

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

**Regular Board Meeting**  
**Wednesday, May 22, 2019**  
5:45 p.m. Closed Session  
7:00 p.m. Open Session

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

# AGENDA

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

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

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

- A. 5:45 p.m. – Closed Session: Galt City Hall Chamber Conference Room**
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
  - 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
    - Employee Agency: (GEFA) Galt Elementary Faculty Association
    - Employee Agency: (CSEA) California School Employee Association
    - 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. Derivi Castellanos Architects (DCA): Scholarship [Technology Device] – McCaffrey Middle School Student
  - 2. Sacramento Educational Cable Consortium (SECC), Student Educational Video Awards (SEVA) 2019: Hinderstein Award - Karen Albert, McCaffrey Middle School Technology Teacher
  - 3. GJUESD Retirees Reception: May 23, 2019

**F. Communications**

- 1. Sacramento County Office of Education (SCOE): 2018-2019 Second Period Interim Report

**G. Reports**

LCAP GOAL 1

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

- 1. \$2.5 million PreK Bright Futures Central Valley Foundation Grant: Growing And Learning Together for English Learners

LCAP GOAL 2

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

- 1. Next Generation Science Standards (NGSS) Implementation Grant
- 2. Technology and Learning Resources Implementation

LCAP GOAL 3

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

- 1. CORE Districts Student Academic Growth Awards: Greer Elementary, Lake Canyon, Marengo Ranch and River Oaks
- 2. LCAP Refinements and Next Steps

LCAP GOAL 4

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

- 1. Measure K Update

OTHER REPORTS

- 1. School Services Governor’s May Revision Workshop
- 2. Williams Uniform Complaint Process (UCP) 3<sup>rd</sup> Quarter Report

**H. Routine Matters/New Business**

172.004 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: April 25, 2019 Regular Board Meeting  
Minutes: May 13, 2019 Special Board Meeting

- c. Payment of Warrants:  
Vendor Warrant Numbers: 19466215-19466256, 19467642-19467723, 19468612-19468651, 19470999-19471092  
Certificated/Classified Payrolls Dated: 4/30/19 and 5/10/19

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

- e. Donations
- f. Approval to Destroy Old District Records Pertaining to Business, Food Services, Educational Services, Personnel and Payroll
- g. Out of State Conference Attendance: Kimber Wheeler and Theresa Lambert, Annual School Transportation News Conference, Reno, Nevada
- h. Memorandum Of Understanding (MOU) Between GJUESD and the Sacramento County Office of Education (SCOE): Classroom Space for Special Education Purposes

172.005	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
172.006	Board Consideration of Approval of Cosumnes River Preserve Cooperative Management Agreement – April 2019	MOTION
172.007	Board Consideration of Approval of After School Education and Safety (ASES) Memorandum of Understanding (MOU) Between GJUESD and the City of Galt for the 2019-20 School Year	MOTION
172.008	Board Consideration of Approval of Resolution #15 To Reduce Or Eliminate Classified Staff Due To Lack Of Work/Lack Of Funds	MOTION
172.009	Board Consideration of Approval of Community Outreach Coordinator-Bilingual Job Description	MOTION
172.010	Board Consideration of Approval of Resolution #16 Notice of Completion for Valley Oaks Multi-Use Building Modernization	MOTION

**I. Pending Agenda Items**

- 1. School District Properties
- 2. Social Media & Board Protocol

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

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

*The next regular meeting of the GJUESD Board of Education: June 26, 2019*

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



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX <b>Public Hearing:</b>

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
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3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
  - Superintendent



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item:</b> Recognition
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX <b>Public Hearing:</b>

1. Derivi Castellanos Architects (DCA): Scholarship [Technology Device] – McCaffrey Middle School Student

DCA is recognizing a 7<sup>th</sup> grade student to receive an annual student scholarship in the form of a technology device. The selected student is being recognized for his efforts to work hard to achieve success.

2. Sacramento Educational Cable Consortium (SECC), Student Educational Video Awards (SEVA) 2019: Hinderstein Award - Karen Albert, McCaffrey Middle School Technology Teacher

*Karen Albert of Robert L. McCaffrey Middle School is the recipient of the 2019 Allan Hinderstein Award. Karen has been teaching media for the past ten years. During this time, she has created a unique community within her school and community when it comes to media. She has used her passion for teaching and learning to show other administrators that students can teach us just as much as we teach them. When you are in Karen's classroom there is rarely a dull moment as students are constantly getting up to show others a new skill. When Karen comes across a challenge she is the first to ask her students what she should do next and lets them guide her through the process.*

*Karen provides her students the opportunity to develop skills that can be used beyond the four walls of the classroom and through this she has helped develop future leaders. She is instrumental in creating community not just at her school but within the SEVA program as a whole.*

*~ 2019 SEVA News*

3. Retirement Reception: May 23, 2019, District Office, 3:30 p.m.

GJUESD Retirees: LeAnn Mitchell, Monica Klepic, Karen Munch, Norma Anderson, Lourdes Anton, Marty Cuevas-Ortega, Michael Matlock, Nina McGroarty, Sherri Miller, Marla Moura, Susanna Parks, Gay Sherry, John Durand



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item:</b> Communications
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. Sacramento County Office of Education (SCOE): 2018-2019 Second Period Interim Report

David W. Gordon  
Superintendent

April 16, 2019



BOARD OF EDUCATION

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

**SUBJECT: 2018-2019 Second Period Interim Report**

Dear Superintendent Schauer:

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

- The multi-year projections submitted project that the unrestricted General Fund balance will decrease by \$662,962 in 2018-2019, and by \$419,018 in 2019-2020.
- The district is projecting a decrease of 33 ADA in 2018-2019, and 20 ADA in 2019-2020.

We continue our request that the district provide the following:

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

Dr. Karen Schauer, Superintendent  
April 16, 2019  
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We would like to thank your staff for their cooperation during our review process.

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

Sincerely,



David W. Gordon  
Sacramento County Superintendent of Schools

DWG/TS/dw

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





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

### LCAP GOAL 1

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1. \$2.5 million PreK Bright Futures Central Valley Foundation Grant: Growing And Learning Together for English Learners

### LCAP GOAL 2

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

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3. Technology and Learning Resources Implementation

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

1. Measure K Update

### OTHER REPORTS

1. School Services Governor's May Revision Workshop
2. Williams Uniform Complaint Process (UCP) 3<sup>rd</sup> Quarter Report



## **LCAP GOAL 1**

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

### **1. \$2.5 million PreK Bright Futures Central Valley Foundation Grant: Growing And Learning Together for English Learners**

*Presenter: Donna Mayo-Whitlock, Educational Services Director*

The five-year \$2.5 million **Pre-Kindergarten Bright Futures: Growing And Learning Together for English Learners** prioritizes systems capacity building and collaboration to sustain and innovate a model pre-kindergarten program. With a focus upon pre-kindergarten for English learners, children and families begin their GJUESD experience with a stronger and more proactive learning foundation so that our youngest learners advance from cradle to career with stronger opportunities for college, career and life success.

Key model components include: 1) dual capacity building through research-based family engagement, 2) ongoing professional learning, coherently articulated with TK-12 GALT Bright Futures initiatives, 3) developing a dual language immersion program 4) expanding family learning and engagement opportunities, and 5) designing project evaluation for continuous improvement, sustainability and dissemination.

A sampling of PreK grant funded resources include:

#### **I. New Job Opportunities**

1. Early Childhood Education Program Coordinator
2. Site Director/Coach
3. Bilingual PreK Teacher
4. Family Literacy Instructor
5. Bilingual Community Outreach Coordinator
6. Four Bilingual Community Outreach Assistants
7. Bilingual Office Assistant
8. Two Bilingual Instructional Assistants
9. Part-time English Language Development PreK Coach

#### **II. Facilities**

1. PreK Bright Future Learning Center Room Resources
2. Improved Security Fencing
3. Restroom Restoration

#### **III. Stipends, Adjunct Duty, Supplies**

1. Extended day
2. Professional development stipends
3. Release Time

#### **IV. Contracted Services**

1. Parent Engagement
2. WestEd Evaluation

#### **Grant Implementation Strategies:**

1. Hire an Early Childhood Education (ECE) Program coordinator to align district ECE grants and initiatives and better serve English Learners.
2. Provide Coaching experiences that focuses on building English Learners' oral language skills and social emotional development:
  - a. New Generation Science Standards (NGSS) hands-on concrete learning investigations
  - b. language and literacy development through *Dialogic Reading* Strategies
  - c. *Second Step* Social Emotional Learning curriculum
3. Implement the Academic Parent Teacher Training (APTT) Model to increase family engagement. Improve achievement for our English Learners by researching and implementing a Dual Language Immersion program that is evidenced-based (such as Sobrato Early Academic Learning, Model DLI programs, SCOE Bilingual Teachers Professional Development Program).
4. Support the parents' role in their child's learning at home through an evidence-based home visitation program and a parent early learning texting App.
5. Improve home-school communication and relationships with Bilingual Community Outreach Assistants.
6. Expand the District's TK program by incrementally moving the TK cut-off date from December 1 to February 1 to provide more ELs with a TK experience
7. Use research and evaluation to inform implementation and to measure impact. WestEd will collect and analyze multiple sources of data, including student assessments, participant surveys, focus groups, interviews, observations, analytics from digital tools and resources, and artifact review. The guiding evaluation questions for the formative aspects of the evaluation include: 1. Are activities being implemented as planned? What are the successes to date? What challenges are occurring? 2. What are lessons learned to date that may inform next steps? WestEd will also conduct formative and summative evaluation activities over the course of the implementation.



## LCAP GOAL 2

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

### 1. **Next Generation Science Standards (NGSS) Early Implementation Grant**

*Presenter: Claudia Del Toro-Anguiano, Curriculum Director, Leah Wheeler, NGSS Coach*

Leah Wheeler, a thirteen year veteran teacher in GJUESD, currently serves as the NGSS project director. Leah leads a team of 31 teachers and 2 site administrators. The team was able to provide science professional development to every school site and support to individual teachers in our district this school year.

