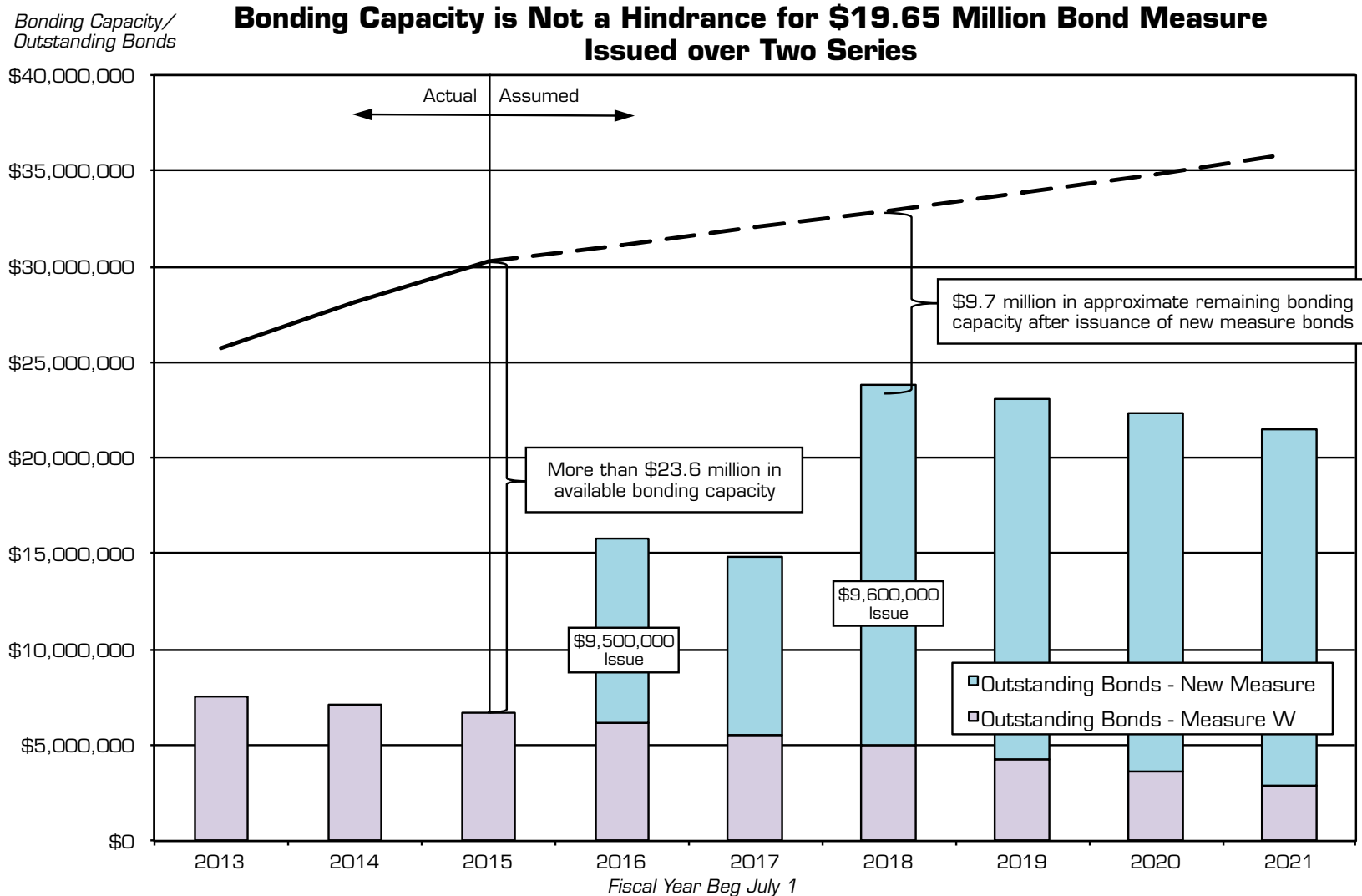
It is Preliminarily Estimated the District Can Issue a Total of \$19.65 Million Over 2 Years Under a 55% Voter Approval Bond Measure

GO Bonds To Be Issued



Debt service based on MMD "AAA" rates as of May 12, 2016, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +75bp (2016) & +125bp (2018), and +180bp for callable capital appreciation bonds. Net local secured AV is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

Bonding Capacity Remains Sufficient



Unified district's bonding capacity is 1.25% of total AV. 2015-16 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

Ad Valorem Taxes ≈ \$1.08 Per \$100 of Assessed Value

Sacramento County's Online Property Tax Bill Information System

Parcel Number [REDACTED] Today's Date 05/18/2016 Tax Rate 05-033
 Address [REDACTED] Effective Date of Ownership 03/06/2009

Bill Number	Bill Type	Direct Levy's Portion	Original Bill Amount	Bill Status*
15375716	Secured Annual	\$341.36	\$2,473.02	Paid

* Scroll down to Bill Status Information below.

Sacramento County's Online Property Tax Bill Information System

Parcel Number [REDACTED] Today's Date 05/18/2016 Tax Rate 05-033
 Address [REDACTED] Effective Date of Ownership 03/06/2009

Direct Levy Number	Levy Name	Levy Amount
0216	Mello-Roos GALT CFD #1988-1	\$246.78
0212	NORTHEAST GALT LANDSCAPING & LIGHT	\$94.58

**SACRAMENTO COUNTY
2015-2016 COMPILATION OF TAX RATES BY CODE AREA**

CODE AREA 05-006	CODE AREA 05-027	CODE AREA 05-028
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754
CODE AREA 05-009	CODE AREA 05-030	CODE AREA 05-031
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754
CODE AREA 05-032	CODE AREA 05-033	CODE AREA 05-034
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754
CODE AREA 05-035	CODE AREA 05-036	CODE AREA 05-037
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754
CODE AREA 05-038	CODE AREA 05-039	CODE AREA 05-040
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754
CODE AREA 05-041	CODE AREA 05-042	CODE AREA 05-043
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754
CODE AREA 05-044	CODE AREA 05-045	CODE AREA 05-046
*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000	*COUNTY WIDE 1% 1.0000
GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213	GALT JT ELEM GOB 2012REF 0.0213
GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343	GALT JT HIGH GOB 0.0343
SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198	SAN JOAQUIN DELTA GOB 0.0198
TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754	TOTAL RATE ON NET VALUE 1.0754

- ◆ Sample Tax Bill at approximately the median single family residential assessed value (\$198,220)
- ◆ Ad Valorem Taxes = \$1.0754 per \$100 of Assessed Value
- ▶ In this case, a total of \$2,131.66 + direct levies totaling \$341.36 for a grand total of \$2,473.02

School Learning Environment Needs

- ◆ Follow our Facilities Master Plan
 - ▶ Opportunities and Projects That Can Make the Most Impact for our Students and Must Be Done NOW!!!
 - School Safety & Security
 - Modernize Schools
 - Update Existing Building Systems
 - Support 21st Century Learning Styles and Resulting Achievement

Impactful and Feasible Bond Projects

Safety & Security	\$2,311,400
➤ Security Cameras & Upgraded Fencing	
Modernize Schools (outside the classroom)	\$4,454,800
➤ Upgrade/replace portables, roofs, flooring	
Existing Building Systems (inside the classroom)	\$7,040,600
➤ Lighting, HVAC, plumbing, controls, communications	
21 st Century Learning Environments	\$4,732,000
➤ New classroom configurations, furniture	
	<hr/>
Total	\$18,538,000

Next Steps

- ◆ Now through June 14: development of general obligation bond project list and proposed ballot measure language
 - ◆ June 8: Informational meeting with community members on establishing a Bond Oversight Committee
 - ◆ June 22 Board Meeting: Informational presentation to Board on bond resolution and related documents
 - ◆ July 27 Board Meeting: Board considers resolution calling for election
 - ◆ November 8: Election Day
- ✓ *Public engagement is ongoing*



Any Questions?

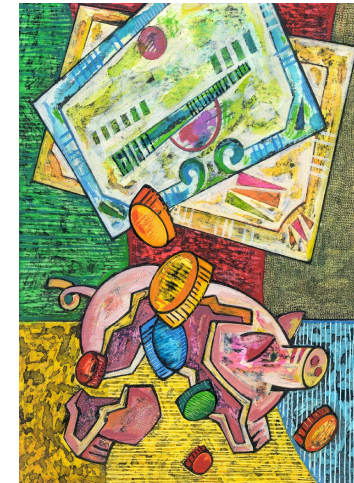


For Reference

- ◆ February 17, 2016 Board Workshop Presentation

Galt Joint Union Elementary School District

Bond Measure and Tax-Base Demographics



Presented by Lori Raineri
February 17, 2016

Tonight's Agenda

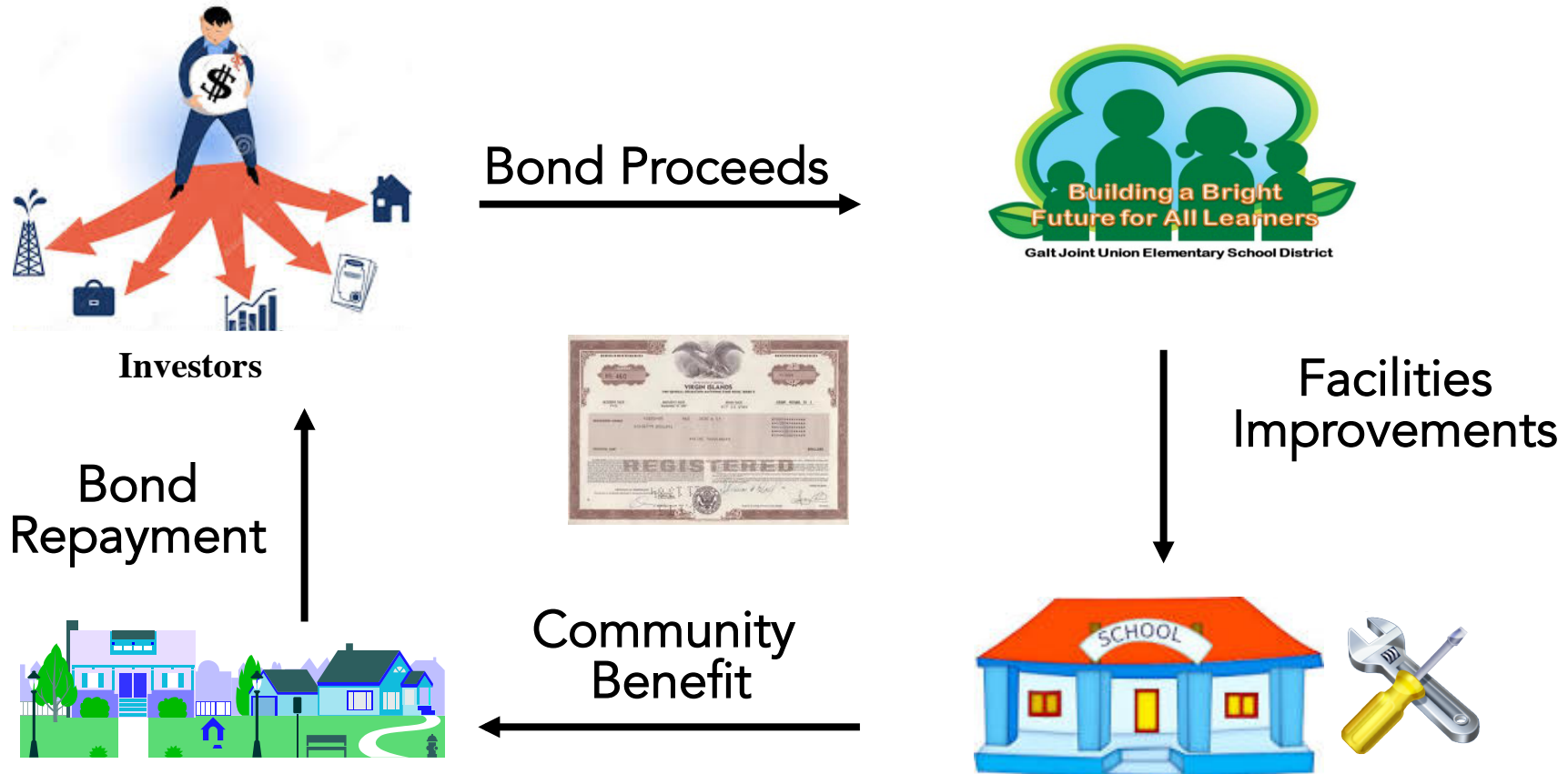
- ◆ Bond Basics
 - ▶ How a Bond Measure Works
 - ▶ Accountability and Oversight
- ◆ Tax-Base Demographics



General Obligation (G.O.) Bonds

- ◆ Authorized in CA Constitution (1879)
 - ▶ In 1978, Proposition 13 superseded authority
 - ▶ In 1986, restored at 2/3 voter approval level
 - ▶ In 2000, 55% voter approval measures allowed with additional accountability requirements
 - Maximum projected tax levy and specified citizens' oversight
- ◆ "Full Faith and Credit Bond" - Unlimited taxing authority
- ◆ "Ad Valorem" taxation
- ◆ Bonding capacity limited to 1.25% of AV for union districts (2.50% of AV for unified districts)
- ◆ County is responsible for ongoing administration
- ◆ No political discretion
- ◆ General obligation bonds are the most common local funding source for school facilities.

A G.O. Bond is a Loan



- ◆ A bond is a loan. Just like a home mortgage, a bond allows the taxpayers to buy and receive the benefit of the facilities now, and pay for them over time.

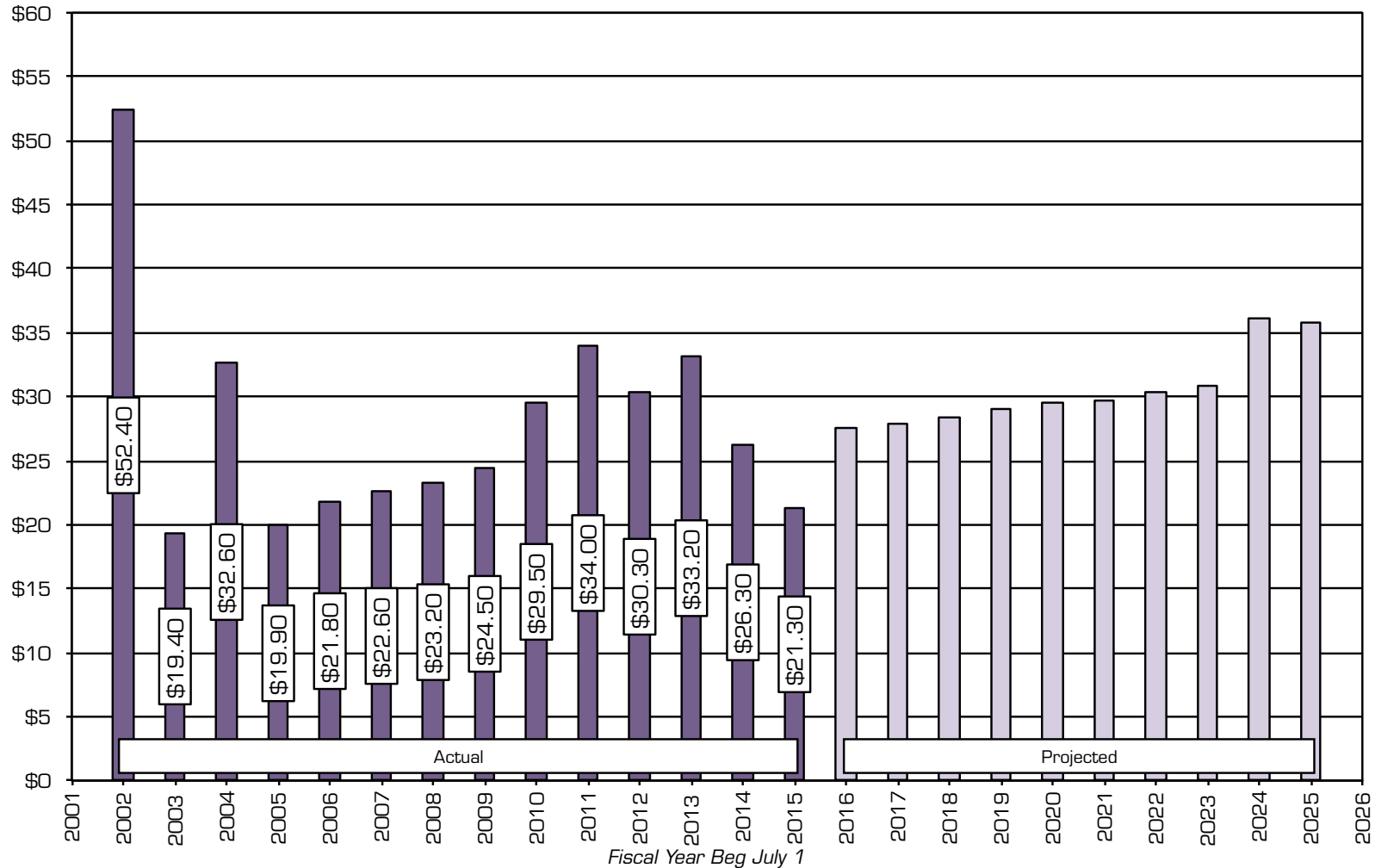
District's Experience with Bond Measures

- ◆ 1999's Measure B – not approved by voters
 - ▶ Received 64.9% of vote, but required 66.7%
 - To enable the Galt Elementary School District to acquire and construct a new middle school and a new elementary school on sites already owned by the District, and to acquire and construct other necessary student facilities, shall the District be authorized to issue bonds in the amount of not to exceed \$7 million with an interest rate not to exceed the maximum set by law?
 - ◆ 2001's Measure W* - approved by voters
 - ▶ Received 71.1% of vote, required 66.7%
 - Shall Galt Joint Union Elementary School District relieve overcrowding, improve education and increase student safety throughout the district by constructing an elementary and middle school on district owned land, by issuing \$9.24 million of bonds at interest rates within the legal limit, with citizen oversight, annual audits of expenditures and performance and no proceeds used for teacher or administrator salaries or other school operating expenses?
- * Bonds currently outstanding = \$6,653,684

Tax Levies for Measure W

Tax Levy per
\$100,000 of AV

Tax Levies Mostly Under \$30



Actual tax levies provided by Sacramento Co. Financing Department. Tax levies projected based on actual AV through 2015-16, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

2/3 vs. 55% Voter Approval G.O. Bonds

Subject	55% Voter Approval	Two-Thirds Voter Approval
Board Approval Required To Place Measure on Ballot	Two-thirds	Majority
Allowable Election Dates	Primary or general election, regularly scheduled local election, or statewide special election	1) Any established election date pursuant to Section 1000 or 1500 of the Elections Code or 2) any Tuesday that is not the day before or the day after a State holiday, or within 45 days of a statewide election
Maximum Projected Tax Rates/Levies	For unified district, \$60 per \$100,000 of assessed value; for union district, \$30 per \$100,000 of assessed value	No projected maximum tax rate
Bonding Capacity (i.e. Maximum Bonds Outstanding)	2.5% of assessed value for unified districts and 1.25% of assessed value for union districts	2.5% of assessed value for unified districts and 1.25% of assessed value for union districts
Audits	Independent financial and performance audits must be conducted annually	None specifically required
Oversight Committee	If election is successful, Board must establish independent citizens oversight committee within 60 days of Board adoption of resolution declaring election results	None specifically required
Allowable Expenditures	Construction, reconstruction, rehabilitation, or replacement of school facilities, including furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities	Acquisition or improvement of real property
Facilities List	State Constitution requires a list of the specified school facilities project(s) to be funded	No requirement for a specific facilities list

Pro Forma Bond Financial Plan

Key Legal Constraints

◆ Bonding Capacity: limit on amount of outstanding bonds
(this is for all bond measures combined)

- ▶ 1.25% of total assessed value for union districts
 - Education Code 15268 ✓
- ▶ 2.50% of total assessed value for unified districts
 - Education Code 15270(a)

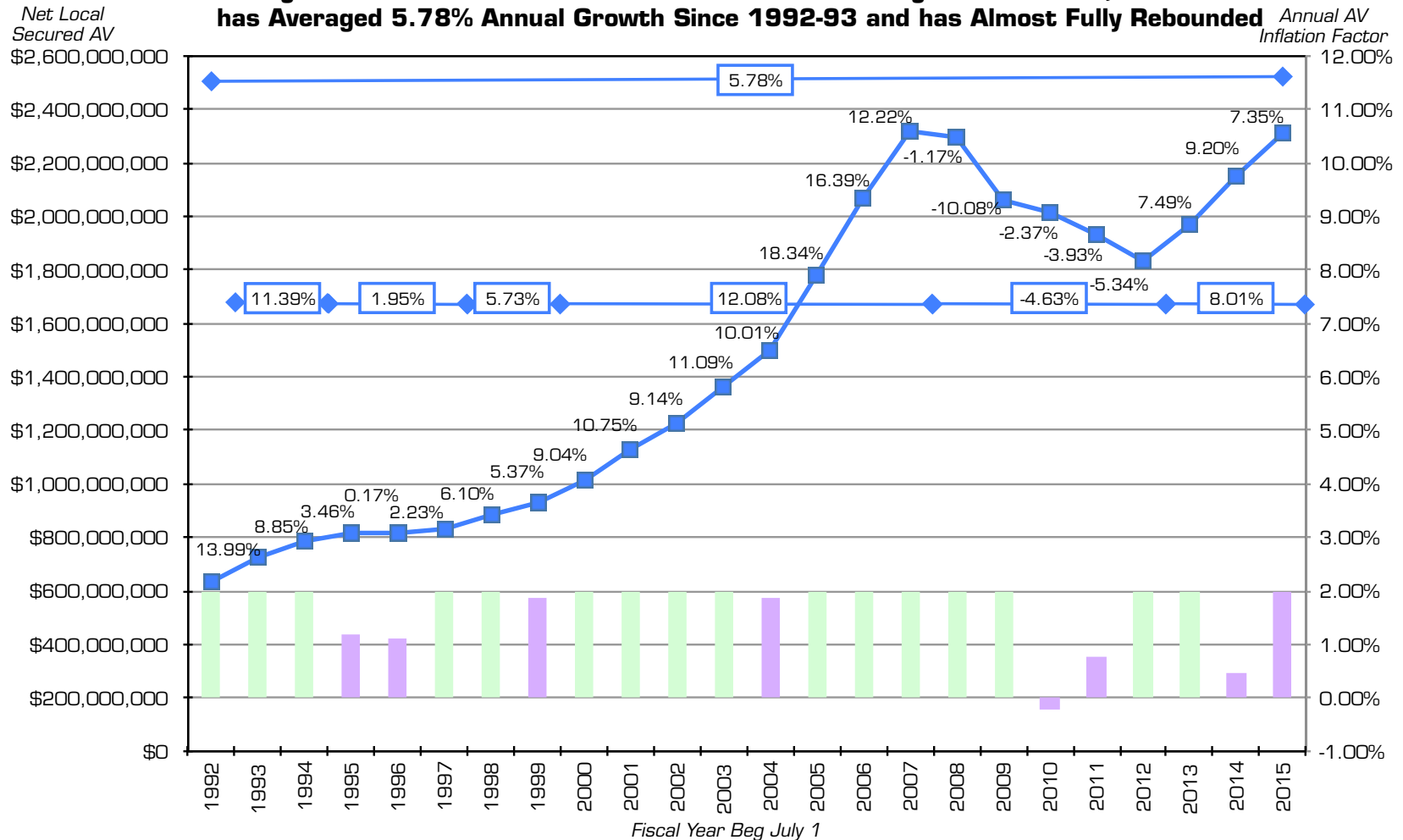


◆ Taxing Capacity: limit on maximum projected tax levies
(this is for 55% voter approval bond measures only)

- ▶ \$30 per \$100,000 of assessed value for union districts
 - Education Code 15268 ✓
- ▶ \$60 per \$100,000 of assessed value for unified districts
 - Education Code 15270(a)

Tax Base – Historical Rate of Change

Although the District's Assessed Valuation Declined During the Recession, the Tax Base has Averaged 5.78% Annual Growth Since 1992-93 and has Almost Fully Rebounded



District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

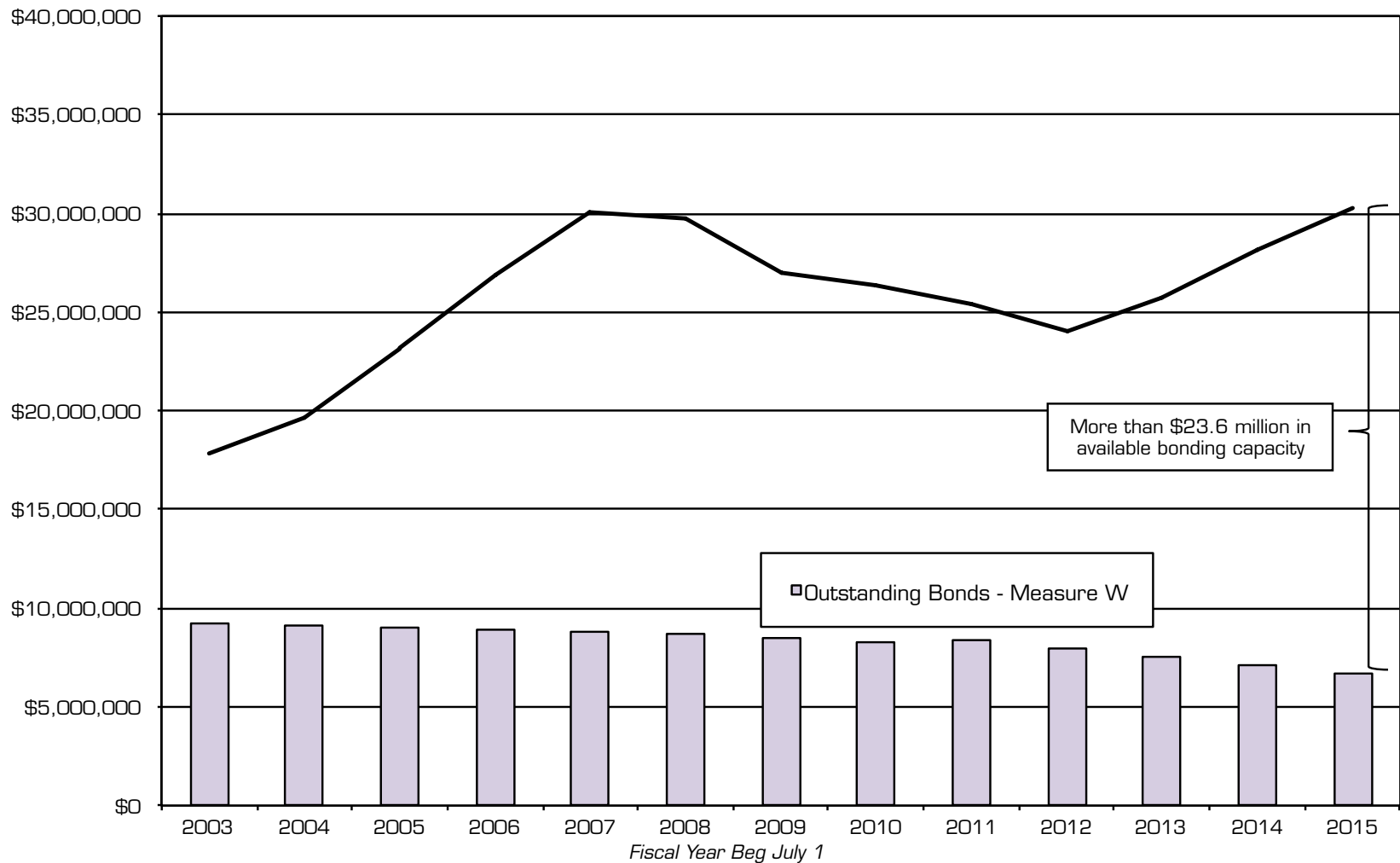
Reasons Assessed Value Can Change

- ◆ Pursuant to Proposition 13 (and embodied in Article 13A of the California Constitution), a school district's property tax base can change for four reasons:
 - ▶ Properties are sold (and reassessed at the sale price).
 - ▶ Properties are improved (and reassessed with the value of the improvement).
 - ▶ A year passes (each property's assessed value increases by the lesser of 2% or the change in the California Consumer Price Index).
 - ▶ Market value of one or more properties declines below assessed value - assessed value can be adjusted downward to the market value. If market value subsequently increases, assessed value can "catch up" to pre-decline AV plus allowable adjustments (e.g. 2% annual increase).

Bonding Capacity Depends on Tax Base

Bonding Capacity/
Outstanding Bonds

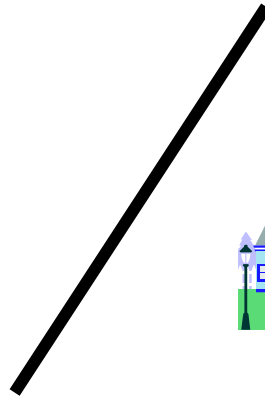
\$23.6 Million in Available Bonding Capacity



Unified district's bonding capacity is 1.25% of total AV. 2015-16 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

G.O. Bond Tax Rates

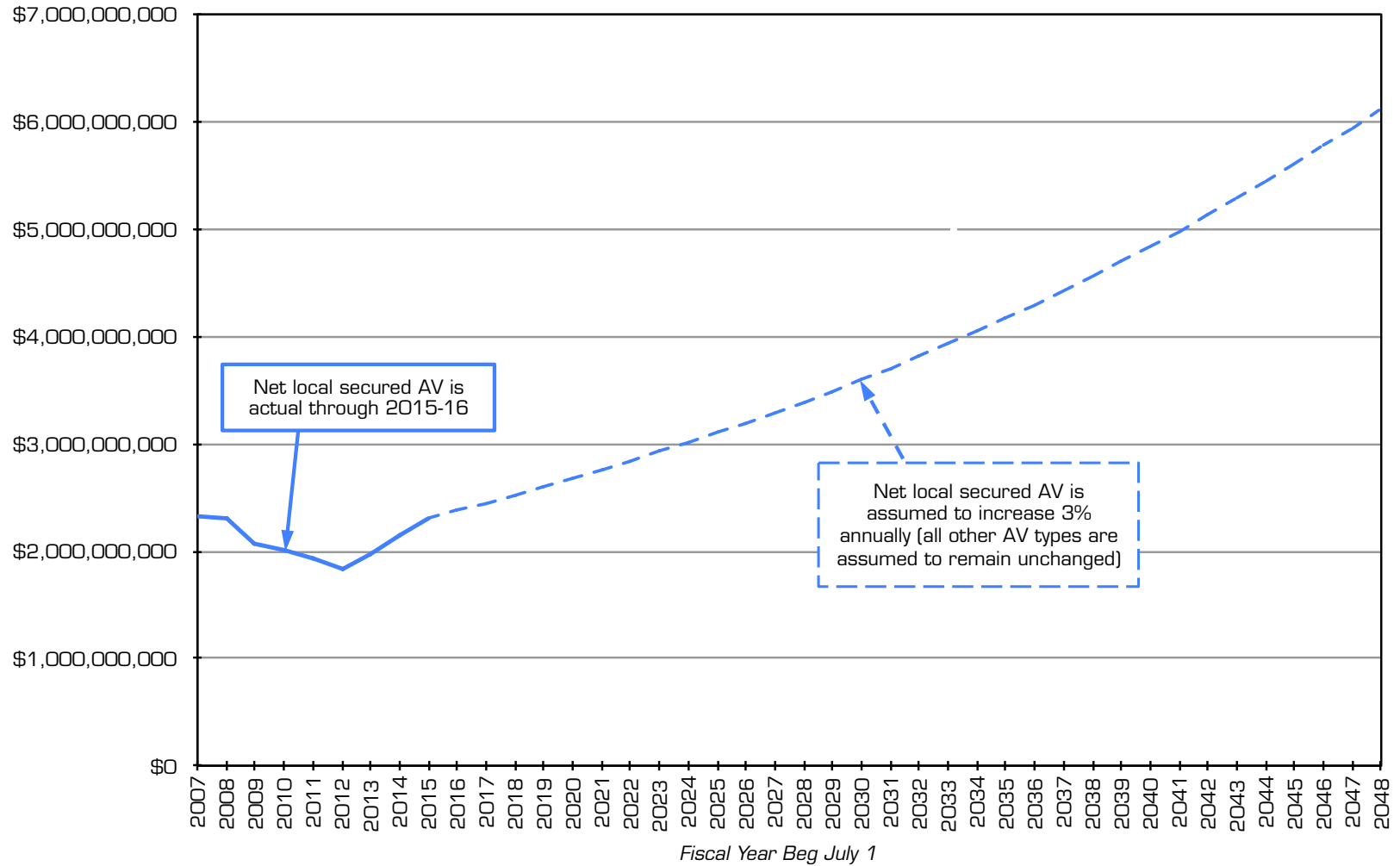
- ◆ Bond tax rate \approx debt service \div assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