Through their leadership, the team was able to network and build partnerships throughout the state of California. The core teacher leaders and Leah were asked to partner with the San Diego and Yolo County Offices of Education to host a three day phenomenon summit. Teacher leaders facilitated groups of teachers from eight surrounding districts. Among other partnership opportunities, the team has participated and worked collaboratively with Project Wet, CalRecycle, the Yolo County Office of Education and the Sacramento County Office of Education and will support the Floodplains Ecology Summer Institute.

Over the last 30 years, GJUESD has had a unique opportunity to partner with the Bureau of Land Management at the Cosumnes River Preserve. Due to this partnership, we have been able to provide outdoor environmental education with NGSS at the Preserve to over 75% of our student population.

Attached is an article which highlights the importance of making students environmental citizens by experiencing real life science in the outdoors, and how science serves as a context for all learning in our classrooms. Teachers expressed that students got to apply their classroom learnings to their world when going to the Preserve. Having these community partnerships and an outdoor education coordinator in our district is what has made these experiences possible for all students in Galt.

### 2. **Technology and Learning Resources Implementation**

*Presenter: Claudia Del Toro-Anguiano, Curriculum Director and Gerardo Martinez, Assistant Principal*

All of GJUESD schools implement a wide variety of digital learning tools and practices to assist with the personalization of instruction to strengthen the learner's learning experience. Many interactive learning resources, digital learning content, and learning software are used to further engage learners in academic content. Through the utilization of digital learning tools, our schools:

- Implement blended learning and provide targeted supplementary instruction
- Provide digital environments which support critical thinking and creativity
- Implement online and computer-based assessments
- Provide opportunities for learners to engage in rich collaboration and communication with peers and more than one teacher

Gerardo Martinez is the district technology leader and hosts monthly district technology meetings with teacher leaders from each site.

# Bringing Science to Life!

By Leah Wheeler, John Durand, Lisa Hegdahl, Neika Estey, Anya Pierre,  
Kitty Setberg, Lynn Byerly, Elaine Trull, and Sher Raquel

*“Climb the mountains and get their good tidings. Nature’s peace will flow into you as sunshine into trees.” - John Muir*

With the Next Generation Science Standards (NGSS) and the Environmental Principles and Concepts (EP&C) at the forefront of science education, Galt Joint Union Elementary School District (GJUESD) educators have been working hard to connect their grade level standards to our local outdoor education program, Cosumnes River Preserve. Since the early 1990s, GJUESD has been fortunate to have such a unique natural setting in our own backyard and a partnership with this program. The Preserve offers several different environmental education and outdoor learning opportunities with the intent of sharing information with the public regarding the role the Preserve plays for the larger region, the importance of biodiversity and natural processes (both aquatic and terrestrial), the important role that citizens play in land stewardship, and the mission of the agencies and organizations that built and support (in perpetuity) the Preserve.

The Cosumnes River Preserve values the involvement of youth in recreation, education, and restoration. GJUESD is the lead agency coordinating a partnership with the Cosumnes River Preserve’s (CRP) environmental education program. John Durand leads the effort as the Education Coordinator for the Preserve and is a K-8 teacher for Galt and a member of it’s CA NGSS Early Implementation team.



Fifth grade students visited Staten Island learning about cranes and how they support corn crop growth.

Photo by Elaine Trull

One of the GJUESD visions is to provide outdoor educational opportunities for K-8 grade students to participate in environmental education that enhances academic learning and fosters environmental

stewardship. Utilizing the Preserve to augment and enhance classroom instruction has created a solid foundation for implementing the NGSS and EP&Cs. As students explore the natural world, they observe, experience and attempt to explain local phenomenon providing authentic three dimensional learning to occur both in the field and in the classroom.

First grade teacher and NGSS Early Implementer, Sher Raquel states that her first graders visit the Preserve every fall, and are in awe of all the waterfowl that fly south to Galt. Migration is an amazing thing for first graders to witness. Students are surprised to learn how far the birds fly to a place where the weather is warmer and there is an abundance of food, and that a preferred location is right here in Galt! First grade NGSS standards introduce students to observation skills that allow them to begin constructing explanations of structure and function of different animals (LS1.A). There is opportunity for students to begin to build the roots of the idea that natural systems go through cycles and processes required for their functioning (EP&C Principle 3, Concept A) as they begin to understand that the waterfowl are a part of this natural system. Getting the students out in a natural environment is so motivating for them to make observations, ask questions, and begin building understanding in a natural setting.



First grade student viewing the birds at the Preserve  
Photo by Sher Raquel

*“Outdoor educational opportunities has a big impact on the way I have learned. It has especially helped me understand the curriculum we have been learning about the natural surroundings and about what could be causing what. It also gives me a strong idea on whether things are improving. For instance, I can be able to see or feel if the extreme weather has been decreasing or not. My final thought on outdoor educational opportunities is that, it is not only a beautiful sight and escape from today's distractions, but a great way to show kids and adults what pros and cons are occurring on the earth.”- Eliana E., 6th grade*

Teachers have expressed that providing outdoor educational opportunities has directly impacted the youth in their classrooms. Sixth grade teachers, Neika Estey and Anya Pierre reported that opportunities like the Sly Park Environmental Living Program and planting oak trees at the Cosumnes River Preserve are great for students to experience the outdoors with a purpose. Sixth grade students focused on the roles of water and the human impacts on Earth systems by researching the impacts of dams on rivers (ESS2.C and ESS3.C). Students researched the advantages and disadvantages of damming a river and argued from evidence prior to going out and canoeing on the Cosumnes River, one of the last undammed rivers in the nation (EP&C Principle 2, Concept B). Students are engaged both physically and mentally when seeing real science and how it applies to their world. Students also get to interact in person with scientists when experiencing field studies at the Preserve or Sly Park, and these interactions with scientists become an opportunity for students to see potential careers in science. Lisa Hegdahl, an eighth grade teacher stated, “Some students that, in class, don't naturally engage with other students, are outside with members of the Bulldog Environmental Club talking to each other, helping each other plant trees, giving advice about how to paddle a canoe, and pointing out birds nesting in trees. They experience success and have an important role to play in the overall group.”

*“It shows kids what nature is like and how fun it actually is to learn naturally instead of from a boring old*

*textbook or science article and hopefully inspires them to protect and conserve nature.” - Nathaniel E., 6th Grade*

Prior to the fifth graders going on their field study to the Preserve, they learned about decomposition and the movement of matter among plants, animals, and the environment (LS2.A and LS2.B). When fifth grade teachers, Lynn Byerly, Kitty Setberg, and Elaine Trull, took their classes out during the bird migration, they reported that students were able to connect crane survival to the corn left in the field after harvesting. When students received science information from the scientists about the cranes spending their winters at the Preserve and that they came from as far away as Siberia, students realized that the actions they take in their local community of Galt, impacts the health of the Preserve and ultimately Earth (EP&C Principle 2, Concept C). Bringing science to the outdoors and letting students be immersed in nature creates a powerful connection between human choices and the their impact on ecosystems.

*“I was able to understand the science more because I saw it in real life. I learned new things that also connected to my Language Arts texts like how farmers harvest corn and warm it up. I was able to make more connections with what I was learning in class to what is happening in the real world. It’s pretty awesome that Sandhill cranes migrate to our little town and we were able to see them in real life instead of reading it from a book.” -Brandon G., 5th Grade*

Galt’s outdoor education programs support NGSS and EP&Cs by providing real life experiences for our students that connect them to local phenomena. Using these 5th grade students as an example, students were able to experience integrated learning of language arts and science by observing decomposing corn fields that provide food and shelter to the sandhill cranes that migrate to Galt. Teachers provided opportunity for students to further their learning about corn as a agricultural crop during their language arts time by connecting student understanding of the movement of matter in an ecosystem from NGSS (LS2.B) with a research project on what would happen to that particular ecosystem if the corn was removed (EP&C Principle 3 Concept C).



Eighth graders are viewing the roosting locations of egrets, herons, and cormorants at the Preserve.

*“It can teach how the real world of nature is and how cool or how beautiful it is. It can also show how hard taking care of nature is protecting it.”- Adam B., 6th grade*

According to Lisa Hegdahl, the outdoor education programs support the NGSS students in their local environment. “Earlier in the school year, students engaged in a learning sequence about coastal ecosystems and the interaction of species with an emphasis on the human impact on these species and solutions to reduce these impacts. By getting outside to the Cosumnes River Preserve, students are able to connect their understanding of ecosystems and potential human impact to what they are seeing at the Preserve. For example, while we were canoeing, John Durand pointed out an invasive species, Water Primrose. The Water Primrose grows uncontrollably in the Cosumnes River and chokes off the waterway. Students were able to see the lush plant in person. Later in the year, students visited Horseshoe Lake which is a tributary of the Cosumnes River. Water Primrose, was cleared out of Horseshoe Lake as a way improve habitat for giant garter snakes and a variety of birds.”



Photo by John

Eighth grade students are observing the Valley Oak trees, while canoeing along the Preserve.

According to Lisa, "Students will also plant oak trees along the Cosumnes River to replace the oak habitat in order expand nest sites. Weather has not been on our side this year to plant yet, but the students saw the oaks on their canoeing trip."

By connecting the NGSS and EP&C's, students are directly experiencing the importance of human impact through their interaction with the outdoors and becoming one with nature. Bringing science to life for students by providing opportunities to connect classroom experiences to their local environment has been transformative. It has allowed students to make meaningful connections to the world around them. Galt is confident that the NGSS and EP&Cs will have lasting impacts for our students to be well informed decision makers.

Leah Wheeler is the and Project Director for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District and a member of CSTA.

John Durand is the Education Coordinator for the Preserve, a K-8 teacher for Galt, and a member of the CA NGSS Early Implementation Initiative.

Lisa Hegdahl is an 8th grade science teacher at McCaffrey Middle School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District and is Past-President of CSTA.

Neika Estey is a 6th grade teacher at River Oaks Elementary School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District.

Anya Pierre is a 6th grade teacher at River Oaks Elementary School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District.

Kitty Setberg is a 5th grade teacher at Greer Elementary School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District.

Lynn Byerly is a 5th grade teacher at Greer Elementary School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District.

Elaine Trull is a 5th grade teacher at Valley Oaks Elementary School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District.

Sher Raquel is a 1st grade teacher at Lake Canyon Elementary School and Core Teacher Leader for the CA NGSS K-8 Early Implementation Initiative for Galt Joint Union Elementary School District.