Currently Assumed Future Assessed Value

Net Local Secured Assessed Value

Constant, Moderate Net Local Secured AV Growth is Assumed

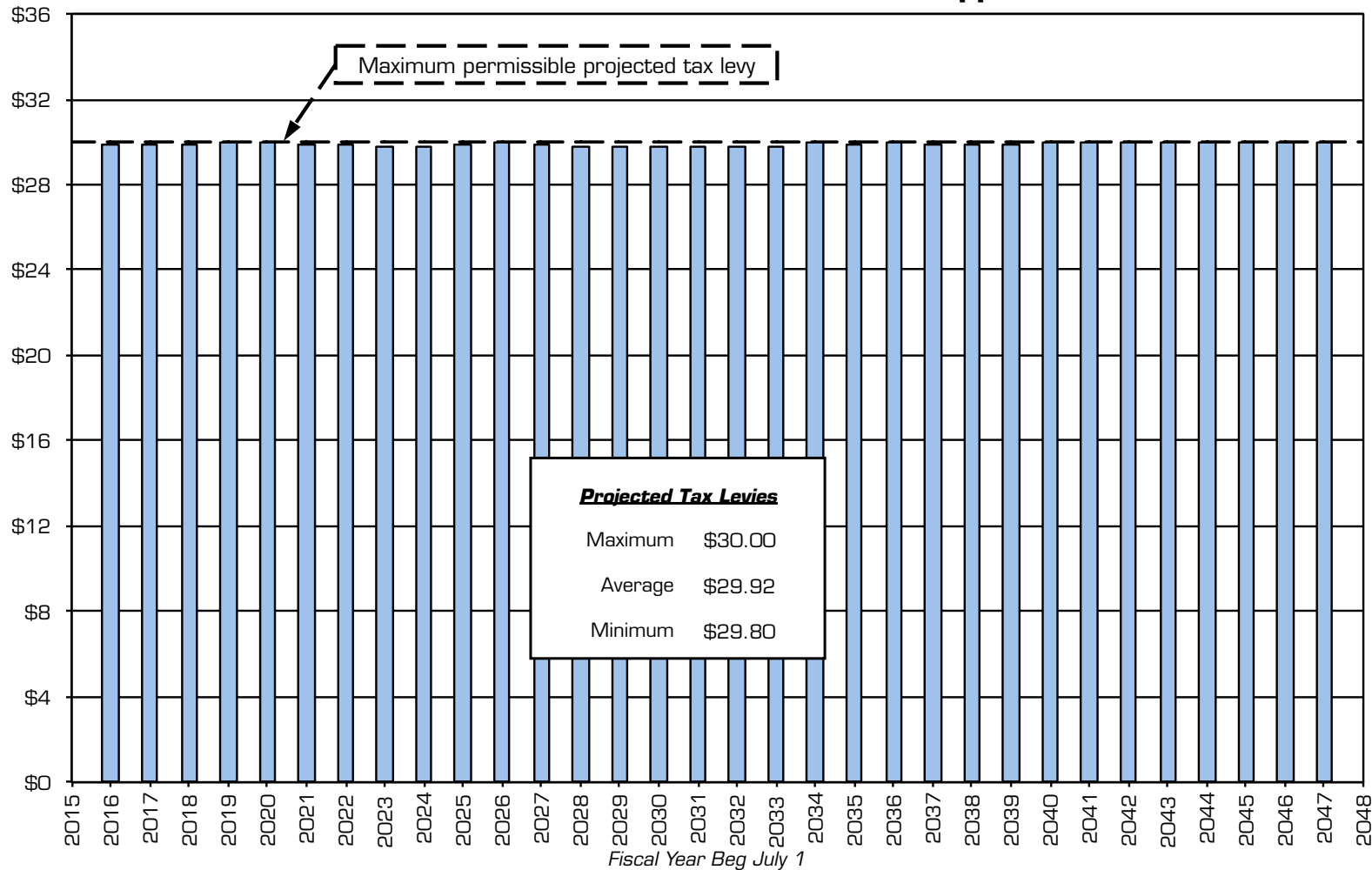


Historic data provided by Sacramento and San Joaquin Counties. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Since 1992-93, net local secured has annually comprised 93% - 97% of the District's total AV. As individually the other components are relatively small and tend to be subject to less predictable volatility, the AV focuses on net local secured.

Potential New Measure Limited by \$30

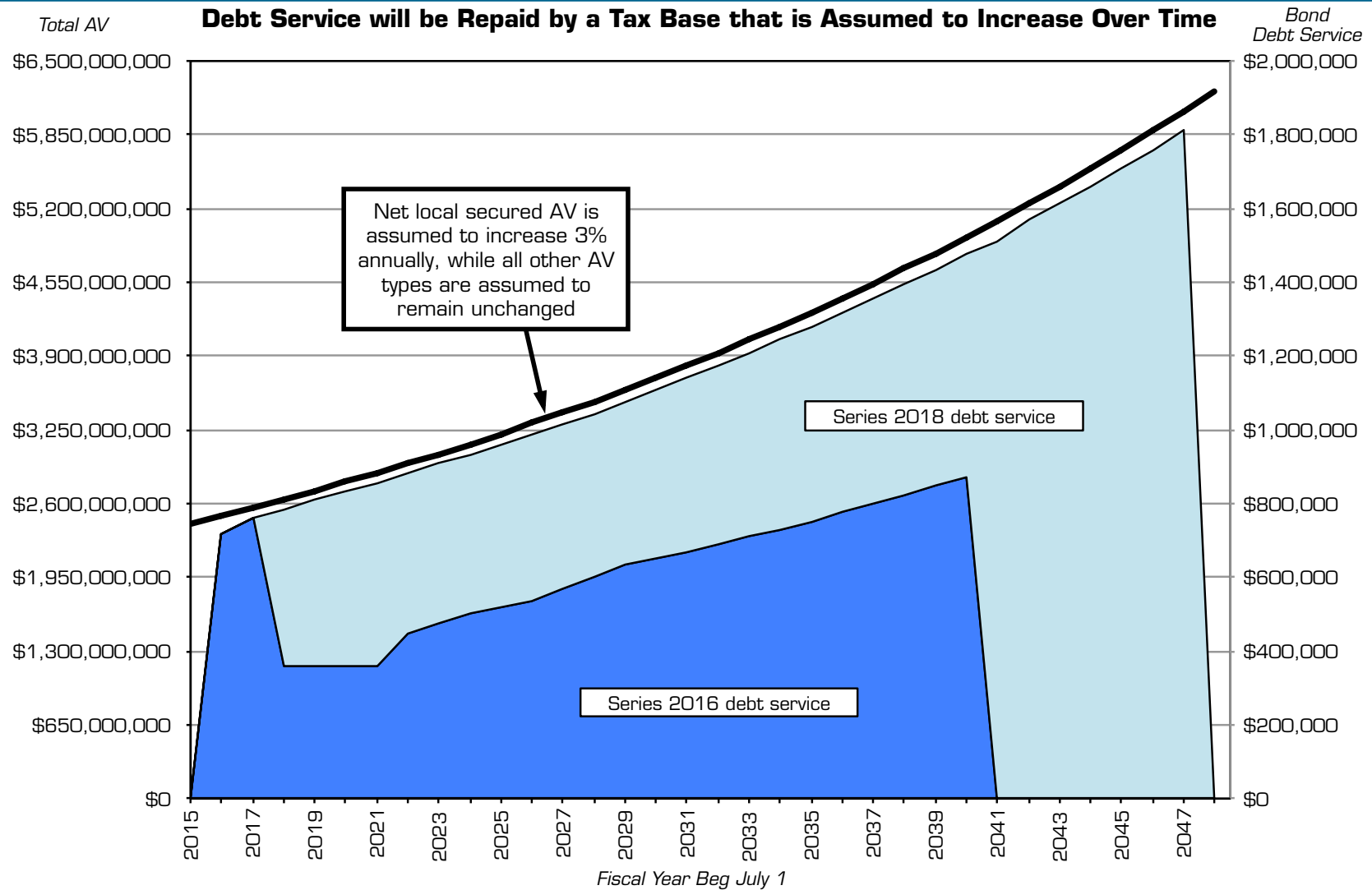
Tax Levy per
\$100,000 of AV

Tax Levies are Projected at the Maximum Allowable Projection of \$30 per \$100,000 of Assessed Value for a 55% Voter Approval Bond Measure



Tax levies projected based on assumed debt service, actual 2015-16 AV, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

Stable Tax Rate → Payments Grow w/Proj. AV

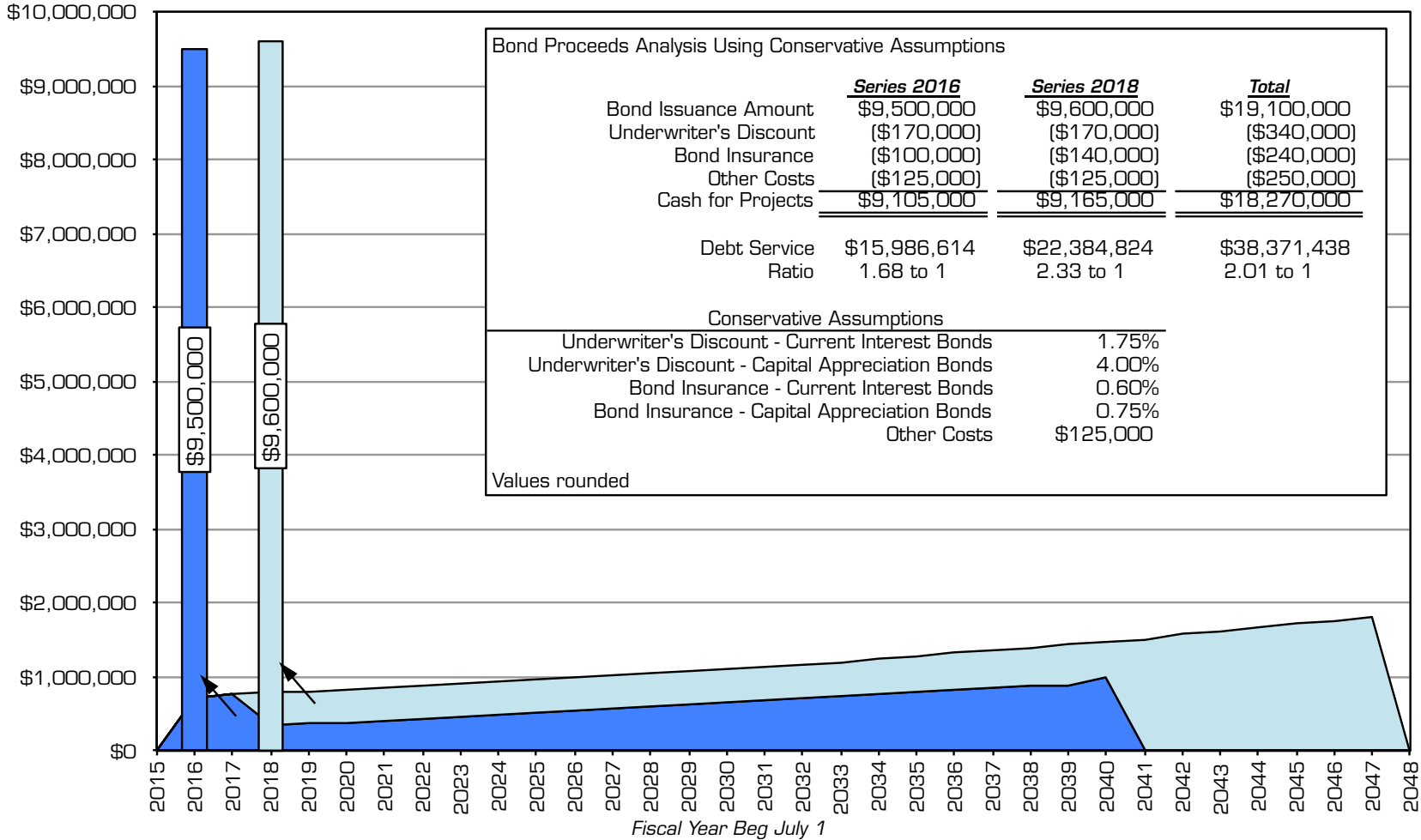


Debt service based on MMD "AAA" rates as of October 21, 2015, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +100bp (2016) & +150bp (2018), and +180bp for callable capital appreciation bonds.

Potential of \$18,270,000 For Projects

It is Preliminarily Estimated the District Can Issue a Total of \$19.1 Million Over 2 Years Under a 55% Voter Approval Bond Measure

GO Bonds To Be Issued

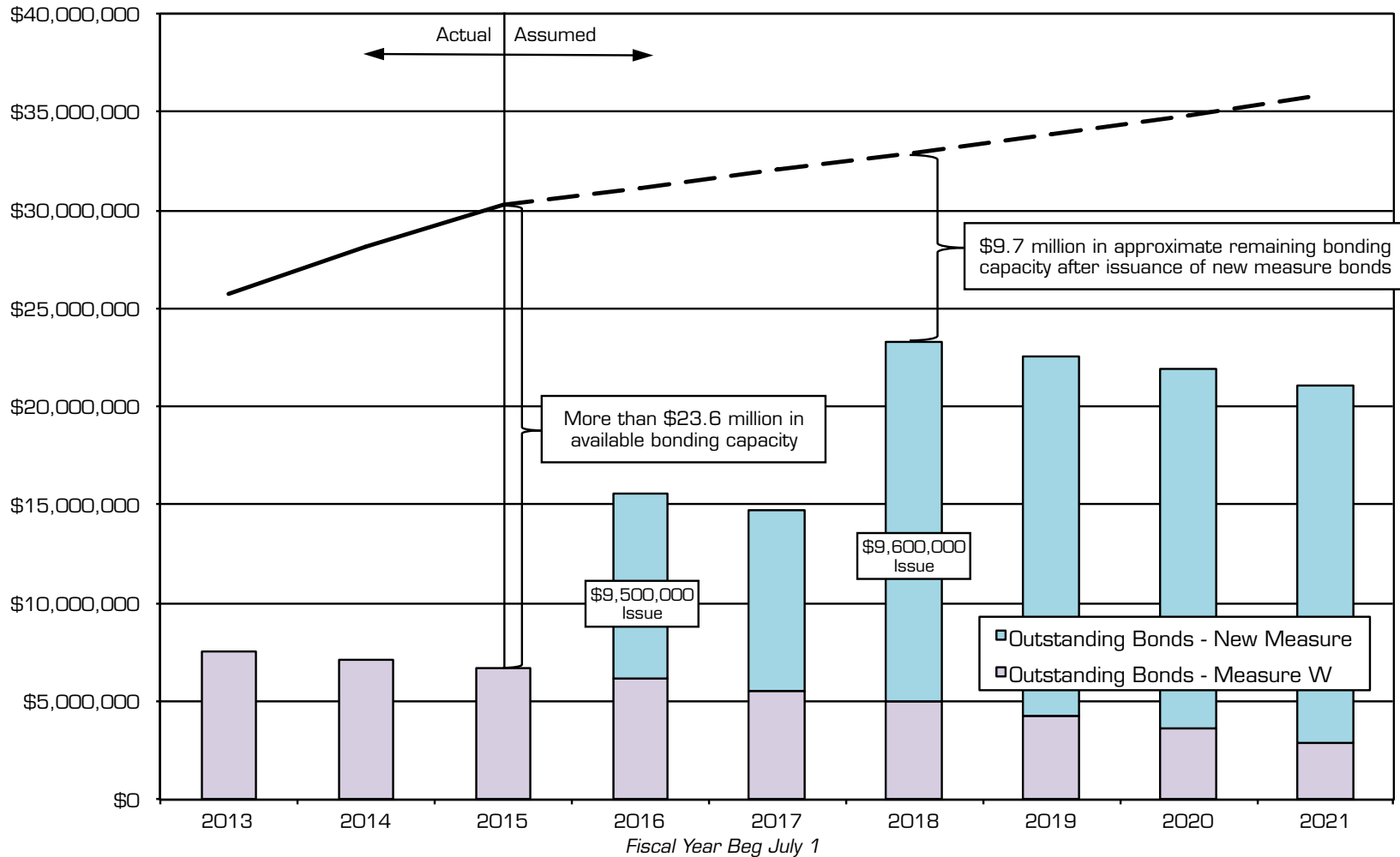


Debt service based on MMD "AAA" rates as of February 8, 2016, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +75bp (2016) & +125bp (2018), and +180bp for callable capital appreciation bonds. Net local secured AV is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

Bonding Capacity Sufficient

Bonding Capacity/
Outstanding Bonds

Bonding Capacity is Not a Hindrance for \$19.1 Million Bond Measure Issued over Two Series



Unified district's bonding capacity is 1.25% of total AV. 2015-16 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

Oversight

◆ What is the purpose of a citizens' oversight committee?

"The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues"

-Education Code Section 15278 (b)

◆ What are the goals of the oversight committee?

- ▶ Ensure bond funds are spent only on the proper purposes.
- ▶ Ensure no funds are used for teacher or administrative salaries or other school operating expenses.

-Education Code Section 15278 (b)(1)&(2)



Accountability

- ◆ Annual independent performance and financial audits conducted to ensure bond proceeds are only spent on the school projects listed in the Bond Project List
 - ▶ Reports are made public and provided to the Citizens' Oversight Committee

-Education Code Section 15286

- ◆ Any taxpayer can file for "an action to obtain an order restraining and preventing any expenditure of funds" if the District veers from the Bond Project List

-Education Code Section 15284 (a)

- ◆ Law enforcement agencies are permitted and strongly encouraged to vigorously pursue any violations

-Education Code Section 15288

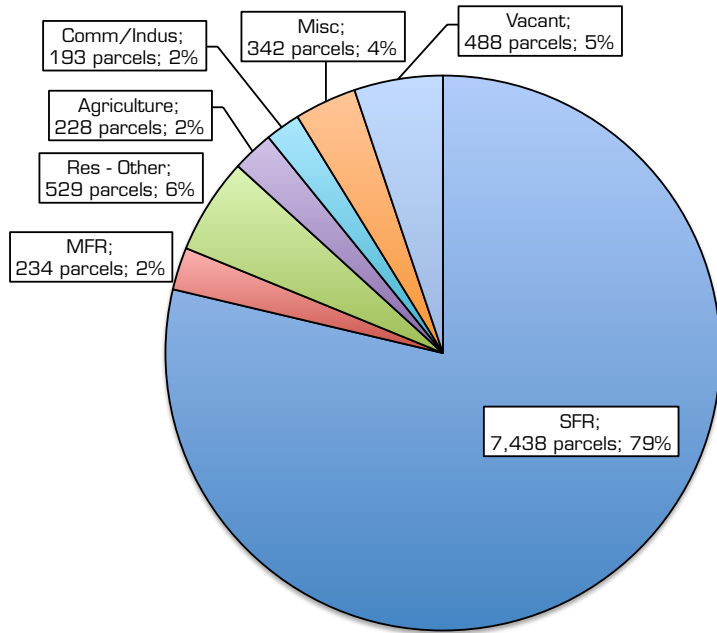


Ad Valorem Taxes \approx \$1.08 Per \$100 of Assessed Value

- ◆ Sample Tax Bill at approximately the median single family residential assessed value (\$198,220)
- ◆ Ad Valorem Taxes = \$1.0754 per \$100 of Assessed Value
 - ▶ In this case, a total of \$2131.66 + direct levies totaling \$341.36 for a grand total of \$2,473.02

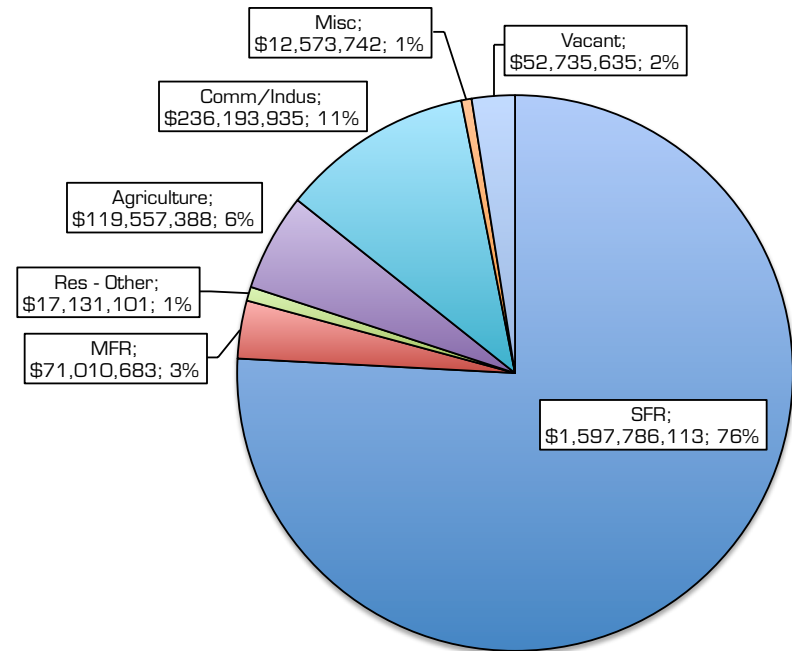
Distribution is Consistent

79% of District Parcels are SFR



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

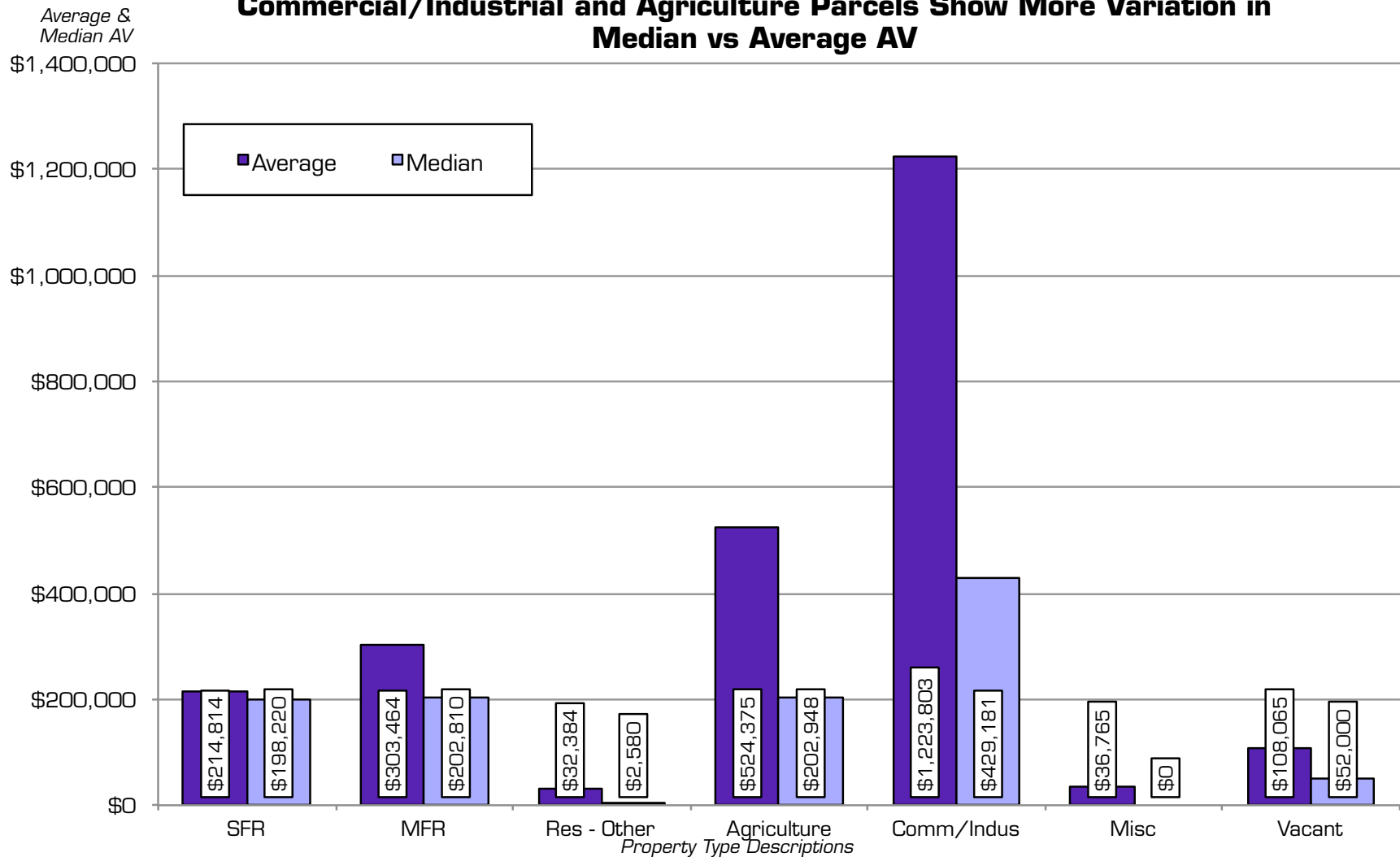
76% of AV in District is SFR



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SFR Median and Average AV Both ≈ \$200K

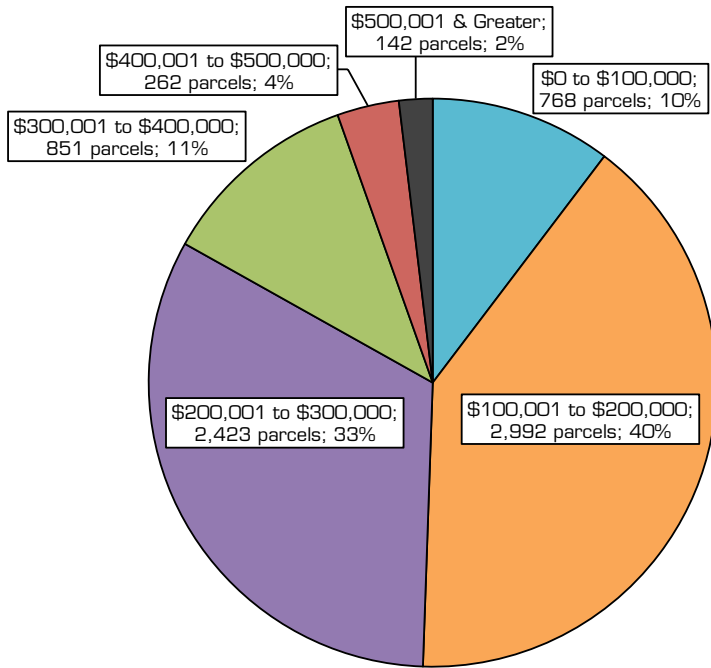
Commercial/Industrial and Agriculture Parcels Show More Variation in Median vs Average AV



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

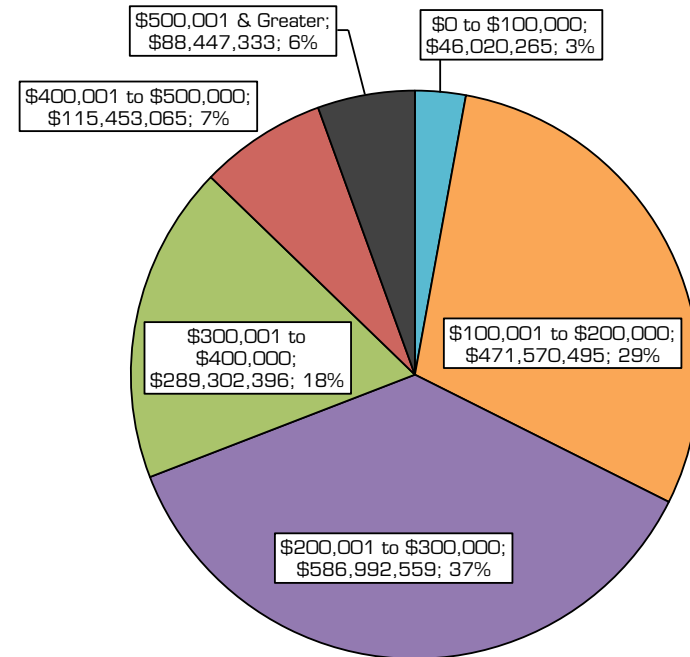
Property Taxes Are Progressive

83% of SFR Parcels have an AV of \$300,000 or Less



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

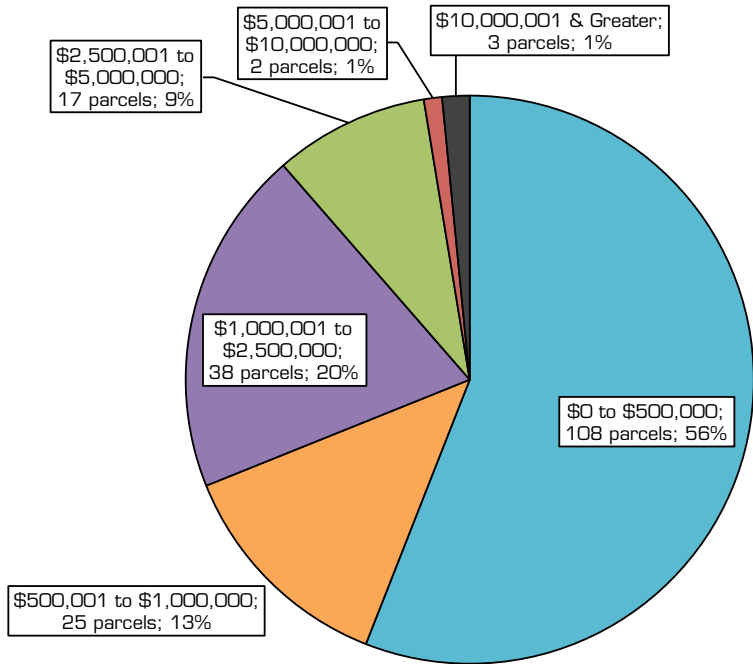
31% of SFR AV is from Parcels with an AV of \$300,000 or More



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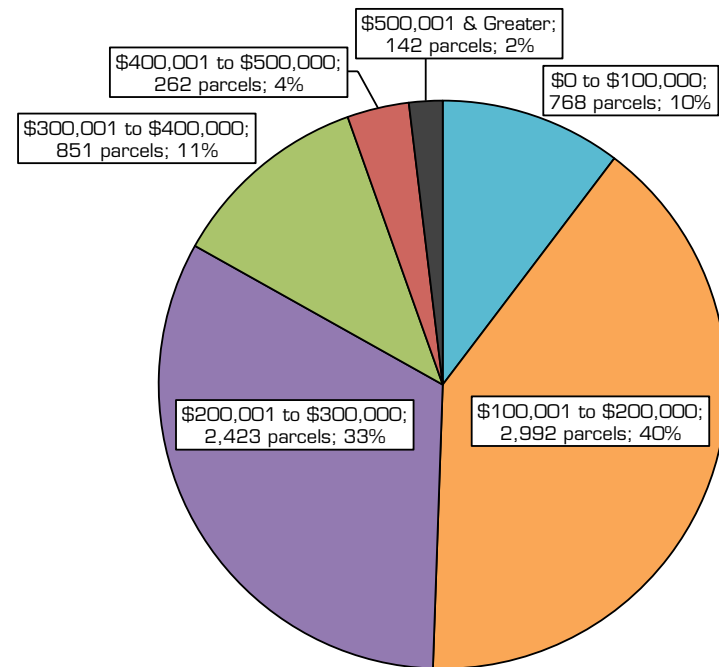
Noblesse Oblige

69% of Commercial/Industrial Parcels Have an AV of \$1,000,000 or Less



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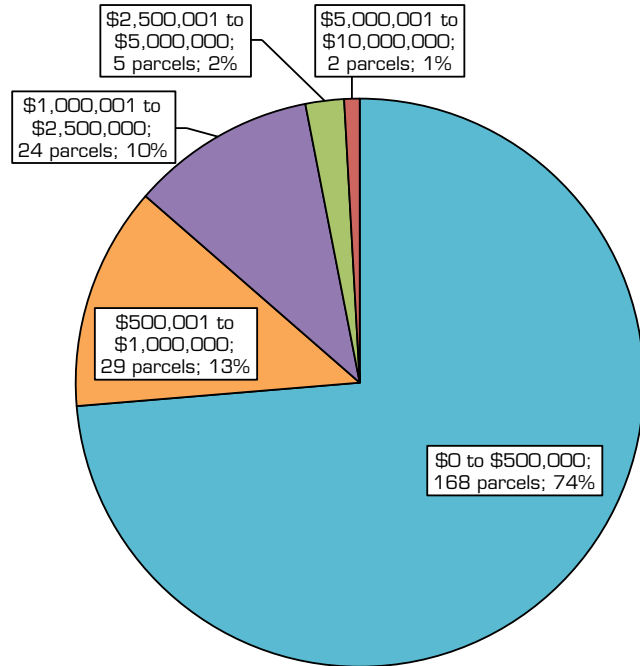
83% of SFR Parcels have an AV of \$300,000 or Less