### **LCAP GOAL 3**

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

#### **1. CORE Districts Academic Growth Awards: Greer Elementary, Lake Canyon, Marengo Ranch and River Oaks**

*Presenter: Claudia Del Toro-Anguiano, Curriculum Director*

GJUESD participates in the CORE School Districts Network through a partnership with Sacramento County Office of Education (SCOE).

This year CORE recognized schools with high academic growth, students making academic gains faster than similar students at similar schools. Four GJUESD schools received High Impact Academic Growth Awards:

1. Greer Elementary
2. Lake Canyon Elementary
3. Marengo Ranch Elementary
4. River Oaks Elementary

#### **2. LCAP Refinements and Next Steps**

*Presenter: Karen Schauer, Superintendent*

The LCAP is in process of refinement for posting on May 31, 2019. Next steps include:

- A. May 21, 2019: Review Response to LCAP Feedback with Committees
- B. May 31, 2019: Post LCAP for Public Review and Feedback
- C. June 12, 2019: Special Board Meeting for LCAP and Budget Public Hearing
- D. June 26, 2019: Board Meeting for LCAP and Budget Adoption

Attachment: LCAP Refinement Strategy and Adjustments



# Honoring Student Academic Growth

A PROJECT OF



## CONGRATULATIONS to schools with High Student Academic Growth.

CORE's 2019 Academic Growth Awards honor schools having the greatest impact on student achievement. At schools with high academic growth, students are consistently making academic gains faster than similar students at similar schools.

The awards are unique because they recognize acceleration of student achievement by accounting for how much each individual student is learning over time, rather than just comparing this year's test scores to last year's scores.

### WHY RECOGNIZE GROWTH?

**HIGH ACADEMIC GROWTH IS A REFLECTION OF SCHOOL EFFECTIVENESS.** It reflects consistent work among educators to provide extraordinary classroom instruction for the students they serve.

**GROWTH IS KEY TO UNDERSTANDING STUDENT PROGRESS.** Growth shows the acceleration of achievement at schools by accounting for how much each student is learning from one year to the next.

**GROWTH CONSIDERS IMPROVEMENT IN SCORES FOR EACH STUDENT** — even if an individual student hasn't reached academic standards set by the state.

**SCHOOLS WITH HIGH GROWTH ARE MAKING A STRONG CONTRIBUTION TO STUDENT ACHIEVEMENT.** Growth provides actionable data to support meaningful changes for all students.

### HOW IS GROWTH CALCULATED?

Growth measures progress for the same set of students from one year to the next. We used a mathematical model that compares students' test scores while taking into account students' unique circumstances to calculate academic growth. We account for student demographic factors to calculate a more accurate reading of each school's impact on student progress.

Growth compares schools by considering whether each student's progress is less or greater than could be expected for other students who are similar and who started off at the same score the previous year.

Growth models are valid and reliable, and those that add in student circumstances are used in California's CORE Districts as well as several other states.



VISIT [WWW.EEQUITYNAVIGATOR.ORG](http://WWW.EEQUITYNAVIGATOR.ORG) to view the schools receiving High Impact Badges and to recognize 1 year and 3 years of high student academic growth.

# Student Academic Growth Award

## SCHOOL RECIPIENTS

### Alliance College Ready Public Schools

#### **One Year of High Impact (17-18)**

Alliance Alice M. Baxter College-Ready High (*Math*)  
Alliance Cindy and Bill Simon Technology Academy High (*ELA and Math*)  
Alliance College-Ready Middle Academy 12 (*ELA and Math*)  
Alliance College-Ready Middle Academy 4 (*ELA and Math*)  
Alliance College-Ready Middle Academy 5 (*ELA and Math*)  
Alliance Collins Family College-Ready High (*ELA and Math*)  
Alliance Dr. Olga Mohan High (*ELA and Math*)  
Alliance Gertz-Ressler Richard Merkin 6-12 Complex (*ELA and Math*)  
Alliance Jack H. Skirball Middle (*ELA and Math*)  
Alliance Judy Ivie Burton Technology Academy High (*ELA and Math*)  
Alliance Kory Hunter Middle (*ELA and Math*)  
Alliance Leadership Middle Academy (*ELA and Math*)  
Alliance Marc & Eva Stern Math and Science (*ELA and Math*)  
Alliance Margaret M. Bloomfield Technology Academy High (*ELA and Math*)  
Alliance Marine - Innovation and Technology 6-12 Complex (*ELA and Math*)  
Alliance Morgan McKinzie High (*ELA and Math*)  
Alliance Ouchi-O'Donovan 6-12 Complex (*ELA and Math*)  
Alliance Patti And Peter Neuwirth Leadership Academy (*ELA and Math*)  
Alliance Piera Barbaglia Shaheen Health Services Academy (*ELA*)  
Alliance Renee and Meyer Luskin Academy High (*ELA and Math*)  
Alliance Susan and Eric Smidt Technology High (*ELA and Math*)  
Alliance Tennenbaum Family Technology High (*ELA and Math*)

### Aspire

#### ★ **Three Years of High Impact**

Aspire Antonio Maria Lugo Academy (*Math*)  
Aspire Berkley Maynard Academy (*ELA*)  
Aspire Centennial College Preparatory Academy (*ELA*)  
Aspire Gateway Academy Charter (*Math*)  
Aspire Inskeep Academy Charter (*ELA*)  
Aspire Juanita Tate Academy Charter (*ELA and Math*)  
Aspire Langston Hughes Academy (*Math*)  
Aspire Pacific Academy (*Math*)  
Aspire Vincent Shalvey Academy (*ELA*)

#### **One Year of High Impact (17-18)**

Aspire Benjamin Holt College Preparatory Academy (*ELA and Math*)  
Aspire College Academy (*ELA*)  
Aspire Golden State College Preparatory Academy (*ELA and Math*)  
Aspire Junior Collegiate Academy (*Math*)  
Aspire Lionel Wilson College Preparatory Academy (*ELA and Math*)  
Aspire Monarch Academy (*Math*)  
Aspire Ollin University Preparatory Academy (*ELA and Math*)  
Aspire Triumph Technology Academy (*ELA*)  
Aspire University Charter (*ELA and Math*)  
Aspire Vanguard College Preparatory Academy (*ELA and Math*)

### Eastside Alliance – Alum Rock Unified

#### ★ **Three Years of High Impact**

Adelante Dual Language Academy (*Math*)

#### **One Year of High Impact (17-18)**

Aptitud Community Academy at Goss (*Math*)  
Clyde Arbuckle Elementary (*ELA*)  
Horace Cureton Elementary (*ELA*)  
Millard McCollam Elementary (*Math*)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

O. S. Hubbard Elementary (*Math*)

Ocala Middle (*ELA*)

Thomas P. Ryan Elementary (*Math*)

### Eastside Alliance – Berryessa Union

#### **One Year of High Impact (17-18)**

Cherrywood Elementary (*ELA*)

Majestic Way Elementary (*Math*)

Summerdale Elementary (*Math*)

### Eastside Alliance – Eastside Union High

#### ★ **Three Years of High Impact**

Piedmont Hills High (*ELA and Math*)

#### **One Year of High Impact (17-18)**

Evergreen Valley High (*Math*)

Silver Creek High (*Math*)

### Eastside Alliance – Evergreen Elementary

#### ★ **Three Years of High Impact**

Evergreen Elementary (*Math*)

#### **One Year of High Impact (17-18)**

Chaboya Middle (*Math*)

James Franklin Smith Elementary (*Math*)

Katherine R. Smith Elementary (*Math*)

Silver Oak Elementary (*Math*)

### Eastside Alliance – Franklin-McKinley

#### ★ **Three Years of High Impact**

Lairon College Preparatory Academy (*ELA*)

Ramblewood Elementary (*Math*)

Shirakawa (George, Sr.) Elementary (*Math*)

#### **One Year of High Impact (17-18)**

McKinley Elementary (*ELA*)

Stonegate Elementary (*Math*)

### Eastside Alliance – Mount Pleasant Elementary

#### ★ **Three Years of High Impact**

August Boeger Middle (*ELA*)

#### **One Year of High Impact (17-18)**

Ida Jew Academies (*ELA and Math*)

### Eastside Alliance – Oak Grove Elementary

#### ★ **Three Years of High Impact**

Herman (Leonard) Intermediate (*ELA and Math*)

Parkview Elementary (*Math*)

#### **One Year of High Impact (17-18)**

Christopher Elementary (*Math*)

Edenvale Elementary (*ELA*)

Frost (Earl) Elementary (*ELA and Math*)

Hayes Elementary (*ELA and Math*)

Ledesma (Rita) Elementary (*ELA and Math*)

Miner (George) Elementary (*Math*)

Oak Ridge Elementary (*ELA*)

Sakamoto Elementary (*ELA and Math*)

Stipe (Samuel) Elementary (*ELA and Math*)

Taylor (Bertha) Elementary (*ELA and Math*)

### Eastside Alliance – Orchard Elementary

#### ★ **Three Years of High Impact**

Orchard Elementary (*Math*)

### El Dorado County - all

#### **One Year of High Impact (17-18)**

Black Oak - American River Charter (*ELA and Math*)

Black Oak - Georgetown Elementary (*Math*)

Black Oak - Northside Elementary (*ELA*)

Buckeye Union – Oak Meadow Elementary (*Math*)

Camino Union - Camino Elementary (*ELA and Math*)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

El Dorado County Office of Education - Charter Alternative Program (CAP) *(ELA)*

Gold Oak – Gold Oak Elementary *(Math)*

Gold Trail – Gold Trail *(Math)*

Mother Lode – Indian Creek Elementary *(Math)*

Placerville Union - Edwin Markham Middle *(ELA and Math)*

Placerville Union - Louisiana Schnell Elementary *(ELA and Math)*

Pollock Pines – Sierra Ridge Middle *(Math)*

Rescue Union - Green Valley Elementary *(ELA)*

Rescue Union – Marina Village Middle *(Math)*

Rescue Union - Pleasant Grove Middle *(ELA)*

### Fresno Unified School District

#### ★ **Three Years of High Impact**

Easterby Elementary *(ELA and Math)*

Ezekiel Balderas Elementary *(Math)*

Jefferson Elementary *(Math)*

Lowell Elementary *(Math)*

McCardle Elementary *(ELA and Math)*

Sunset Elementary *(Math)*

Susan B. Anthony Elementary *(Math)*

Vang Pao Elementary *(ELA and Math)*

Viking Elementary *(Math)*

Webster Elementary *(ELA and Math)*

Winchell Elementary *(Math)*

Wishon Elementary *(Math)*

#### **One Year of High Impact (17-18)**

Ann B. Leavenworth *(ELA)*

Birney Elementary *(ELA and Math)*

Centennial Elementary *(ELA and Math)*

Design Science Middle College High *(Math)*

Eaton Elementary *(Math)*

Homan Elementary *(ELA and Math)*

King Elementary *(ELA)*

Kratt Elementary *(Math)*

Lincoln Elementary *(Math)*

Malloch Elementary *(ELA and Math)*

Molly S. Bakman Elementary *(Math)*

Muir Elementary *(Math)*

Norseman Elementary *(Math)*

Phillip J Patino School of Entrepreneurship *(Math)*

Powers-Ginsburg Elementary *(ELA and Math)*

Pyle Elementary *(ELA)*

Rowell Elementary *(Math)*

Tioga Middle *(ELA)*

Turner Elementary *(ELA and Math)*

Wolters Elementary *(ELA and Math)*

Yosemite Middle *(ELA)*

### Garden Grove Unified

#### ★ **Three Years of High Impact**

A. J. Cook Elementary *(ELA and Math)*

Bryant Elementary *(Math)*

Dr. Walter C. Ralston Intermediate *(ELA)*

Dwight D. Eisenhower Elementary *(ELA and Math)*

Earl Warren Elementary *(ELA and Math)*

Ethan B. Allen Elementary *(ELA)*

Ethel M. Evans Elementary *(Math)*

Excelsior Elementary *(ELA and Math)*

Genevieve M. Crosby Elementary *(ELA and Math)*

Gilbert Elementary *(ELA)*

James Irvine Intermediate *(Math)*

Leo Carrillo Elementary *(Math)*

Leroy L. Doig Intermediate *(Math)*

Linton T. Simmons Elementary *(Math)*

Louis G. Zeyen Elementary *(Math)*

Loyal Barker Elementary *(Math)*

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Mitchell Elementary (*Math*)

Morningside Elementary (*ELA and Math*)

Newhope Elementary (*ELA*)

Ocia A. Peters Elementary (*ELA and Math*)

Post Elementary (*Math*)

R. F. Hazard Elementary (*Math*)

Riverdale Elementary (*ELA and Math*)

Santiago High (*ELA*)

Sarah McGarvin Intermediate (*Math*)

Stanford Elementary (*ELA and Math*)

Susan B. Anthony Elementary (*ELA and Math*)

Thomas Paine Elementary (*Math*)

Woodbury Elementary (*ELA*)

### **One Year of High Impact (17-18)**

Agnes Ware Stanley Elementary (*ELA and Math*)

C. C. Violette Elementary (*ELA and Math*)

Clinton Elementary (*ELA and Math*)

Donald S. Jordan Intermediate (*ELA*)

Edward Russell Elementary (*ELA and Math*)

Enders Elementary (*ELA and Math*)

Ernest O. Lawrence Elementary (*Math*)

Garden Park Elementary (*Math*)

Hilton D. Bell Intermediate (*ELA and Math*)

Izaak Walton Intermediate (*ELA*)

John Marshall Elementary (*Math*)

Los Amigos High (*Math*)

Merton E. Hill Elementary (*ELA*)

Pacifica High (*Math*)

Parkview Elementary (*ELA and Math*)

Patton Elementary (*ELA*)

Stephen R. Fitz Intermediate (*ELA*)

Sunnyside Elementary (*ELA and Math*)

Wakeham Elementary (*Math*)

### **Green Dot**

#### ★ **Three Years of High Impact**

Animo Western Charter Middle (*ELA*)

#### **One Year of High Impact (17-18)**

Animo College Preparatory Academy (*ELA and Math*)

Animo Ellen Ochoa Charter Middle (*ELA*)

Animo Jackie Robinson High (*ELA and Math*)

Animo Jefferson Charter Middle (*ELA*)

Animo Mae Jemison Charter Middle (*ELA and Math*)

Animo Pat Brown (*ELA and Math*)

Animo South Los Angeles Charter (*ELA*)

Animo Westside Charter Middle (*ELA and Math*)

Oscar De La Hoya Animo Charter High (*ELA*)

### **Long Beach Unified**

#### ★ **Three Years of High Impact**

Burbank Elementary (*ELA and Math*)

Chavez Elementary (*ELA*)

Garfield Elementary (*Math*)

Hudson K-8 (*ELA*)

Kettering Elementary (*Math*)

Madison Elementary (*Math*)

Muir K-8 (*ELA and Math*)

Newcomb Academy (*ELA*)

Riley Elementary (*ELA*)

Rogers Middle (*ELA*)

Signal Hill Elementary (*ELA and Math*)

Washington Middle (*Math*)

#### **One Year of High Impact (17-18)**

Bancroft Middle (*ELA*)

Birney Elementary (*Math*)

Bixby Elementary (*ELA and Math*)

Bobbie Smith Elementary (*Math*)

California Academy of Mathematics and Science (*Math*)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Carver Elementary <i>(ELA)</i>	Brainard Elementary <i>(ELA and Math)</i>
Cleveland Elementary <i>(Math)</i>	Brooklyn Avenue Elementary <i>(Math)</i>
Cubberley K-8 <i>(ELA)</i>	Cabrillo Avenue Elementary <i>(ELA and Math)</i>
Eunice Sato Academy of Math & Science <i>(Math)</i>	Canoga Park Senior High <i>(ELA)</i>
Franklin Classical Middle <i>(ELA)</i>	Carlos Santana Arts Academy <i>(ELA)</i>
Hamilton Middle <i>(Math)</i>	Carpenter Community Charter <i>(ELA)</i>
Hoover Middle <i>(ELA)</i>	Carson-Gore Academy of Environmental Studies <i>(ELA and Math)</i>
Hughes Middle <i>(ELA and Math)</i>	Carson Street Elementary <i>(ELA)</i>
Jefferson Leadership Academies <i>(ELA and Math)</i>	Cesar E. Chavez Learning Academy - Arts/Theatre/Entertain Mag <i>(ELA and Math)</i>
Jessie Nelson Academy <i>(Math)</i>	Chandler Learning Academy <i>(Math)</i>
Lafayette Elementary <i>(ELA and Math)</i>	Chapman Elementary <i>(ELA)</i>
Lincoln Elementary <i>(ELA and Math)</i>	Charles H. Kim Elementary <i>(Math)</i>
Lindbergh STEM Academy <i>(ELA and Math)</i>	Charles Maclay Middle <i>(ELA)</i>
Longfellow Elementary <i>(ELA and Math)</i>	Clifford Street Elementary <i>(Math)</i>
Los Cerritos Elementary <i>(Math)</i>	Cowan Avenue Elementary <i>(Math)</i>
Mann Elementary <i>(ELA and Math)</i>	Delevan Drive Elementary <i>(Math)</i>
Marshall Academy of the Arts <i>(Math)</i>	Diego Rivera Learning Complex Green Design STEAM Academy <i>(ELA and Math)</i>
McKinley Elementary <i>(ELA)</i>	Downtown Business High <i>(ELA and Math)</i>
Olivia Nieto Herrera Elementary <i>(ELA and Math)</i>	East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2 <i>(ELA)</i>
Powell Academy for Success <i>(ELA)</i>	Encino Charter Elementary <i>(Math)</i>
Prisk Elementary <i>(ELA and Math)</i>	Eshelman Avenue Elementary <i>(ELA)</i>
Robinson Academy <i>(ELA and Math)</i>	Esperanza Elementary <i>(ELA)</i>
Roosevelt Elementary <i>(Math)</i>	Gardner Street Elementary <i>(ELA)</i>
Stevenson Elementary <i>(ELA)</i>	Glen Alta Elementary <i>(ELA and Math)</i>
Tincher Preparatory <i>(ELA and Math)</i>	Graham Elementary <i>(Math)</i>
Willard Elementary <i>(Math)</i>	Halldale Elementary <i>(Math)</i>
<b>Los Angeles Unified</b>	Harry Bridges Span <i>(ELA and Math)</i>
★ <b>Three Years of High Impact</b>	Hollenbeck Middle <i>(ELA and Math)</i>
Allesandro Elementary <i>(ELA and Math)</i>	International Studies Learning Center at Legacy High School Complex <i>(Math)</i>
Alta California Elementary <i>(ELA and Math)</i>	Ivanhoe Elementary <i>(ELA)</i>
Arroyo Seco Museum Science <i>(Math)</i>	
Ascot Avenue Elementary <i>(Math)</i>	
Benjamin Franklin Senior High <i>(Math)</i>	