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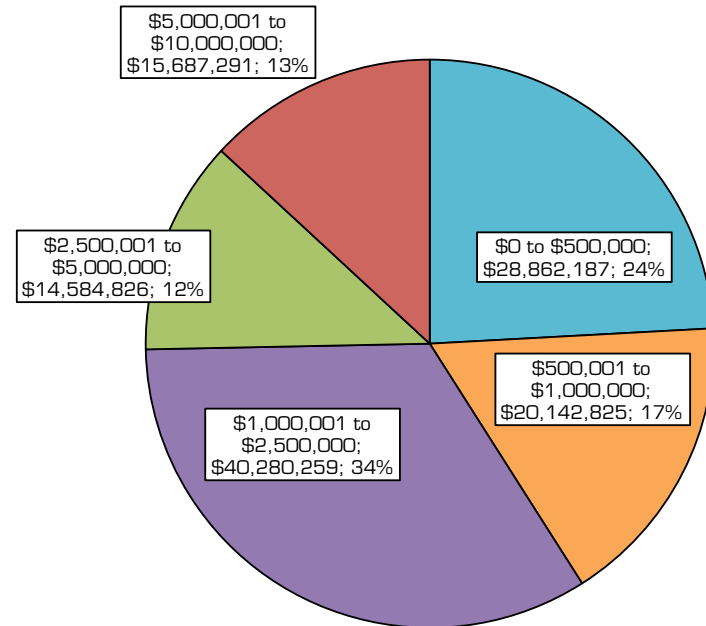
“Land is the only thing in the world worth workin' for, worth fightin' for, worth dyin' for, because it's the only thing that lasts.” *

87% of Agricultural Parcels Have an AV of \$1,000,000 or Less



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

59% of Agricultural AV is from Parcels with an AV of \$1,000,000 or More

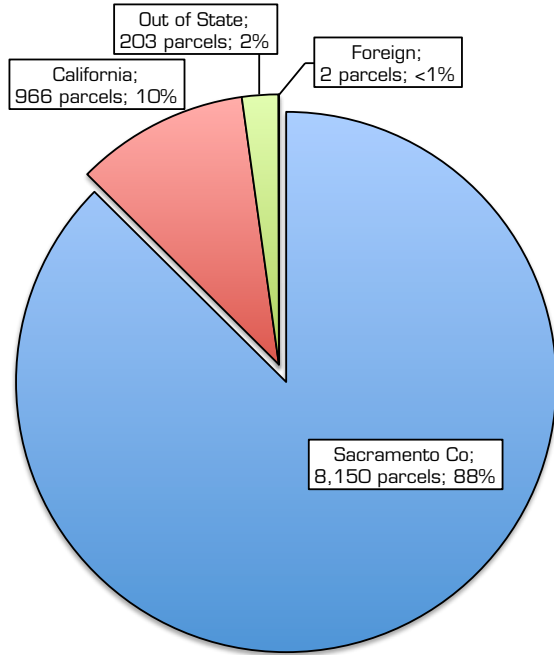


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* From *Gone with the Wind*

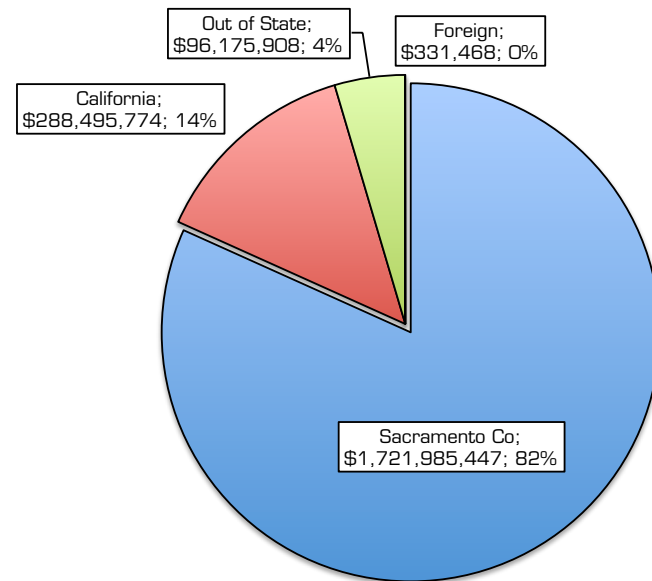
Local Ownership is the Norm

88% of Tax Bills are Sent Within Sacramento Co



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Chart excludes 131 Exempt parcels. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

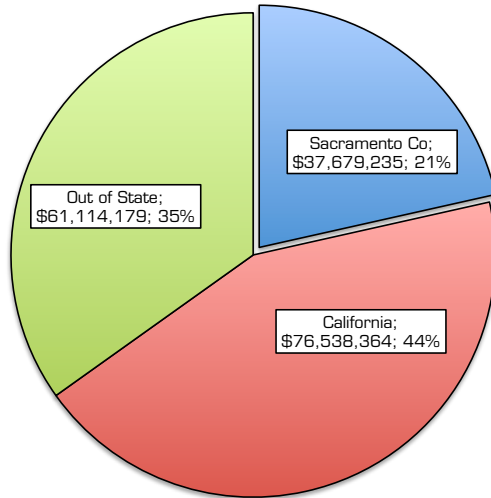
82% of District's AV Owned Inside County



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Top 20 Taxpayers Are Mostly "Foreign"

For Top 20 Taxpayers (by Billing Address), Only 21% of AV is Owned Within Sacramento County



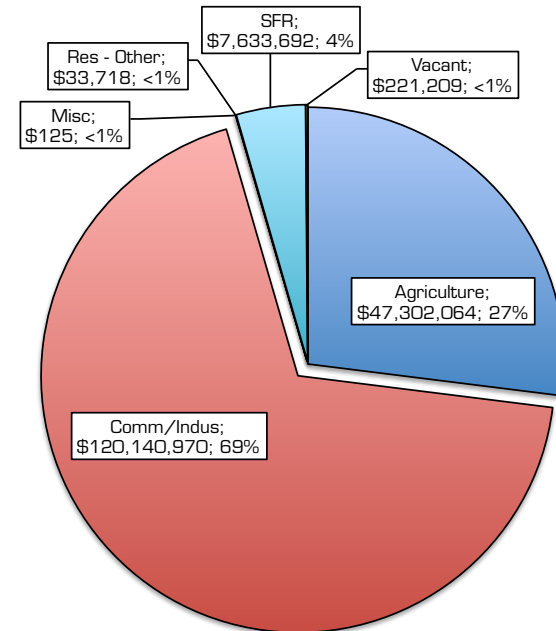
Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

Top 20 Taxpayers

<u>Mailing Address</u>	<u>Net Value</u>	<u>% of District's AV</u>	<u># of Parcels</u>	<u>Owner/Mailing Location</u>	<u>Owners</u>
775 PRAIRIE CTR DR 200 EDEN PRAIRIE, MN 55344	\$31,874,726	1.5%	2	Out of State	Cardinal Glass
2392 MORSE AV IRVINE, CA 92614	\$20,231,300	1.0%	6	California	Liberty Ranch LLC
1792 TRIBUTE RD 270 SACRAMENTO, CA 95815	\$17,380,951	0.8%	7	Sacramento Co	Guttridge/Taylor LLC
PO BOX 8050 BENTONVILLE, AR 72712	\$14,100,000	0.7%	1	Out of State	Wal Mart Stores Inc
10898 INSPIRATION CIR DUBLIN, CA 94568	\$10,250,671	0.5%	4	California	Chiu Family Revocable Trust, Jenkins Stephen L/Tiana C
5490 BEAR CREEK RD LODI, CA 95240	\$8,328,561	0.4%	4	California	Kautz Row Crop Farms, Kurt A/Sandra R Kautz Revocable Fmly Tr
538 SAN RAMON VLY BL 126 DANVILLE, CA 94526	\$8,196,879	0.4%	3	California	85 Enterprise Real Estate LLC
600 YOSEMITE BL MODESTO, CA 95354	\$7,383,231	0.4%	3	California	Gallo Vineyards Inc
175 ENTERPRISE CT STE A GALT, CA 95632	\$6,009,746	0.3%	1	Sacramento Co	DKCR Props Inc
901 MAIN ST STE 4700 DALLAS, TX 75202	\$5,789,588	0.3%	34	Out of State	Invitation Homes
PO BOX 1660 ELK GROVE, CA 95759	\$5,598,951	0.3%	2	Sacramento Co	Beldt Amer Self Storage Llc, Beldt Family Trust
PO BOX 4278 MODESTO, CA 95352	\$4,962,235	0.2%	1	California	Save Mart
PO BOX 3165 HARRISBURG, PA 17105	\$4,821,685	0.2%	1	Out of State	Ichord Paul S/Julia L (Rite Aid)
11583 VALENSIN RD GALT, CA 95632	\$4,796,109	0.2%	5	Sacramento Co	Beer Kenneth E, Beer Kenneth E/Lori Kay, Fishery Inc
14620 ARMINTA ST VAN NUYS, CA 91402	\$4,605,170	0.2%	4	California	Miel Properties Llc, Michael Melideo Revocable Trust
7201 HAMILTON BL ALLENTOWN, PA 18195	\$4,528,180	0.2%	1	Out of State	Air Products/Chemicals Inc
2644 DOUGLAS FIR DR LODI, CA 95242	\$4,452,187	0.2%	3	California	S/P Vineyards LLC
827 BLACK DIAMOND WY A LODI, CA 95240	\$4,128,130	0.2%	2	California	Beldt Family Trust/Beldt Enterprises Inc
1120 MAYBROWN AV MENLO PARK, CA 94025	\$4,000,000	0.2%	1	California	LRP Properties LLC
9414 KOST RD GALT, CA 95632	\$3,893,478	0.2%	6	Sacramento Co	Joe A Cotta Vineyards Inc, Cotta Joe A, Cotta Joe A/Sherry
	<u>\$175,331,778</u>	<u>8.3%</u>	<u>91</u>		

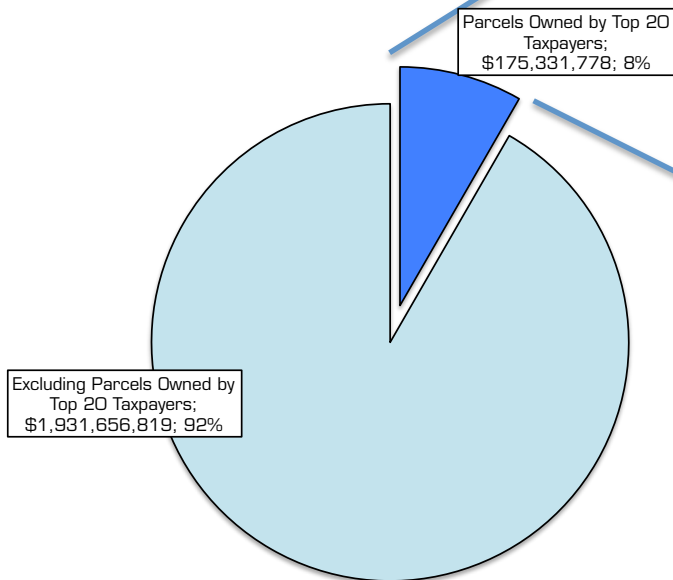
Most of the Top 20 Taxpayers are Commercial/Industrial

Commercial/Industrial Accounts for 69% of the AV for the Top 20 Taxpayers (by Billing Address)



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Top 20 Taxpayers (by Billing Address) Comprise 8% of Total District AV



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1st Round - Questions to Consider



- ◆ How do we prioritize our facilities expenditures given that we won't be able to address all facilities needs even with a local bond measure?
- ◆ Are there projects which should specifically be funded with a local bond measure?
 - ▶ If so, what are the reasons?
- ◆ What are the reasons to consider a school bond measure?
 - ▶ What would happen if there's no local bond funding for school facilities?

2nd Round - Questions to Consider



- ◆ Is there any information that your table group knows that voters don't know?
- ◆ What would be the importance of raising public awareness and understanding about the District's facility needs?

Additional Information and Next Steps

- ◆ Karen Schauer, Ed.D., GJUESD Superintendent
 - ▶ E-mail: kschauer@galt.k12.ca.us
 - ▶ Phone: 209-744-4545 Ext 310
- ◆ Tom Barentson, Director of Business Services
 - ▶ E-mail: tbarentson@galt.k12.ca.us
 - ▶ Phone: 209-744-4545 Ext 315
- ◆ GJUESD Website: www.galt.k12.ca.us
- ◆ Community Internet Access: Marion O. Lawrence Library
 - ▶ Address: 1000 Caroline Avenue
 - ▶ Phone: 209-745-2066
- ◆ Next Board Meeting Date and Location
 - ▶ Wednesday, February 24th, 2016 @ 7:00 p.m.
 - ▶ Galt City Hall Chambers

For Reference

- ◆ A.V. Assumptions - Historical Tests
- ◆ Projected Combined Tax Levies

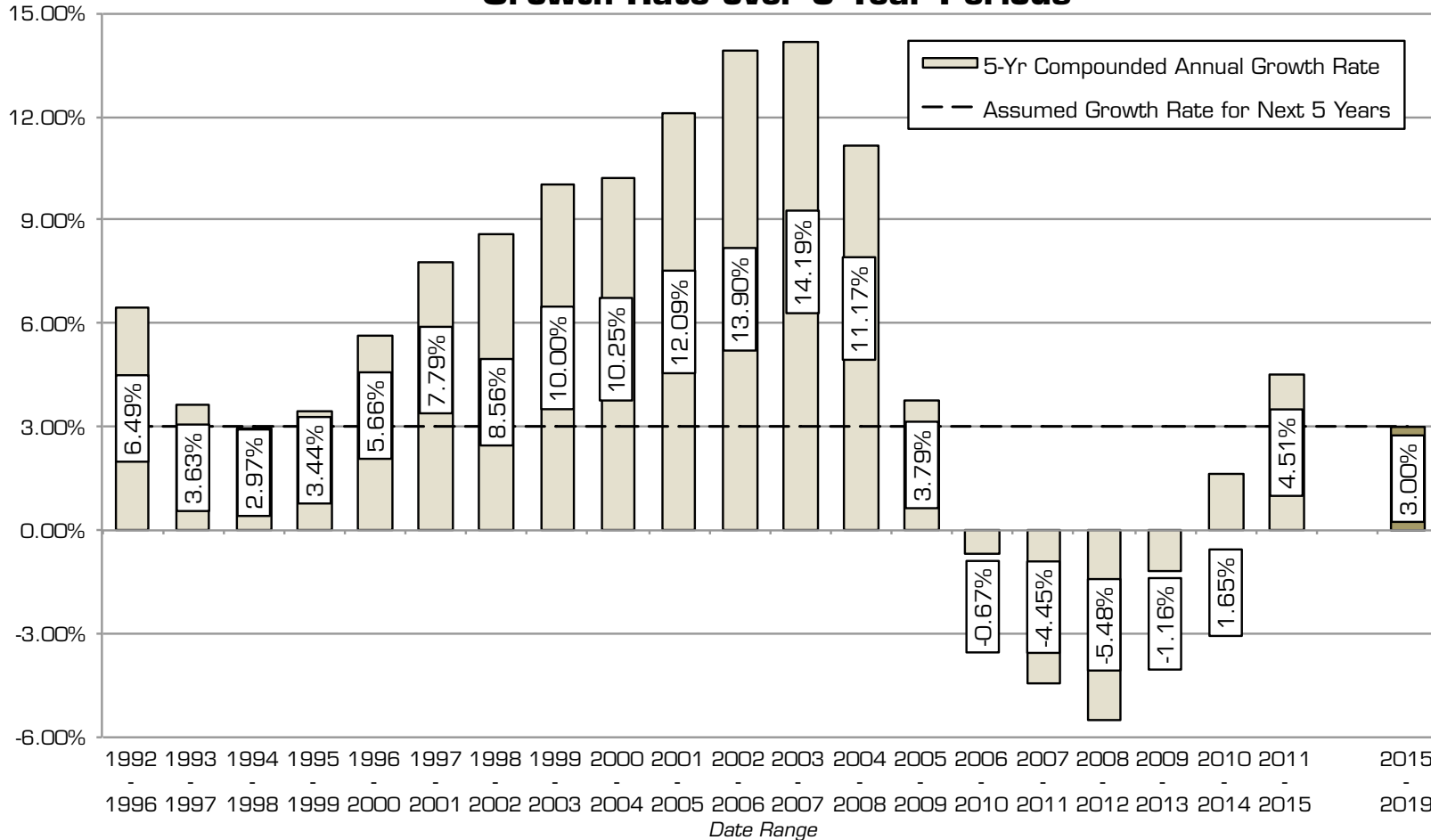
A.V. Assumptions – Historical Tests

- ◆ A.V. Assumptions – Short Term – 5 Years
- ◆ A.V. Assumptions – Mid Term – 10 Years
- ◆ A.V. Assumptions – Mid Term – 15 Years
- ◆ A.V. Assumptions – Long Term – 20 Years