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Kenter Canyon Elementary Charter <i>(ELA and Math)</i>	Solano Avenue Elementary <i>(ELA)</i>
Kester Avenue Elementary <i>(ELA)</i>	South East High <i>(ELA)</i>
King/Drew Medical Magnet High <i>(ELA and Math)</i>	Stagg Street Elementary <i>(ELA and Math)</i>
Latona Avenue Elementary <i>(ELA)</i>	STEM Academy at Bernstein High <i>(ELA)</i>
Linda Esperanza Marquez High B LIBRA Academy <i>(Math)</i>	Stoner Avenue Elementary <i>(ELA)</i>
Los Feliz Science/Tech/Engineer/Math/Medicine Magnet <i>(Math)</i>	Studio <i>(ELA)</i>
Luther Burbank Middle <i>(Math)</i>	Sylmar Leadership Academy <i>(ELA)</i>
Malabar Street Elementary <i>(ELA and Math)</i>	Teresa Hughes Elementary <i>(ELA)</i>
Marianna Avenue Elementary <i>(ELA and Math)</i>	Toluca Lake Elementary <i>(ELA)</i>
Maywood Elementary <i>(ELA and Math)</i>	UCLA Community K-12 <i>(Math)</i>
Middleton Street Elementary <i>(Math)</i>	Union Avenue Elementary <i>(Math)</i>
Newcastle Elementary <i>(ELA and Math)</i>	Valley Alternative Magnet <i>(Math)</i>
Noble Avenue Elementary <i>(Math)</i>	Valley View Elementary <i>(ELA)</i>
O'Melveny Elementary <i>(ELA and Math)</i>	Van Ness Avenue Elementary <i>(ELA)</i>
One Hundred Eighteenth Street <i>(Math)</i>	Vermont Avenue Elementary <i>(ELA)</i>
One Hundred Fifty-Third Street <i>(ELA)</i>	Victoria Avenue Elementary <i>(ELA and Math)</i>
Orchard Academies 2B <i>(Math)</i>	Virgil Middle <i>(Math)</i>
Pinewood Avenue Elementary <i>(ELA and Math)</i>	Vista del Valle Dual Language Academy <i>(Math)</i>
Pio Pico Middle <i>(ELA and Math)</i>	Washington Irving Middle School Math, Music and Engineering Magnet <i>(Math)</i>
Porter Ranch Community <i>(Math)</i>	Welby Way Charter Elementary School And Gifted-High Ability Magnet <i>(Math)</i>
Public Service Community at Diego Rivera Learning Complex <i>(ELA)</i>	Westside Global Awareness Magnet <i>(ELA)</i>
Queen Anne Place Elementary <i>(ELA)</i>	West Vernon Avenue Elementary <i>(ELA and Math)</i>
Robert Fulton College Preparatory <i>(ELA)</i>	William Mulholland Middle <i>(ELA)</i>
Roscoe Elementary <i>(ELA and Math)</i>	Wilshire Park Elementary <i>(ELA)</i>
San Antonio Elementary <i>(Math)</i>	William R. Anton Elementary <i>(Math)</i>
San Fernando Middle <i>(ELA)</i>	<b>One Year of High Impact (17-18)</b>
School for the Visual Arts and Humanities <i>(ELA)</i>	Abraham Lincoln Senior High <i>(Math)</i>
School of Business and Tourism at Contreras Learning Complex <i>(ELA)</i>	Academies of Education and Empowerment at Carson High <i>(ELA and Math)</i>
School of History and Dramatic Arts at Sonia Sotomayor Learning Academies <i>(ELA)</i>	Academy of Medical Arts at Carson High <i>(ELA)</i>
Sierra Vista Elementary <i>(ELA)</i>	Albion Street Elementary <i>(ELA)</i>
	Alexander Fleming Middle <i>(ELA and Math)</i>



# Student Academic Growth Award

## SCHOOL RECIPIENTS

Alfred B. Nobel Charter Middle *(ELA)*  
Alta Loma Elementary *(ELA and Math)*  
Ambassador-Global Leadership *(ELA)*  
Anatola Avenue Elementary *(Math)*  
Andres and Maria Cardenas Elementary *(ELA)*  
Andrew Carnegie Middle *(Math)*  
Arleta High *(Math)*  
Arminta Street Elementary *(Math)*  
Augustus F. Hawkins High A Critical Design  
and Gaming *(Math)*  
Augustus F. Hawkins High C Responsible Indigenous  
Social Entrepreneurship *(ELA)*  
Barton Hill Elementary *(ELA and Math)*  
Beachy Avenue Elementary *(Math)*  
Beckford Charter for Enriched Studies *(Math)*  
Betty Plasencia Elementary *(ELA and Math)*  
Birdielee V. Bright Elementary *(ELA)*  
Blythe Street Elementary *(ELA)*  
Braddock Drive Elementary *(ELA)*  
Breed Street Elementary *(ELA and Math)*  
Bridge Street Elementary *(ELA)*  
Broad Avenue Elementary *(Math)*  
Broadway Elementary *(Math)*  
Brockton Avenue Elementary *(Math)*  
Bryson Avenue Elementary *(Math)*  
Budlong Avenue Elementary *(Math)*  
Cantara Street Elementary *(Math)*  
Canyon Charter Elementary *(Math)*  
Caroldale Learning Community *(ELA and Math)*  
Carson Senior High *(Math)*  
Castle Heights Elementary *(ELA)*  
Catskill Avenue Elementary *(ELA and Math)*  
Cesar E. Chavez Learning Academies-Social  
Justice Humanitas Academy *(ELA)*  
Cesar E. Chavez Learning Academies-Technology  
Preparatory Academy *(ELA)*  
Charles W. Barrett Elementary *(Math)*  
Charles White Elementary *(ELA)*  
Chase Street Elementary *(ELA)*  
Chatsworth Charter High *(Math)*  
Chatsworth Park Elementary *(ELA)*  
Cheremoya Avenue Elementary *(ELA and Math)*  
City Terrace Elementary *(ELA and Math)*  
Commonwealth Avenue Elementary *(ELA and Math)*  
Communication and Technology at Diego Rivera  
Learning Complex *(Math)*  
Community Magnet Charter Elementary *(ELA and Math)*  
Contreras Learning Center-Academic Leadership  
Community *(Math)*  
Daniel Webster Middle *(Math)*  
Darby Avenue Charter *(ELA)*  
David Starr Jordan Senior High *(ELA and Math)*  
Dixie Canyon Community Charter *(ELA and Math)*  
Dorris Place Elementary *(ELA)*  
Dyer Street Elementary *(ELA and Math)*  
Edward R. Roybal Learning Center *(ELA and Math)*  
El Dorado Avenue Elementary *(Math)*  
El Sereno Middle *(ELA and Math)*  
Elizabeth Learning Center *(ELA and Math)*  
Engineering and Technology Academy at  
Esteban E. Torres High No. 3 *(Math)*  
Ernest Lawrence Middle *(ELA)*  
Esteban Torres East LA Performing Arts Magnet *(ELA)*  
Estrella Elementary *(Math)*  
Euclid Avenue Elementary *(ELA)*  
Evergreen Avenue Elementary *(ELA and Math)*  
Fair Avenue Elementary *(ELA)*  
Farmdale Elementary *(ELA)*

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Felicitas and Gonzalo Mendez High ( <i>Math</i> )	Hillery T. Broadous Elementary ( <i>ELA and Math</i> )
Fernangeles Elementary ( <i>ELA</i> )	Hobart Boulevard Elementary ( <i>ELA</i> )
Fifty-Second Street Elementary ( <i>Math</i> )	Hooper Avenue Elementary ( <i>Math</i> )
Figueroa Street Elementary ( <i>ELA and Math</i> )	Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4 ( <i>ELA and Math</i> )
First Street Elementary ( <i>ELA</i> )	Humphreys Avenue Elementary ( <i>Math</i> )
Fletcher Drive Elementary ( <i>ELA and Math</i> )	Huntington Drive Elementary ( <i>ELA and Math</i> )
Florence Griffith Joyner Elementary ( <i>ELA and Math</i> )	Independence Elementary ( <i>Math</i> )
Ford Boulevard Elementary ( <i>ELA and Math</i> )	Jaime Escalante Elementary ( <i>ELA and Math</i> )
Foshay Learning Center ( <i>ELA</i> )	James A. Garfield Senior High ( <i>ELA and Math</i> )
Francisco Bravo Medical Magnet High ( <i>ELA</i> )	James Monroe High ( <i>ELA</i> )
Frank del Olmo Elementary ( <i>ELA and Math</i> )	John Adams Middle ( <i>Math</i> )
Franklin Avenue Elementary ( <i>ELA</i> )	John H. Francis Polytechnic ( <i>Math</i> )
Garden Grove Elementary ( <i>ELA</i> )	John Muir Middle ( <i>ELA and Math</i> )
Gardena Elementary ( <i>ELA</i> )	Johnnie Cochran, Jr., Middle ( <i>ELA</i> )
Gates Street Elementary ( <i>ELA and Math</i> )	Kentwood Elementary ( <i>ELA</i> )
George K. Porter Middle ( <i>ELA and Math</i> )	Kittridge Street Elementary ( <i>ELA and Math</i> )
Girls Academic Leadership Academy (GALA) ( <i>ELA</i> )	Lankershim Elementary ( <i>ELA and Math</i> )
Gledhill Street Elementary ( <i>ELA</i> )	Laurel Elementary ( <i>ELA and Math</i> )
Glenn Hammond Curtiss Middle ( <i>Math</i> )	Leapwood Avenue Elementary ( <i>Math</i> )
Granada Community Charter ( <i>Math</i> )	Leland Street Elementary ( <i>ELA</i> )
Griffith Middle ( <i>ELA</i> )	Lemay Street Elementary ( <i>ELA</i> )
Gulf Avenue Elementary ( <i>ELA</i> )	Liberty Boulevard Elementary ( <i>Math</i> )
Hamlin Charter Academy ( <i>ELA</i> )	Lillian Street Elementary ( <i>Math</i> )
Harbor City Elementary ( <i>ELA and Math</i> )	Linda Esperanza Marquez High A Huntington Park Institute of Applied Medicine ( <i>ELA</i> )
Harbor Teacher Preparation Academy ( <i>ELA and Math</i> )	Linda Esperanza Marquez High C School of Social Justice ( <i>ELA</i> )
Hawaiian Avenue Elementary ( <i>Math</i> )	Lockwood Avenue Elementary ( <i>ELA</i> )
Hazeltine Avenue Elementary ( <i>ELA and Math</i> )	Logan Academy of Global Ecology ( <i>ELA</i> )
Helen Bernstein High ( <i>ELA and Math</i> )	Loren Miller Elementary ( <i>Math</i> )
Heliotrope Avenue Elementary ( <i>ELA</i> )	Lorena Street Elementary ( <i>ELA</i> )
Hesby Oaks Leadership Charter ( <i>ELA and Math</i> )	Loreto Street Elementary ( <i>ELA and Math</i> )
Hilda L. Solis Learning Academy School of Technology, Business and Education ( <i>ELA and Math</i> )	Los Angeles Center for Enriched Studies ( <i>Math</i> )
Hillcrest Drive Elementary ( <i>Math</i> )	