Short Term - 5 Years

Compounded Annual Growth Rate - Net Local Secured AV

Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 5 Year Periods

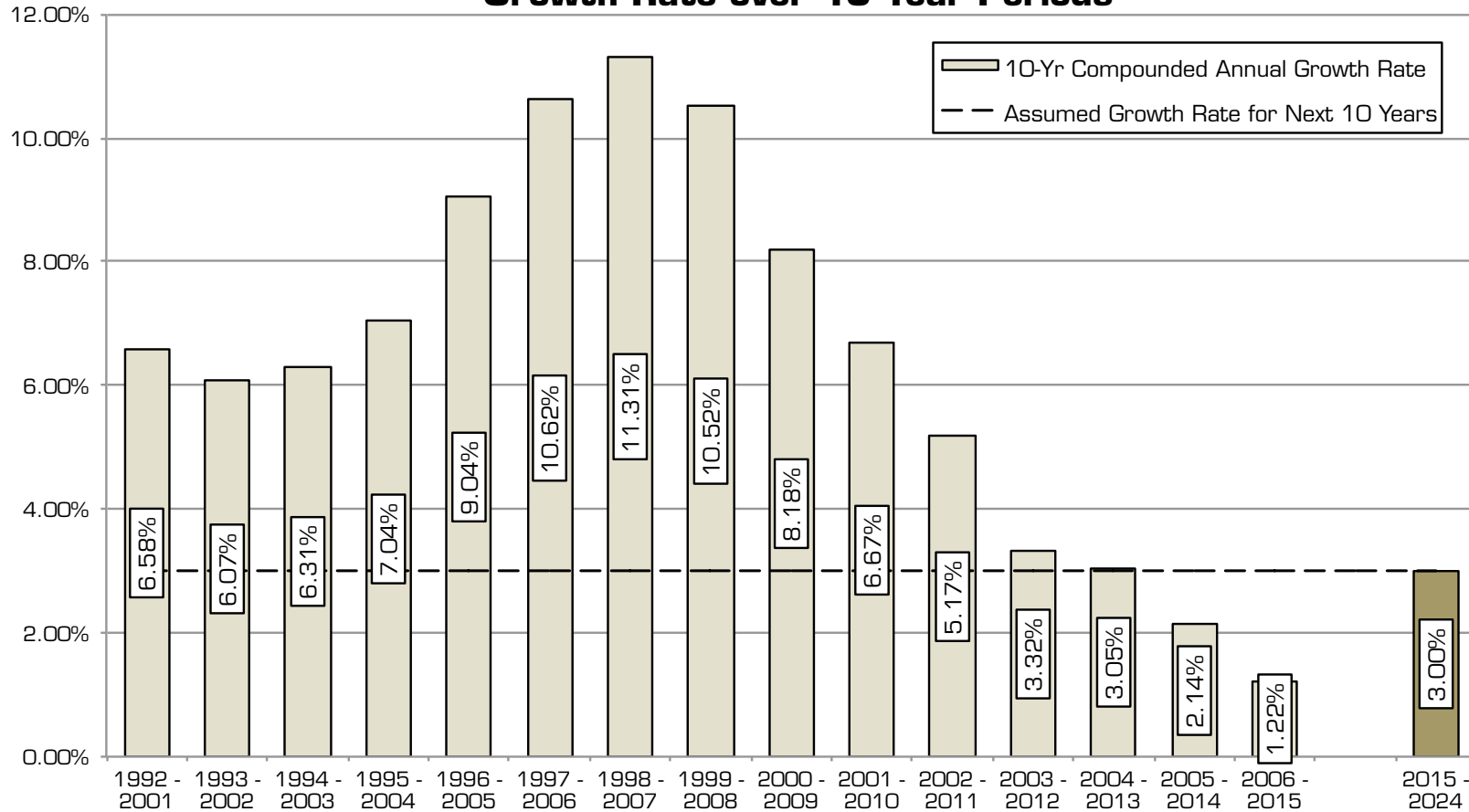


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Mid-Term - 10 Years

Compounded Annual
Growth Rate - Net
Local Secured AV

Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 10 Year Periods



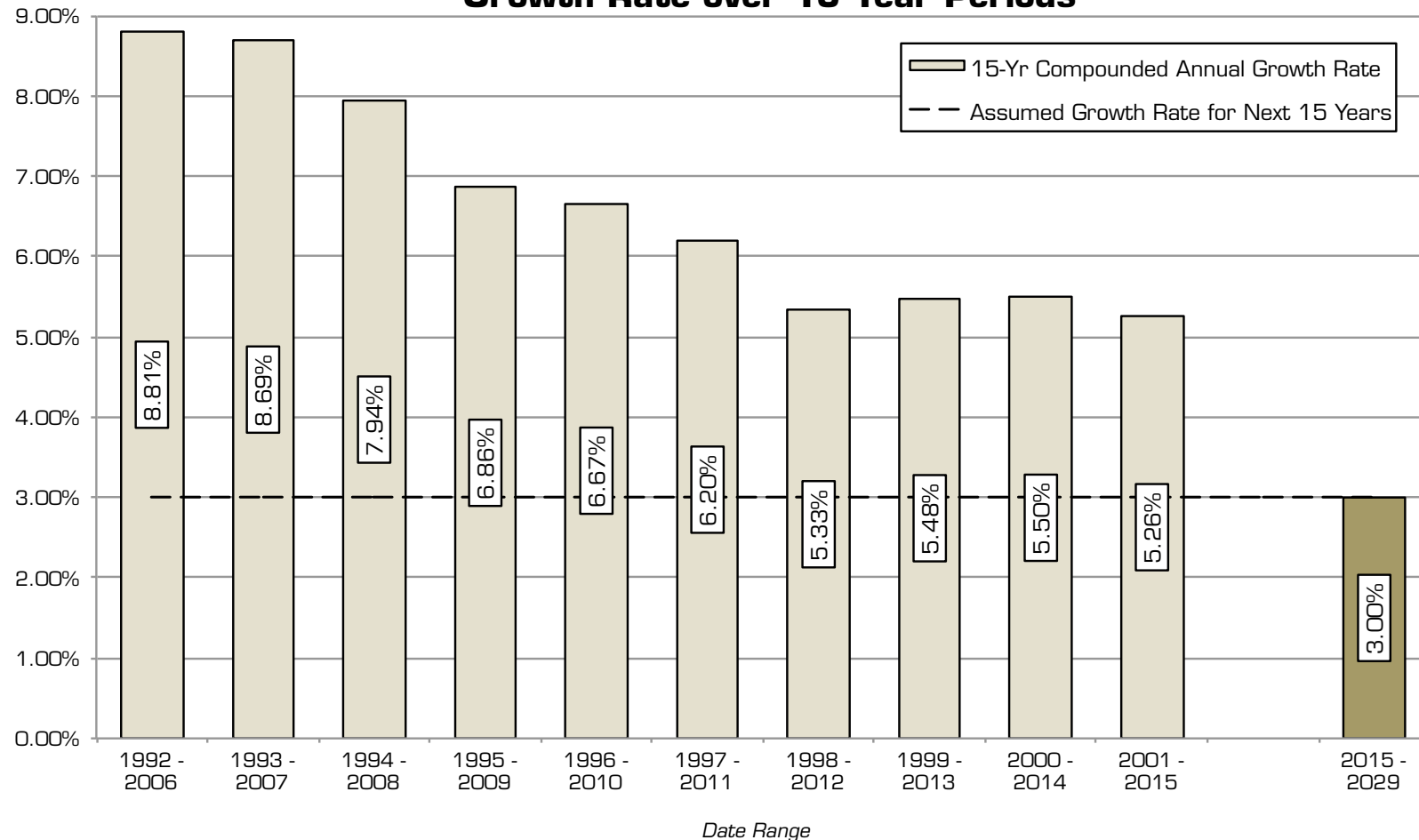
Date Range

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Mid-Term - 15 Years

Compounded Annual Growth Rate - Net Local Secured AV

Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 15 Year Periods

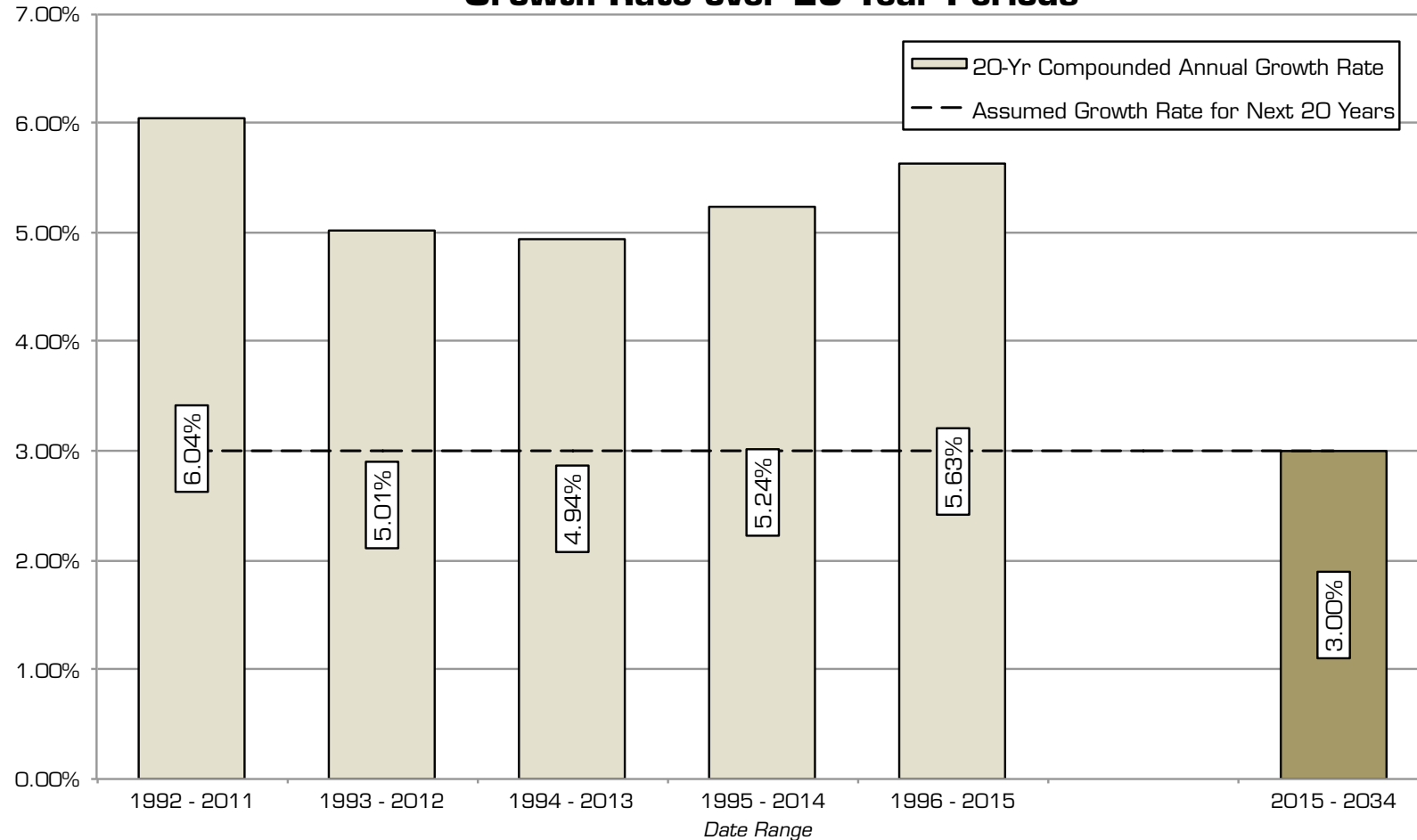


District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

Long-Term - 20 Years

Compounded Annual Growth Rate - Net Local Secured AV

Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 20 Year Periods

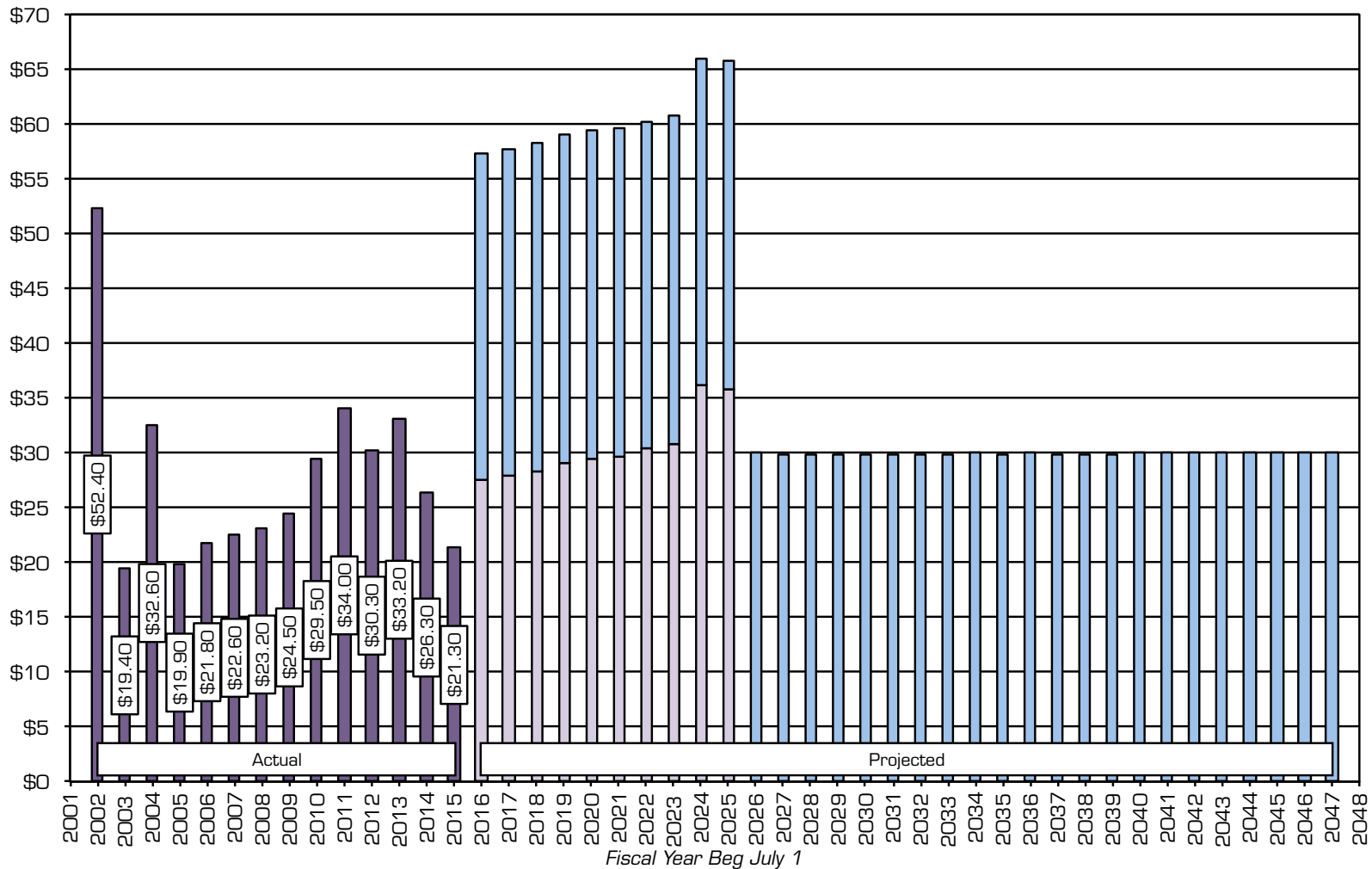


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Projected Combined Tax Levies ≤ \$70 / \$100,000 AV

Tax Levy per
\$100,000 of AV

Combined Tax Levies Projected to Peak at Less Than \$70



Actual tax levies provided by Sacramento Co. Financing Department. Tax levies projected based on actual AV through 2015-16, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: 131.839 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>a. Approval of the Agenda</p> <p>b. Minutes: February 22, 2017 Regular Board Meeting Minutes: March 2, 2017 Special Board Meeting</p> <p>c. Payment of Warrants – <u>Certificated/Classified Payrolls Dated:</u> 1/31/17, 210/17 <u>Vendor Warrant Numbers:</u> 17328724-17328771, 17329687-173297758, 17330766-17330835</p> <p>d. Personnel 1. Resignations/Retirement 2. Leave of Absence Requests 3. New Hires</p> <p>e. Donations</p>	

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

Regular Board Meeting
Board of Education
Galt Joint Union Elementary School District

Wednesday, February 22, 2017
Galt City Hall Chambers
380 Civic Drive, Galt, CA 95632

Board Members Present

Kevin Papineau
John Gordon
Grace Malson- absent
Matthew Felix
Wesley Cagle

Administrators Present

Karen Schauer	Claudia Del Toro-
Thomas Barentson	Anguiano
Laura Marquez	Donna Mayo-Whitlock
Jennifer Porter	Stephanie Simonich
Julie Grandinetti	Judith Hayes
	Donna Gill

MINUTES

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

Closed Session was called to order at 5:53 p.m. by Kevin Papineau to discuss the following items:

1. STUDENT MATTER, Education Code §35146, 48918(c),
 - Expulsion Case # 16/17-01
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Claudia Del-Toro Anguiano, Donna Mayo-Whitlock
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

- B. Closed Session Adjourned** at 6:58 p.m. The open meeting was called to order at 7:03 p.m. by Kevin Papineau followed by the flag salute. He announced action taken to release up to 8 temporary or intern teachers by unanimous vote. These teachers could be subject to re-employment for the 2017-18 school year.

C. Public Comment

1. Kathy Loesch addressed the Board to say “thank you” regarding maintenance and operations services and GEFA Bargaining efforts.

D. Communications

1. Karen Schauer shared a communication from Sacramento County Office of Education: 2016-2017 First Period Interim Report. The district received a positive certification.

E. Reports

LCAP GOAL 1

Develop and Implement Personalized Learning and Strengths-based Growth Plans for Every Learner

1. Restorative Practices Training for School Leaders

Karen Schauer reported that administration, social workers and counselors participated in an in-service to review restorative practices elements. Restorative Practices is an approach that offers both proactive and responsive strategies for strengthening relationships and build the skills needed to manage conflict and behavior. She indicated that the district is examining current practice to determine next steps. Additionally, the state could release data related to discipline.

Donna Whitlock reported that Community Matters is a non-profit organization committed to improving communities. They offer services such as: Whole School Climate Assessment, Safe School Ambassadors, Peer-to-Peer Prevention Program, Parent Workshops and many others.

Karen Schauer stated that she would be interested in training for our classified staff as well.

LCAP GOAL 2

Implement CCSS And NGSS In Classrooms and Other Learning Spaces Through A Variety Of Blended Learning Environments

1. Central Valley Foundation Visitation and District Meeting for Long Term English Learner Grant Implementation

Karen Schauer reported that the Central Valley Foundation (CVF) Board spent a day visiting classrooms at Greer and Valley Oaks Elementary Schools on February 8, 2017 to view implementation of English Learner professional learning and instruction.

Donna Whitlock stated that CVF so impressed with their visit that they awarded the District \$1000 for the day visit. They also have approved funding the District an additional \$202,000 to continue teacher training. These funds may also fund an administrator coach.

LCAP GOAL 3

Processes And Measures For Continuous Improvement And Accountability Are Applied Through The District Including Personalized Evaluation Processes

1. Department of Education: Education Innovation and Research Program Grant

Karen Schauer reported that she is conferring with potential partners to possibly prepare a \$4 million grant as the district continues to seek possible resources to augment State and Federal funding..

Kevin Papineau encouraged Dr. Schauer give the grant thoughtful consideration.

LCAP GOAL 4

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

1. Measure K Bond Oversight Committee

Tom Barentson reported that the Bond Oversight Committee will hold its first meeting on February 27, 2017 in the district office. He indicated that we currently have 8 members. Meetings are open to the public and the agenda will be posted on the district's website.

2. Career Pathway Outdoor Learning Project Update

Tom Barentson reported that the Galt High School District and local feeder districts are involved in a Career Pathway Outdoor Learning Project at McCaffrey Middle School. A draft of the project will be presented at the next regular board meeting.

3. California’s Coalition for Adequate School Housing (CASH)

Tom Barentson reported that he and Robert Milligan attended the California’s Coalition for Adequate School Housing (CASH) conference and was able to see interesting things. He shared a Gen 7 video clip of what a science lab could look like and what modernization could be for existing buildings.

E. Recommended Actions

1. Routine Matters/New Business

131.829 A motion was made by John Gordon to approve the Consent Calendar, seconded by Matthew Felix and unanimously carried.

- a. Approval of the Agenda
- b. Minutes: January 24, 2017 Special Meeting
Minutes: January 25, 2017 Regular Board Meeting
- c. Payment of Warrants –
Certificated/Classified Payrolls Dated: 1/31/17, 2/10/17
Vendor Warrant Numbers: 17328724-17328771, 17329687-173297758, 17330766-17330835
- d. Personnel

Resignations/Retirements

Name	Position	Effective Date	Site
Morones, David	Substitute Bus Driver	1/31/2017	Transportation
Floyd, Jeanne	Food Service Worker	2/3/2017	River Oaks
Muniz, Celeste	IA ASES	2/8/2017	Valley Oaks
Sanchez, Maria	Custodian	3/20/2017	McCaffrey
Maldonado, Rosa	Yard Supervisor	2/3/2017	Lake Canyon
Mendoza, Norma	IA Bilingual	2/6/2017	McCaffrey
Freeman, James	Assistant Principal	6/30/2017	Marengo Ranch

Leave of Absence Requests

Name	Position	Effective Date	Site
Bowles, Merlena	IA Special Education	1/3/17-2/9/17	McCaffrey
Cordero, Deseri	IA Special Education	3/1/17-3/17/17	River Oaks
Rogers, Jessica	Teacher	5/8/17-6/8/17	Greer
Renteria, Patricia	IA Bilingual	1/23/17-2/28/17	Marengo Ranch

New Hires

Name	Position	Site
Gonzalez, Karina	Instructional Assistant Special Education	Lake Canyon
Moules, Rebekah	Instructional Assistant Preschool	Fairsite Preschool
Robinson, Annette	Substitute Teacher	N/A
Valenzona, Meredith	Substitute Teacher	N/A
Meier, Kimberly	Substitute Teacher	N/A
Sanchez, Christina	Yard Supervisor	Lake Canyon
Wilmoth, Sherri	Yard Supervisor	River Oaks
Caoutte, Karen	Substitute Bus Driver	Transportation
Hibbard, Debbie	Food Service Worker	River Oaks
Ramirez, Narvin	Yard Supervisor	Marengo Ranch
Herrera, Alexandra	Substitute Teacher	N/A
Cortez, Alex	Classified Substitute	N/A
Gutierrez, Antonio	Classified Substitute	N/A
Allensworth, Diane	Classified Substitute	N/A
Brantley, Dillon	Classified Substitute	N/A
Pierce, Sydney	Classified Substitute	N/A
Soria, Rosa	Classified Substitute	N/A

e. Donations

GALEP Therapeutic Riding and Horsemastership Program

- Real Men's Club donated \$3500.00
- Monetary donations collected during Real Men's Club dinner \$734.00
- Linda A. Dejoria donated \$50.00

OTHER

California Latino Superintendents Association donated \$500.00 towards Career Pathway Outdoor Learning Project

f. Out of State Attendance by Ron Rammer, Julie Grandinetti, Lisa Hegdahl, Ari Colondres, Megan Haas, Joanna Nelson, Christina Ceccarelli and Kathy Lucchesi to visit ASA Clark Middle School, Pewaukee School District, Pewaukee, WI, April 18-20, 2017.

g. Out of State Conference and Professional Learning Attendance for Kathy Lucchesi to:

- Hampton City Schools, Hampton Virginia, February 27-18, 2017
- Illinois Valley Community College, Oglesby, IL, March 14, 2017

131.830 Consent Calendar (continued) – Items Removed for Later Consideration:

**CC Items
Removed**

131.831	Board Action Regarding Student Matter #16/17-01 was tabled due to lack of a motion.	Student Matter
131.832	<p>A motion was made by Wesley Cagle to approve 2016-17 Comprehensive Safety Plans for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School, second by John Gordon and unanimously carried.</p> <p>Donna Whitlock stated that she will bring suspension/expulsion data information regarding 2015-16 to the board when it is available.</p> <p>Kevin Papineau noted that schools that included engagement data seemed to have seen an increase in hope and engagement.</p> <p>Donna Whitlock stated that Valley Oaks Elementary results had the highest rate of students who felt hopeful.</p> <p>Wesley Cagle asked why Valley Oaks suspension rates are higher than the other schools.</p> <p>Karen Schauer stated that we are working towards greater consistency across our schools in what results in a suspension. Valley Oaks is looking at the safe school ambassador program and they have a full time school counselor.</p> <p>Kevin Papineau suggested that supplemental and concentration funds could be used to hold a focus group regarding suspension and expulsion.</p>	Safety Plans
131.833	<p>A motion was made by John Gordon to approve the following 2017-18 Job Share Request, seconded by Matthew Felix and unanimously carried.</p> <ul style="list-style-type: none"> • Ericka Taguines and Danielle Wildermuth: River Oaks Elementary School, Grade 2 	Job Share
131.834	A motion was made by John Gordon to approve Memorandum of Understanding Regarding Speech and Language Caseload (workload) Between Galt Elementary Faculty Association (GEFA) and GJUESD for the 2016-2018 School Years, seconded by Wesley Cagle and unanimously carried.	MOU GEFA Speech & Lang
131.835	A motion was made by Wesley Cagle to approve Agreement Between California School Employees Association, Galt Elementary Chapter #362 and GJUESD Regarding Bilingual Office Assistant for Special Programs, seconded by Matthew Felix and unanimously carried.	Agreement CSEA BOA FS

131.836 A motion was made by Kevin Papineau to approve the 2017-2018 School Calendar, seconded by John Gordon and unanimously carried.

**School
Calendar**

Wesley Cagle requested to add psychologist staffing to pending agenda items.

John Gordon requested to add innovation mini grants to pending agenda items.

F. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement

G. Adjournment

The meeting adjourned at 8:10 p.m.

Grace Malson, Clerk

Date

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Special Board Meeting

Board of Education
Galt Joint Union Elementary School District

Thursday, March 2, 2017

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

Board Members

Kevin Papineau- absent
John Gordon
Grace Malson
Matthew Felix
Wesley Cagle

Administrators Present

Karen Schauer
Tom Barentson
Claudia Del Toro-Anguiano
Donna Mayo-Whitlock

MINUTES

- A. Closed Session:** John Gordon announced items to be discussed in closed session. Closed Session was called to order at 6:07 p.m. by John Gordon.
1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock
 - 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
- B. Closed Session Adjourned** at 6:43 p.m. The open meeting was called to order at 6:48 p.m. by John Gordon followed by the flag salute. He announced action taken to release up to 4 temporary or intern teachers by unanimous vote. A total of up to 12 temporary or intern teachers are released and could be subject to re-employment for the 2017-18 school year.
- C. Public Comments** for topics not on the agenda
Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.
- D. Recommended Actions**

131.837 Board Consideration of Approval of 2nd Interim budget Report and Budget Revisions for 2016-2017 MOTION

Tom Barentson reported on the 2nd Interim Financial Report for 2016-17. He presented information on what is different between the 1st and 2nd Interim Financial Reports including information on declining enrollment, GAP funding, cafeteria projected deficiency, CalPERS projected increase, CalSTRS statutory rate increase, revenue forecasts and reserves.

Nick Svoboda, Food Services Supervisor, addressed the board regarding cafeteria projected deficiency. Mr. Svoboda discussed ways to increase participation rates and reduce costs.

John Gordon asked for clarity on the services/operating expenditures, specifically the projected costs of our sub-agreements for services.

Tom Barentson stated that legal services have been incurred early due to Measure K Facilities Bond and implementing a new phone system throughout the district are some examples of increases.

John Gordon asked if the expenditures include special education.

Tom Barentson confirmed that some special education is included.

John Gordon asked for clarity on the books and supplies fund balance.

Claudia Del Toro-Anguiano stated that some funds have been spent. More will be spent as we work to determine curriculum needs for English Language Arts and Math needs.

A motion was made by Matthew Felix to approve 2nd Interim budget Report and Budget Revisions for 2016-2017 seconded by Wesley Cagle, and unanimously carried.

131.838 A 1st Reading of Board Policy 3461 Debt Management was held.

1st
Reading

E. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement
3. Learner Support Services
4. Innovation Mini Grants

F. Public Comments

G. Adjournment

The meeting adjourned at 7:31 p.m.

Grace Malson, Clerk

Date



CONSENT CALENDAR
Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Connelly, Catherine	Teacher	6/8/2017	River Oaks

Leave of Absence Requests

Name	Position	Effective Date	Site
Quintana, Darlene	Instructional Assistant Special Education	3/10/17-3/31/17	Lake Canyon

New Hires

Name	Position	Site
Baumback, Crystal	Yard Supervisor	River Oaks
Wilhelm, Christina	Instructional Assistant ASES	Valley Oaks
Ramirez, Soledad	Custodian	McCaffrey Middle
Suarez, Rosy	Instructional Assistant Special Education	Marengo Ranch
Zavala Castillo, Esmeralda	Instructional Assistant Bilingual	McCaffrey Middle
Velasquez, Guadalupe	Yard Supervisor	Valley Oaks
Leal, Vanessa	Yard Supervisor	Valley Oaks
Zimmerman, Shelly	Custodian (Transfer)	Lake Canyon
Dymond, Brian	Custodian (Transfer)	Valley Oaks
Lemos, Leonard	Custodian (Transfer)	Fairsite
Cabrera, Mayra	Yard Supervisor	Marengo Ranch
Miller, Joni	Yard Supervisor	Lake Canyon
Diaz, Melissa	Instructional Assistant Bilingual	Lake Canyon
Brainard, Mikayla	Substitute Teacher	NA
Reyes, Melissa	Substitute Teacher	NA
Medina, Johnni	Substitute Teacher	NA

Reclassification

Name	Position	Site
Baglietto, Cheryl	Health Clerk I to Health Clerk II	Greer
Keiser, Jean	Health Clerk I to Health Clerk II	Fairsite
Greenwood, Wendi	Health Clerk I to Health Clerk II	River Oaks



CONSENT CALENDAR

Donations

Lake Canyon

- Raley's donated \$190.50 towards site use

Marengo Ranch

- General Mills donated \$276.60 through Box Tops for Education Program towards site use
- Harjinder Singh donated \$100.00 towards site use

River Oaks

- Diane Doddridge and Donald Thomas made a monetary donation to the Special Education Program

Valley Oaks

- Gail Bruce donated 2 stainless steel coffee pots valued at \$100.00

McCaffrey Middle

- Raley's donated \$113.71 towards site use



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: 131.840 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

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



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: 131.841 Board Consideration of Citizen Oversight Committee Member For Measure K
Presenter: Tom Barentson	Action Item: XX Information Item:

Citizen Oversight Committee Member Criteria:

- a member who is active in a business organization representing the District's business community
- a member who is active in a senior citizens' organization
- a member who is active in a bona fide taxpayers' organization
- a member who is a parent/guardian of a child enrolled in district
- a member who is both a parent/guardian of a child enrolled in the district and a active member of a parent-teacher organization or school site council

The following community member has agreed to serve on the Citizens Oversight Committee for Measure K. Additional community members are welcome to volunteer for this committee.

- Jim St. Claire

Board approval is recommended.

In addition, the first Measure K Citizen's Oversight Committee meeting took place with all members (8 total) present. The meeting dates, meeting agenda, minutes and handouts are posted on the GJUESD website through the Measure K Connection.



Galt Joint Union Elementary School District

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209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 3/22/17	Agenda Item: 131.842 Board Consideration of Approval of Board Policy (BP) 3461 Debt Management
Presenter: Tom Barentson	Action Item: XX Information Item:

This is the second reading of BP 3461. Board approval is recommended.

California Senate Bill 1029 (signed by Governor Brown on September 12, 2016) requires the California Debt and Investment Advisory Committee (CDIAC) to collect, maintain, and provide comprehensive information on all state and local debt authorization and issuance track and report on all state and local outstanding debt until fully repaid or redeemed, and serve as a statistical clearing house for all state and local debt.