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Los Angeles High School of the Arts *(ELA)*  
Lucille Roybal-Allard Elementary *(ELA)*  
Madison Elementary *(ELA and Math)*  
Mark Twain Middle *(ELA)*  
Marquez Charter *(ELA)*  
Marvin Elementary *(ELA and Math)*  
Maywood Center for Enriched Studies *(ELA and Math)*  
McKinley Avenue Elementary *(ELA and Math)*  
Melrose Avenue Elementary *(ELA and Math)*  
Menlo Avenue Elementary *(ELA and Math)*  
Meyler Street Elementary *(ELA)*  
Micheltorena Street Elementary *(Math)*  
Michelle Obama Elementary *(ELA)*  
Mid-City's Prescott School of Enriched Sciences *(ELA)*  
Millikan Science, Technology, Engineering and  
Math (STEM) Magnet *(Math)*  
Monte Vista Street Elementary *(Math)*  
Morris K. Hamasaki Elementary *(ELA and Math)*  
Napa Street Elementary *(ELA and Math)*  
New Open World Academy K-12 *(ELA and Math)*  
Ninety-Fifth Street Elementary *(ELA and Math)*  
Ninety-Second Street Elementary *(Math)*  
Ninth Street Elementary *(ELA)*  
Northridge Academy High *(ELA and Math)*  
Olive Vista Middle *(ELA)*  
Oliver Wendell Holmes Middle *(Math)*  
One Hundred Eighty-Sixth Street Elementary *(ELA and Math)*  
One Hundred Fifty-Sixth Street Elementary *(ELA)*  
One Hundred Twenty-Second Street Elementary *(ELA)*  
Overland Avenue Elementary *(Math)*  
Pacific Boulevard *(ELA and Math)*  
Pacoima Middle *(Math)*  
Parthenia Street Elementary *(Math)*  
Plainview Academic Charter Academy *(ELA and Math)*  
Plummer Elementary *(ELA and Math)*  
Ranchito Avenue Elementary *(Math)*  
Raymond Avenue Elementary *(Math)*  
Reseda Elementary *(Math)*  
Richland Avenue Elementary *(ELA and Math)*  
Rio Vista Elementary *(ELA and Math)*  
Robert F. Kennedy Elementary *(ELA and Math)*  
Rockdale Visual & Performing Arts Magnet *(ELA and Math)*  
Roscomare Road Elementary *(Math)*  
Rowan Avenue Elementary *(ELA)*  
Roy Romer Middle *(ELA and Math)*  
Samuel Gompers Middle *(ELA)*  
San Pedro Street Elementary *(ELA and Math)*  
Santee Education Complex *(ELA and Math)*  
Saticoy Elementary *(ELA)*  
Second Street Elementary *(ELA and Math)*  
Sheridan Street Elementary *(ELA and Math)*  
Sherman Oaks Center for Enriched Studies *(ELA and Math)*  
Sherman Oaks Elementary Charter *(ELA)*  
Sierra Park Elementary *(ELA and Math)*  
Sixth Avenue Elementary *(Math)*  
Sixty-First Street Elementary *(Math)*  
Social Justice Leadership Academy at Esteban  
E. Torres High No. 5 *(Math)*  
Soto Street Elementary *(ELA and Math)*  
Stonehurst Avenue Elementary *(Math)*  
Sun Valley Magnet *(ELA and Math)*  
Sunland Elementary *(ELA)*  
Sylvan Park Elementary *(ELA)*  
Tarzana Elementary *(ELA)*  
Thirty-Second Street USC Performing Arts *(Math)*  
Thomas A. Edison Middle *(Math)*

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Topanga Elementary Charter *(ELA and Math)*  
Twentieth Street Elementary *(ELA and Math)*  
Twenty-Eighth Street Elementary *(ELA and Math)*  
Two Hundred Thirty-Second Place *(ELA)*  
Ulysses S. Grant Senior High *(Math)*  
University Senior High *(ELA and Math)*  
Utah Street Elementary *(ELA)*  
Valley Alternative Magnet *(ELA)*  
Van Deene Avenue Elementary *(ELA and Math)*  
Vanalden Avenue Elementary *(ELA)*  
Virginia Road Elementary *(ELA)*  
Vista Middle *(ELA and Math)*  
Wadsworth Avenue Elementary *(ELA and Math)*  
Walnut Park Elementary *(ELA and Math)*  
Walnut Park Middle B Science, Technology,  
Engineering and Mathematics Academy *(Math)*  
Walter Reed Middle *(ELA)*  
Weigand Avenue Elementary *(Math)*  
Westminster Avenue Elementary *(ELA and Math)*  
Westwood Charter Elementary *(Math)*  
White Point Elementary *(ELA)*  
Willow Elementary *(ELA and Math)*  
Wisdom Elementary *(ELA and Math)*  
Wonderland Avenue Elementary *(ELA)*  
Woodlake Elementary Community Charter *(Math)*  
YES Academy *(ELA)*

### MCOE - all

#### **One Year of High Impact (17-18)**

Chualar Union – Chualar Elementary *(ELA)*  
King City Union – Chalone Peaks Middle *(ELA)*  
King City Union – King City Arts Magnet *(ELA)*  
Monterey Peninsula – Del Rey Woods *(Math)*  
Monterey Peninsula - Foothill Elementary *(ELA and Math)*

Monterey Peninsula – George C. Marshall Elementary *(Math)*  
Monterey Peninsula – La Mesa Elementary *(Math)*  
Monterey Peninsula – Ord Terrace Elementary *(ELA and Math)*  
Salinas City – El Gabilan Elementary *(ELA)*  
Salinas City – Laurel Wood Elementary *(ELA and Math)*  
Salinas City – Lincoln Elementary *(ELA and Math)*  
Salinas City – Loma Vista Elementary *(ELA and Math)*  
Salinas City – Los Padres Elementary *(ELA and Math)*  
Salinas City – Monterey Park Elementary *(ELA and Math)*  
Salinas City – Natividad Elementary *(ELA)*  
Salinas City – Roosevelt Elementary *(ELA)*  
Salinas City – Sherwood Elementary *(ELA and Math)*  
Salinas City – University Park Elementary *(ELA)*  
Soledad – Gabilan Elementary *(ELA)*  
Soledad – Rose Ferrero Elementary *(ELA and Math)*

### Norwalk-La Mirada Unified

#### **One Year of High Impact (17-18)**

Gardenhill Elementary *(ELA and Math)*  
John Dollard Elementary *(ELA and Math)*  
John Foster Dulles Elementary *(ELA and Math)*  
John H. Nuffer Elementary *(ELA)*  
Julia B. Morrison Elementary *(ELA)*  
La Mirada High *(ELA)*  
Loretta Lampton Elementary *(ELA)*  
Los Alisos Middle *(ELA and Math)*  
Norwalk High *(ELA)*

### Oakland Unified

#### ★ **Three Years of High Impact**

Greenleaf Elementary *(ELA and Math)*  
LIFE Academy *(ELA)*  
Lincoln Elementary *(Math)*  
Melrose Leadership Academy *(ELA and Math)*

# Student Academic Growth Award

## SCHOOL RECIPIENTS

### **One Year of High Impact (17-18)**

ACORN Woodland Elementary (*Math*)  
Claremont Middle (*Math*)  
Cleveland Elementary (*Math*)  
Coliseum College Prep Academy (*ELA and Math*)  
East Oakland Pride Elementary (*ELA and Math*)  
Edna Brewer Middle (*Math*)  
Elmhurst Community Prep (*Math*)  
Emerson Elementary (*ELA*)  
Esperanza Elementary (*Math*)  
Franklin Elementary (*ELA and Math*)  
Frick Middle (*Math*)  
Global Family (*Math*)  
Hillcrest Elementary (*ELA*)  
La Escuelita Elementary (*ELA*)  
Madison Park Academy TK-5 (*ELA*)  
Peralta Elementary (*Math*)  
Rise Community (*ELA*)  
Roosevelt Middle (*Math*)  
United for Success Academy (*Math*)  
Urban Promise Academy (*ELA and Math*)

### **RCOE - Alvord Unified**

#### **One Year of High Impact (17-18)**

Arizona Middle (*Math*)  
Arlanza Elementary (*ELA and Math*)  
La Granada Elementary (*ELA*)  
Lake Hills Elementary (*ELA and Math*)  
Loma Vista Middle (*ELA*)  
Myra Linn Elementary (*ELA and Math*)  
Promenade Elementary (*ELA and Math*)  
Rosemary Kennedy Elementary (*ELA*)  
Twinhill Elementary (*ELA and Math*)

### **RCOE - Beaumont Unified**

#### **One Year of High Impact (17-18)**

Brookside Elementary (*ELA and Math*)  
Palm Elementary (*ELA*)  
San Gorgonio Middle (*ELA*)

### **RCOE - Coachella Valley Unified**

#### ★ **Three Years of High Impact**

Cesar Chavez Elementary (*ELA and Math*)  
Coral Mountain Academy (*Math*)  
Oasis Elementary (*ELA and Math*)  
Valley View Elementary (*ELA*)

#### **One Year of High Impact (17-18)**

Desert Mirage High (*ELA and Math*)  
Mountain Vista Elementary (*ELA*)  
West Shores High (*ELA and Math*)

### **RCOE - Corona Norco Unified**

#### **Three Years of High Impact**

Dr. Bernice Jameson Todd Academy (*ELA*)  
Dwight D. Eisenhower Elementary (*ELA*)  
Eastvale Elementary (*ELA*)  
Lincoln Alternative Elementary (*Math*)  
Temescal Valley Elementary (*ELA*)

#### **One Year of High Impact (17-18)**

Centennial High (*ELA and Math*)  
Corona High (*ELA and Math*)  
Corona Ranch Elementary (*ELA*)  
Eleanor Roosevelt High (*Math*)  
Garretson Elementary (*ELA*)  
George Washington Elementary (*ELA and Math*)  
Harada Elementary (*ELA and Math*)  
Jefferson Elementary (*ELA*)  
John F. Kennedy High (*ELA*)  
Louis VanderMolen Fundamental Elementary (*ELA*)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Norco Elementary (ELA)

Norco High (Math)

Norco Intermediate (Math)

Orange Elementary (ELA)

Parkridge Elementary (ELA)

Riverview Elementary (ELA)

Ronald Reagan Elementary (ELA)

Santiago High (Math)

Sierra Vista Elementary (ELA)

William McKinley Elementary (ELA)

Woodrow Wilson Elementary (ELA)

### RCOE – Desert Sands Unified

#### ★ **Three Years of High Impact**

James Monroe Elementary (ELA and Math)

Palm Desert High (ELA)

#### **One Year of High Impact (17-18)**

Horizon (ELA)

Lyndon B. Johnson Elementary (ELA and Math)

Summit High (Continuation) (ELA)

### RCOE – Hemet Unified

#### **One Year of High Impact (17-18)**

Cawston Elementary (ELA)

Cottonwood Elementary (ELA)

Hamilton Elementary (Math)

Hemet High (ELA)

Western Center Academy (ELA)

### RCOE – Jurupa Unified

#### **One Year of High Impact (17-18)**

Granite Hill Elementary (Math)

Jurupa Valley High (Math)

Pacific Avenue Academy of Music (ELA)

Peralta Elementary (ELA)

Stone Avenue Elementary (ELA)

### RCOE – Moreno Valley

#### ★ **Three Years of High Impact**

Hidden Springs Elementary (Math)

Valley View High (Math)

Vista del Lago High (ELA)

#### **One Year of High Impact (17-18)**

Bear Valley Elementary (ELA and Math)

Butterfield Elementary (ELA)

Hendrick Ranch Elementary (ELA and Math)

North Ridge Elementary (Math)

Sugar Hill Elementary (ELA and Math)

TownGate Elementary (ELA and Math)

Vista Heights Middle (ELA and Math)

### RCOE – Murrieta Valley Unified

#### ★ **Three Years of High Impact**

Avaxat Elementary (Math)

E. Hale Curran Elementary (ELA)

Shivela Middle (Math)

#### **One Year of High Impact (17-18)**

Alta Murrieta Elementary (ELA)

Antelope Hills Elementary (Math)

Dorothy McElhinney Middle (Math)

Monte Vista Elementary (ELA)

Rail Ranch Elementary (Math)

Tovashal Elementary (ELA)

### RCOE – Palm Springs Unified

#### ★ **Three Years of High Impact**

Cabot Yerxa Elementary (ELA and Math)

Cielo Vista Charter (ELA)

#### **One Year of High Impact (17-18)**

Bella Vista Elementary (ELA)

Cathedral City Elementary (Math)

Cathedral City High (ELA)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Della S. Lindley Elementary (ELA)  
Desert Hot Springs High (ELA)  
Landau Elementary (ELA)  
Palm Springs High (Math)  
Rancho Mirage Elementary (Math)  
Two Bunch Palms Elementary (ELA)  
Vista del Monte Elementary (ELA and Math)

### RCOE – San Jacinto Unified

#### ★ **One Year of High Impact (17-18)**

Clayton A. Record, Jr. Elementary (ELA)  
De Anza Elementary (Math)  
San Jacinto Elementary (Math)

### RCOE – Val Verde Unified

#### ★ **Three Years of High Impact**

Lasselle Elementary (ELA)

#### ★ **One Year of High Impact (17-18)**

Mary McLeod Bethune Elementary (ELA)  
May Ranch Elementary (ELA and Math)  
Mead Valley Elementary (ELA)  
Orange Vista High (ELA)  
Sierra Vista Elementary (ELA and Math)  
Triple Crown Elementary (ELA)  
Val Verde Elementary (ELA)

### Rogers Family Foundation

#### ★ **Three Years of High Impact**

ASCEND (ELA and Math)

#### ★ **One Year of High Impact (17-18)**

Achieve Academy (ELA and Math)  
ARISE High School (ELA)  
Community School for Creative Education (ELA)  
Epic Charter (ELA and Math)  
Lazear Charter Academy (ELA and Math)  
Lighthouse Community Charter (ELA and Math)

Lodestar: A Lighthouse Community Charter Public  
(ELA and Math)

LPS Oakland R & D Campus (ELA)  
North Oakland Community Charter (ELA)  
Oakland School for the Arts (ELA)  
Urban Montessori Charter (ELA)  
Yu Ming Charter (ELA and Math)

### San Bernardino City Unified

#### ★ **Three Years of High Impact**

Captain Leland Norton Elementary (Math)  
Colonel Joseph C. Rodriguez PREP Academy (ELA and Math)  
Curtis Middle (ELA)  
E. Neal Roberts Elementary (ELA)  
George Brown Jr. Elementary (ELA)  
Golden Valley Middle (ELA)  
Graciano Gomez Elementary (ELA)  
H. Frank Dominguez Elementary (ELA)  
Hillside Elementary (ELA and Math)  
Howard Inghram Elementary (ELA)  
Juanita Blakely Jones Elementary (ELA and Math)  
Kendall Elementary (ELA)  
Martin Luther King Jr. Middle (Math)  
Muscoy Elementary (ELA)  
North Verdemon Elementary (ELA and Math)  
Richardson Prep Hi (ELA and Math)  
Rio Vista Elementary (ELA)  
Roger Anton Elementary (ELA)  
Serrano Middle (ELA)

#### ★ **One Year of High Impact (17-18)**

Arrowhead Elementary (ELA)  
Arroyo Valley High (ELA and Math)  
Bob Holcomb Elementary (ELA and Math)  
Cajon High (ELA)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

Cole Elementary (ELA)  
Cypress Elementary (Math)  
Davidson Elementary (Math)  
Del Rosa Elementary (ELA)  
Dr. Mildred Dalton Henry Elementary (ELA)  
Hunt Elementary (ELA)  
Indian Springs High (ELA)  
Kimbark Elementary (ELA and Math)  
Lytle Creek Elementary (ELA and Math)  
Manuel A. Salinas Creative Arts Elementary (ELA)  
Marshall Elementary (ELA)  
Oehl Elementary (ELA)  
Palm Avenue Elementary (ELA and Math)  
Parkside Elementary (ELA)  
Ramona-Alessandro Elementary (ELA and Math)  
Riley Elementary (ELA and Math)  
Urbita Elementary (ELA)  
Warm Springs Elementary (ELA)  
Wilson Elementary (Math)

### San Francisco Unified

#### ★ **Three Years of High Impact**

Aptos Middle (Math)  
Francisco Middle (Math)  
Galileo High (ELA and Math)  
Lafayette Elementary (ELA)  
Lawton Alternative Elementary (Math)  
Lincoln (Abraham) High (Math)  
Malcolm X Academy (Math)  
Marina Middle (Math)  
McCoppin (Frank) Elementary (ELA)  
Muir (John) Elementary (Math)  
Ortega (Jose) Elementary (Math)

Stevenson (Robert Louis) Elementary (Math)  
Washington (George) High (Math)

#### **One Year of High Impact (17-18)**

Alamo Elementary (Math)  
Buena Vista/ Horace Mann K-8 (ELA and Math)  
Carmichael (Bessie)/FEC (ELA)  
Chinese Immersion School at DeAvila (ELA and Math)  
Drew (Charles) College Preparatory Academy (ELA and Math)  
Everett Middle (ELA and Math)  
Flynn (Leonard R.) Elementary (ELA)  
Garfield Elementary (Math)  
Giannini (A.P.) Middle (Math)  
Guadalupe Elementary (ELA)  
Lau (Gordon J.) Elementary (Math)  
Lilienthal (Claire) Elementary (ELA and Math)  
Longfellow Elementary (Math)  
Marshall (Thurgood) High (Math)  
Moscone (George R.) Elementary (ELA)  
O'Connell (John) High (ELA)  
Parker (Jean) Elementary (Math)  
Presidio Middle (Math)  
Rooftop Elementary (ELA and Math)  
Roosevelt Middle (ELA and Math)  
Sanchez Elementary (ELA)  
Spring Valley Elementary (Math)  
Sunset Elementary (ELA and Math)  
Sutro Elementary (Math)  
Taylor (Edward R.) Elementary (ELA and Math)  
Webster (Daniel) Elementary (ELA)  
West Portal Elementary (ELA and Math)  
Yu (Alice Fong) Elementary (ELA and Math)



# Student Academic Growth Award

## SCHOOL RECIPIENTS

### San Mateo-Foster City

#### **One Year of High Impact (17-18)**

Bowditch Middle (*Math*)

Brewer Island Elementary (*Math*)

College Park Elementary (*Math*)

George Hall Elementary (*ELA and Math*)

Highlands Elementary (*ELA*)

North Shoreview Montessori (*ELA*)

San Mateo Park Elementary (*ELA*)

### Santa Ana Unified

#### **Three Years of High Impact**

Adams Elementary (*Math*)

Franklin Elementary (*ELA and Math*)

Gonzalo Felicitas Mendez Fundamental Intermediate (*Math*)

Madison Elementary (*ELA and Math*)

Martin Luther King Jr. Elementary (*Math*)

Martin R. Heninger Elementary (*ELA and Math*)

McFadden Intermediate (*Math*)

#### **One Year of High Impact (17-18)**

Carl Harvey Elementary (*ELA and Math*)

Diamond Elementary (*Math*)

Fremont Elementary (*Math*)

Heroes Elementary (*ELA*)

Hoover Elementary (*ELA*)

John F. Kennedy Elementary (*ELA and Math*)

John Muir Fundamental Elementary (*ELA and Math*)

Jose Sepulveda Elementary (*Math*)

Monroe Elementary (*ELA and Math*)

Monte Vista Elementary (*Math*)

Pio Pico Elementary (*ELA and Math*)

Santiago Elementary (*ELA*)

Theodore Roosevelt Elementary (*ELA and Math*)

Valley High (*ELA and Math*)

Walker Elementary (*Math*)

### Sacramento City Unified

#### ★ **Three Years of High Impact**

California Middle (*Math*)

Camellia Elementary (*Math*)

Earl Warren Elementary (*ELA and Math*)

Father Keith B. Kenny (*ELA*)

Fern Bacon Middle (*ELA and Math*)

H.W. Harkness Elementary (*Math*)

John Bidwell Elementary (*Math*)

Leonardo Da Vinci (*ELA*)

Martin Luther King, Jr. (*Math*)

Phoebe A. Hearst Elementary (*ELA*)

West Campus (*ELA*)

#### **One Year of High Impact (17-18)**

Alice Birney Waldorf-Inspired (*ELA and Math*)

Bowling Green Elementary (*ELA and Math*)

Caleb Greenwood Elementary (*ELA and Math*)

California Middle (*ELA*)

Elder Creek Elementary (*Math*)

Ethel Phillips Elementary (*ELA and Math*)

Genevieve Didion (*ELA and Math*)