The District's adoption of a debt policy will formalize the various transactions that a school district enters regarding their debt and provide both accountability, transparency, and a history of past and present practices for School District Administrations and Boards of Education to review (as staff and board membership may change through time).

Debt Policy Overview

The Galt Joint Union Elementary School District recognizes the foundation of any well-managed debt program is a comprehensive debt policy. A debt policy sets forth the parameters for issuing debt and managing outstanding debt and provides guidance to decision makers regarding the 1.) timing and purposes for which debt may be issued, 2.) types and amounts of permissible debt, 3.) method of sale that may be used and 4.) structural features that may be incorporated. The debt policy should recognize a binding commitment to full and timely repayment of all debt as an intrinsic requirement for entry into the capital markets. Adherence to a debt policy helps to ensure that a government maintains a sound debt position and that credit quality is protected. Advantages of a debt policy are as follows:

- enhances the quality of decisions by imposing order and discipline, and promoting consistency and continuity in decision making
- provides rationality in the decision-making process
- identifies objectives for staff to implement
- demonstrates a commitment to long-term financial planning objectives
- is regarded positively by the rating agencies in reviewing credit quality

DEBT MANAGEMENT POLICY

Purpose

The District recognizes that the foundation of a well-managed debt program is a comprehensive debt policy that guides the issuance of debt, management of the debt portfolio, and adherence to relevant laws and regulations.

The purpose of this policy is to improve the quality of decisions, articulate policy goals, provide guidelines for the structure of debt issuance, and demonstrate a commitment to long-term capital and financial planning.

This debt policy sets forth comprehensive guidelines for financing capital expenditures, as well as for addressing short-term cash flow needs. The objectives of this policy are that:

1. The District obtain financing only when necessary.
2. The District use any type of debt financing allowed by California law (e.g., general obligation bonds, revenue bonds, special tax bonds, certificates of participation, lease-purchase financings, tax and revenue anticipation notes, temporary transfers from the county treasury or county superintendent of schools, bond anticipation notes), so long as the financing meets the standards for appropriateness and efficiency described below.
3. The District use a process for identifying the most appropriate and efficient timing, amount and structure of debt.

Factors to consider when determining the appropriateness of debt are to include the following:

- Why debt rather than cash expenditure is appropriate.
- Annual debt service and debt administration costs.
- The District's financial condition.
- The District's tax base.
- Repayment source, including the amount available and its reliability.
- Legal constraints resulting from the debt (e.g., prepayment terms, reporting requirements).
- Additional future capital needs.
- Type of debt instrument.

Factors to consider when determining efficiency are to include the following:

- Up-front cost plus long-term costs.
- Future flexibility.

4. The District operate with extreme caution, and thoroughly investigate all possible conflicts of interest.
5. The District ensure that any required initial and periodic reporting to investors, credit rating agencies, trustees, federal and state agencies, and the county superintendent of schools is timely and accurate.

The Board of Education will review this policy at least in years where borrowing is anticipated and update it as needed. Such a review will include a review of the then-current Government Finance Officers Association's (GFOA's) best practices on debt management policy.

Short-Term Operating Debt Policy

The expenditures associated with the District's day-to-day operations will be covered by current revenues. However, the District may experience temporary cash shortages because it does not receive its revenues in equal installments each month, yet the largest operating expenditures occur regularly in equal amounts. To finance these temporary cash shortfalls, the District may incur short-term operating debt, typically in the form of temporary transfers from the county treasury or county superintendent of schools, or tax and revenue anticipation notes (TRANS). The District will base the amount of the short-term operating debt on cash flow projections for the fiscal year and will comply with applicable federal and state regulations. The District will pledge operating revenues to repay the short-term debt in one year or less. The District will minimize the cost of the short-term borrowing to the greatest extent possible. As allowed by Education Code Section 42603, the District should first consider using interfund transfers before pursuing external borrowing.

Long-Term Capital Debt Policy

The following will apply to the issuance of long-term debt:

1. The District will not use long-term obligations for operating purposes.
2. The term of the long-term obligations will not exceed the useful life of the projects financed.
3. The District will strive to minimize increases in debt service from year to year.
4. When any long-term debt is issued, the Board of Education will make findings as to the repayment source(s) and the sufficiency of the repayment source(s) until the debt is fully repaid.

Internal Interim Financing

When sufficient funds are available, per Education Code section 42603, the District will consider appropriating them to provide interim financing until long-term financing can be completed, usually within the fiscal year. When the long-term debt obligation is subsequently issued, the funds will be repaid. Use of this strategy requires specific advance notification to the Board of Education.

Responsibilities of the Director of Business Services/Chief Business Official

The Director of Business Services/Chief Business Official will have the primary responsibility for developing financing recommendations and ensuring implementation of the debt policy.

1. The Director of Business Services/Chief Business Official will review the operating cash flow monthly to determine the need for internal borrowing to maintain progress on the capital improvement program.
2. The Director of Business Services/Chief Business Official will review the District's capital improvement program at least annually, including the need for financing to maintain the progress on the capital improvement program. This review will be presented to the school Board annually. Best practice is to do so in documented form either as part of the adopted budget or in the District's *Management, Discussion and Analysis* prepared for the annual audit report.
3. Because issuing debt is a periodic endeavor and the capital markets constantly change, at least 30 days prior to consideration of any financing the Director of Business Services/Chief Business Official will review all current GFOA best practices, advisories and guidance documents (found at GFOA.org) and identify to the Board of Education those relevant to the current capital improvement program and/or operating cash flow needs. This will be done before any Board of Education action item on the topic of financing.
4. The Director of Business Services/Chief Business Official will supervise all details of financing endeavors, including a careful review of the documents (e.g., contracts, resolutions, agreements, financial tables).
5. The Director of Business Services/Chief Business Official will administer the investment of debt proceeds, with the advice of the county treasurer.
6. The Director of Business Services/Chief Business Official will oversee the expenditure of

the debt proceeds and ensure that the debt payments are made on time.

7. The Director of Business Services/Chief Business Official will ensure that any initial and periodic reporting needed — such as to investors, credit rating agencies, trustees, federal (e.g., the Internal Revenue Service, the Securities and Exchange Commission) and state agencies (e.g., the California Debt and Investment Advisory Commission), and the county superintendent of schools — is timely and accurate.
8. Before any financing is submitted to the Board of Education for approval, the Director of Business Services/Chief Business Official will take into consideration the District's internal control procedures, and consult with the District's external auditor regarding fiscal controls needed to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

Engagement of Professionals

This policy recognizes that public finance professionals (e.g., financial advisors, bond counsels, brokers/dealers, and other consultants) market their services extensively. Furthermore, per Public Contract Codes 20110– 20118.4, such services are usually exempt from public bidding. To ensure that the District receives appropriate services at a fair price, and to avoid the appearance of conflict of interest, extra caution will be taken when engaging the services of public finance professionals.

Before seeking or considering contracts with public finance professionals, the Director of Business Services/Chief Business Official will review the then-current GFOA best practices on the following topics:

- Selecting and Managing Municipal Advisors
- Selecting and Managing the Method of Sale of Municipal Bonds
- Selecting Bond Counsel
- Selecting and Managing Underwriters for Negotiated Bond Sales
- Issuer's Role in Selection of Bond Counsel

The Director of Business Services/Chief Business Official (and the District's purchasing agent) will report to the Board of Education on a recommended process for determining which professionals are needed, how they will be identified (e.g., request for proposal, or bid), and how their contracts will be developed before being submitted to the Board of Education for approval. Emphasis will be placed on competition, openness, clarity, and avoiding conflicts of interest. The process recommended may be for a period of time, or for a particular financing or set of financings.

All engagement letters, contracts, disclosures and opinions will be provided to the Board of

Education promptly, and District staff will not sign any such documents without prior notification to the Board of Education.

References

California Codes:

Education Codes 15140–15150 — Issuance and Sale of Bonds

Education Codes 41000–41003.3 — Moneys Received by School Districts

Education Codes 41010–41023 — Accounting Regulations, Budget Controls and Audits

Senate Bill 1029 — approved by the governor on September 12, 2016; amends Government Code 8855

Government Codes 16430–16495.5 — Investments

Government Codes 53600–53610 — Investment of Surplus

Probate Codes 16045–16054 — Uniform Prudent Investor Act

Public Contracts Code 20110–20118.4 — School Districts

Other:

GFOA best practice — Debt Management Policy, dated October 2012 (<http://www.gfoa.org/debt-management-policy>)

GFOA debt management documents and resources at <http://www.gfoa.org/topic-areas/debt-management>



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

<p>Meeting Date: 3/22/17</p>	<p>Agenda Item: 131.843 1st Reading of Board Policy (BP) and Administrative Regulation (AR) 4354 Health and Welfare Benefits</p>
<p>Presenter: Tom Barentson</p>	<p>Action Item: Information Item: Board Policy Reading: XX</p>
<p>The Galt Board Policy for Health and Welfare Benefits was adopted in 2008 prior to the Affordable Care Act (ACA). This is a first reading for a policy revision.</p> <p>The following items are included for board review:</p> <ol style="list-style-type: none"> 1) Draft revised board policy 2) Draft revised policy with edits 3) 2008 policy 	

Galt Joint Union ESD

Board Policy

Health And Welfare Benefits

BP 4354 4154, 4254

Personnel

The Governing Board recognizes that health and welfare benefits are essential to promote employee health and productivity and are an important part of the compensation offered to employees. The district shall provide health and welfare benefits for employees in accordance with state and federal law and subject to negotiated employee agreements.

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4300 - Administrative and Supervisory Personnel)

Employees who are not in bargaining units shall receive health and welfare benefits as specified in Board policy and administrative regulation.

(cf. 4121 - Temporary/Substitute Personnel)

For purposes of granting benefits, a registered domestic partner and his/her child shall have the same rights, protections, and benefits as a spouse and spouse's child. (Family Code 297.5, 300)

The district shall offer full-time employees who work an average of 30 hours or more per week and their dependents up to age 26 years a health insurance plan that includes coverage for essential health benefits, pays at least 60 percent of the medical expenses covered under the terms of the plan, and meets all other requirements of the federal Patient Protection and Affordable Care Act.

With respect to eligibility to participate in the health benefits plan or the level of health benefits provided, the district shall not discriminate in favor of employees who are among the highest paid 25 percent of all district employees. (26 USC 105; 42 USC 300gg-16)

Continuation of Coverage

Retired certificated employees, other employees who would otherwise lose coverage due to a qualifying event specified in law and administrative regulation, and their qualified beneficiaries may continue to participate in the district's group health and welfare benefits in accordance with state and federal law.

Unless otherwise provided for in the applicable collective bargaining agreement, covered employees and their qualified beneficiaries may receive continuation coverage by paying the

premiums, dues, and other charges, including any increases in premiums, dues, and costs incurred by the district in administering the program.

BP 4354 4154, 4254 (b)

Confidentiality

The Superintendent or designee shall not use or disclose any employee's medical information the district possesses without the employee's authorization obtained in accordance with Civil Code 56.21, except for the purpose of administering and maintaining employee benefit plans and for other purposes specified in law. (Civil Code 56.20)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Legal Reference:

EDUCATION CODE

7000-7008 Health and welfare benefits, retired certificated employees

17566 Self-insurance fund

35208 Liability insurance

35214 Liability insurance (self-insurance)

44041-44042 Payroll deductions for collection of premiums

44986 Leave of absence, state disability benefits

45136 Benefits for classified employees

CIVIL CODE

56.10-56.16 Disclosure of information by medical providers

56.20-56.245 Use and disclosure of medical information by employers

FAMILY CODE

297-297.5 Rights, protections and benefits under law; registered domestic partners

300 Definition of marriage

GOVERNMENT CODE

12940 Discrimination in employment

22750-22944 Public Employees' Medical and Hospital Care Act

53200-53210 Group insurance

HEALTH AND SAFETY CODE

1366.20-1366.29 Cal-COBRA program, health insurance

1367.08 Disclosure of fees and commissions paid related to health care service plan

1373 Health services plan, coverage for dependent children who are full-time students

1373.621 Continuation coverage, age 60 or older after five years with district

1374.58 Coverage for registered domestic partners, health service plans and health insurers

INSURANCE CODE

10116.5 Continuation coverage, age 60 or older after five years with district

10128.50-10128.59 Cal-COBRA program, disability insurance

10277-10278 Group and individual health insurance, coverage for dependent children

10604.5 Annual disclosure of fees and commissions paid

12670-12692.5 Conversion coverage

LABOR CODE

2800.2 Notification of conversion and continuation coverage

4856 Health benefits for spouse of peace officer killed in performance of duties
UNEMPLOYMENT INSURANCE CODE
2613 Education program; notice of rights and benefits
UNITED STATES CODE, TITLE 1

BP 4354 4154, 4254 (c)

7 Definition of marriage, spouse
UNITED STATES CODE, TITLE 26
105 Self-insured medical reimbursement plan; definition of highly compensated individual
4980B COBRA continuation coverage
4980H Penalty for noncompliance with employer-provided health care requirements
5000A Minimum essential coverage
6056 Report of health coverage provided to employees
UNITED STATES CODE, TITLE 29
1161-1168 COBRA continuation coverage
UNITED STATES CODE, TITLE 42
300gg-300gg95 Patient Protection and Affordable Care Act, especially:
300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals
1395-1395g Medicare benefits
CODE OF FEDERAL REGULATIONS, TITLE 26
54.4980B-1-54.4980B-10 COBRA continuation coverage
54.4980H-1-54.4980H-6 Patient Protection and Affordable Care Act
1.105-11 Self-insured medical reimbursement plan
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Health Policy: Implications of Covered California for School Boards, Districts and
Personnel, Governance Brief, January 2013

INTERNAL REVENUE SERVICE NOTICES

2011-1 Affordable Care Act Nondiscrimination Provisions Applicable to Insured Group
Health Plans

U.S. DEPARTMENT OF TREASURY PUBLICATIONS

Fact Sheet: Final Regulations Implementing Employer Shared Responsibility Under the
Affordable Care Act (ACA) for 2015

WEB SITES

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

California Employment Development Department: <http://www.edd.ca.gov>

Internal Revenue Service: <http://www.irs.gov>

U.S. Department of Health and Human Services, Centers for Medicare and Medicaid
Services: <http://www.cms.gov>

U.S. Department of Labor: <http://www.dol.gov>

Regulation GALT JOINT UNION SCHOOL DISTRICT
Approved:

DRAFT

Galt Joint Union ESD

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Health And Welfare Benefits

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(cf. 4140/4240/4340 - Bargaining Units)
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To the extent that (cf. 4121 - Temporary/Substitute Personnel)

For purposes of granting benefits are granted to spouses of employees, domestic partners, a registered in accordance with Family Code 297 domestic partner and his/her child shall have the same rights, protections, and benefits- as a spouse and spouse's child. (Family Code 297.5, 300)

The district shall offer full-time employees who work an average of 30 hours or more per week and their dependents up to age 26 years a health insurance plan that includes coverage for essential health benefits, pays at least 60 percent of the medical expenses covered under the terms of the plan, and meets all other requirements of the federal Patient Protection and Affordable Care Act.

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Unless otherwise provided in the applicable collective bargaining agreement, covered employees and their qualified beneficiaries may receive continuation coverage by paying the premiums, dues, and other charges, including any increases in premiums, dues, and costs incurred by the district in administering the program.

BP 4354 4154, 4254 (b)

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~~Retired employees and other qualified persons may continue to participate in the district's group health and welfare benefit plan and dental care benefit plan in accordance with state and federal law.~~

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4980B _COBRA continuation coverage

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[5000A Minimum essential coverage](#)

[6056 Report of health coverage provided to employees](#)

UNITED STATES CODE, TITLE 29

1161-1168 _COBRA continuation coverage

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[Fact Sheet: Final Regulations Implementing Employer Shared Responsibility Under the](#)

[Affordable Care Act \(ACA\) for 2015](#)

WEB SITES

~~California Department of Industrial Relations: CSBA:~~ <http://www.dir.ca.gov/csba.org>

California Employment Development Department: <http://www.edd.ca.gov>

~~Internal Revenue Service:~~ <http://www.irs.gov>

~~U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services:~~ <http://www.cms.gov>

U.S. Department of Labor: <http://www.dol.gov>

~~Policy~~ ~~Regulation~~ GALT JOINT UNION SCHOOL DISTRICT
adopted: ~~February 27, 2008~~ ~~Galt, California~~ ~~Approved:~~

DRAFT

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Policy GALT JOINT UNION SCHOOL DISTRICT

adopted: February 27, 2008 Galt, California