Golden Empire Elementary (*ELA*)

John H. Still (*Math*)

Kit Carson International Academy (*ELA and Math*)

Mark Twain Elementary (*ELA and Math*)

O. W. Erlewine Elementary (*ELA*)

Pony Express Elementary (*Math*)

Sequoia Elementary (*Math*)

Susan B. Anthony Elementary (*Math*)

Woodbine Elementary (*ELA and Math*)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

### SCOE – Arcohe Union

#### **One Year of High Impact (17-18)**

Arcohe Elementary (*Math*)

### SCOE – Center Joint Unified

#### **One Year of High Impact (17-18)**

Cyril Spinelli Elementary (*Math*)

North County Elementary (*ELA*)

### SCOE – Galt Joint Union

#### ★ **Elementary**

#### **Three Years of High Impact**

River Oaks Elementary (*ELA*)

#### **One Year of High Impact (17-18)**

Lake Canyon Elementary (*ELA*)

Marengo Ranch Elementary (*Math*) Vernon

E. Greer Elementary (*ELA and Math*)

### SCOE – Natomas Unified

#### **One Year of High Impact (17-18)**

Heron (*ELA and Math*)

Leroy Greene Academy (*ELA and Math*)

Natomas Pacific Pathways Prep (*ELA*)

Natomas Pacific Pathways Prep Middle

(*ELA*) Natomas Park Elementary (*ELA*)

Westlake Charter (*ELA*)

#### ★ **SCOE - Twin Rivers Unified**

#### **Three Years of High Impact**

Foothill Ranch Middle (*Math*)

Frontier Elementary (*Math*)

Hazel Strauch Elementary (*ELA and Math*)

Madison Elementary (*Math*)

Pioneer Elementary (*Math*)

Warren A. Allison Elementary (*Math*)

Westside Elementary (*Math*)

#### **One Year of High Impact (17-18)**

Creative Connections Arts Academy (*ELA and Math*)

Dry Creek Elementary (*ELA and Math*)

Foothill Oaks Elementary (*ELA*)

Hagginwood Elementary (*Math*)

Michael J. Castori Elementary (*ELA and Math*)

Northwood Elementary (*Math*)

Norwood Junior High (*ELA*)

Oakdale Elementary (*ELA*)

Ridgepoint Elementary (*ELA and Math*)

Smythe Academy of Arts and Sciences (*ELA and Math*)

Warren A. Allison Elementary (*ELA and Math*)

Westside Elementary (*Math*)

Westside Preparatory Charter (*Math*)

Woodlake Elementary (*ELA*)

Woodridge Elementary (*ELA*)

### Sweetwater Union High School

#### ★ **Three Years of High Impact**

Castle Park Senior High (*ELA*)

Eastlake High (*ELA*)

#### **One Year of High Impact (17-18)**

Bonita Vista Senior High (*Math*)

Chula Vista Senior High (*Math*)

Hilltop Senior High (*ELA and Math*)

Montgomery Senior High (*ELA and Math*)

Olympian High (*ELA and Math*)

Otay Ranch Senior High (*ELA and Math*)

San Ysidro High (*Math*)

### VCOE – Oxnard

#### ★ **Three Years of High Impact**

Juan Lagunas Soria Elementary (*ELA*)

Thurgood Marshall Elementary (*ELA*)

# Student Academic Growth Award

## SCHOOL RECIPIENTS

### **One Year of High Impact (17-18)**

Kamala Elementary *(ELA and Math)*

R.J. Frank Academy of Marine Science & Engineering *(ELA)*

### **VCOE – Oxnard Union High**

#### **One Year of High Impact (17-18)**

Hueneme High *(Math)*

Pacifica High *(Math)*

### **VCOE – Rio Elementary**

#### ★ **Three Years of High Impact**

Rio Real Elementary *(ELA)*

#### **One Year of High Impact (17-18)**

Rio del Valle *(ELA)*

### **West Contra Costa Unified School District**

#### **One Year of High Impact (17-18)**

Edward M. Downer Elementary *(Math)*

Lake Elementary *(Math)*

Lincoln Elementary *(Math)*

Mira Vista Elementary *(ELA and Math)*

Montalvin Manor Elementary *(ELA)*

Murphy Elementary *(ELA and Math)*

Shannon Elementary *(Math)*

### **Whittier Union High School District**

#### ★ **Three Years of High Impact**

Pioneer High *(Math)*

#### **One Year of High Impact (17-18)**

California High *(ELA)*

Santa Fe High *(Math)*

Whittier High *(Math)*



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### **STRATEGY FOR LCAP REFINEMENT:**

Deepen and articulate *cradle to career* learning efforts with increased clarity and intention.

- A. Effective Core first instruction including content connections with NGSS research-based instruction for deeper learning, academic rigor and engagement.
- B. Proactive, personalized and coordinated supports and opportunities
- C. Improvement Approaches
  - Articulate Core best practices with aligned professional learning
  - Maximize people power to address social, emotional and academic needs
  - Efficiency- data use, scheduling, improvement processes and procedures.

### **LCAP ADJUSTMENTS: IMPLEMENTATION & BUDGET CONSIDERATIONS**

#### **1. Inclusive and coordinated professional learning with cross-cutting content connections for core instruction and strategic or intensive supports.**

- A. Pre-Kindergarten-8th grade alignment to bridge the pedagogy and instructional practices of research based curriculum and resources (NGSS, RALLI/CALL, SIPPS, CALLI Writing, online resources).
- B. Look at the role and strengths of key personnel and maximize staff access to continuous improvement.
- C. Continue to monitor instruction and collect data that analyzes both growth and achievement; maintain the technology needed to deliver instruction.

#### **2. District and site-based classified professional learning opportunities**

- A. With a focus on school safety (physical, social emotional, climate, culture) that is personalized to meet needs of employees in all departments.
- B. Look at the role and strengths of key personnel to provide the training
- C. Maximize staff development days, after school time and pre-service days to provide training.

#### **3. Special Education programs, services and resources more intentionally addressed in the LCAP with a Board approved PIR (Performance Indicator Review) report submitted to CDE.**

- A. Professional development relative areas identified for improvement: ELA, Math, more inclusive practices and discipline.
- B. RSP at each site to support least restrictive environment and intensive intervention; Services provided at students' home schools whenever possible.
- C. Use local and state assessments when setting IEP goals.

**4. Multi-Tiered Systems of Support (MTSS) academic, social-emotional and behavior supports/services more directly included for LCAP implementation.**

- A. Greater emphasis on quality core first instruction in literacy and mathematics.
- B. District-wide articulated implementation of *PBIS* (Positive Behavior Interventions Supports, *Second Step* (SEL and bullying prevention) and *Restorative Practices* strategies; consider implementing *AVID* in elementary.
- C. Role of Social Workers and counselors better defined and maximize use of instructional assistants for ELA and mathematics interventions.
- D. Use common data district-wide that recognizes growth and achievement.

**5. Pre-Kindergarten services strengthened and expanded for English Learners and their families.**

- A. Provides ongoing professional learning that includes research-based parent engagement, NGSS core practices, SEL curriculum and extended learning in School Readiness BFLC after school for children and services for families into the afternoon.
- B. Create community outreach positions that support PreK-8.
- C. Analyze program effectiveness using longitudinal data (PreK-3).

**6. Federal Funding (Title I, II, III, IV) addressed in the LCAP with a Board approved ESSA Addendum submitted to California Department of Education (CDE).**

- A. Supplement professional learning with federal funds principally directed toward high needs learners, school climate and safety and technology development.
- B. Utilize coaches, lead teachers, extended learning supervisor, social workers/counselors and the school resource officer.
- C. Continue to analyze and apply learner growth, achievement and strengths data during grade level PLC meetings, academic conferences and during parent conferencing.

**7. Title III English Learner (EL) funds Board approved in a Title III Addendum submitted to CDE**

- A. Supplemental professional development on research-based English Learner strategies and provide supplemental resources to reinforce designated and integrated English language development.
- B. Utilize coaches and lead teachers to incorporate the EL strategies into all professional learning.
- C. Continue to increase the percentage of ELs meeting reclassification criteria (meets or exceeds ELA standards & advance on the ELPAC) each year.

**8. Augment LCAP state and federal funding through coordinated grant or special funding resources.**

- 5-Year **PreK and English Learner** Central Valley Foundation Grant
- Grades 6-8 California **Learning and Language** Innovation Collaboration (CALLI) Grant
- PreK-8 **Arts Education** Planning to Implementation Grant: SCOE Partnership
- PreK and **Special Education Inclusive Early Education** Expansion with SCOE
- Two Year Low-Performing Students Block Grant: **Mathematics** Focus
- **Next Generation Science Standards** (NGSS) Early Implementation Grant
- **Outdoor Science Education & Service Learning Cosumnes River Partnership**  
Funding: US Bureau of Land Management, CA Dept. of Water Resources, Ducks Unlimited, Canoemobile
- Grades 5-8 Multi-Year Middle School **Career Technical Education** Grant
- AB 1808, **Classified Employee Professional Learning** Block Grant



## LCAP GOAL 4

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### LCAP GOAL 4

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

#### 1. **Measure K Update**

*Presenter: Lois Yount, Business Director*

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE MAY 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
<b>PLANNED FUNDING PER SCHOOL</b>								
Measure K GO Bond	\$5,582,000	\$5,000,000	\$5,000,000	\$3,160,000	\$200,000	\$500,000	\$40,000	\$19,482,000
Proposition 39 Energy Funding	\$122,100	\$85,154	\$318,464	\$230,849	\$0	\$48,280		\$804,847
State School Facilities Program (SFP)/Prop 51								
*Modernization Eligibility	\$2,841,216	\$2,062,322	TBD-Elig in 2022	\$2,509,572	\$0	\$0	\$0	\$7,413,110
*New Construction	TBD	TBD	\$0	TBD	\$0	\$0	\$0	\$0
*Facilities Hardship (State Funding)	\$0	\$0	TBD	\$0	\$0	\$0	\$0	TBD
<b>TOTAL PLANNED FUNDING</b>	<b>\$8,545,316</b>	<b>\$7,147,476</b>	<b>\$5,318,464</b>	<b>\$5,900,421</b>	<b>\$200,000</b>	<b>\$548,280</b>	<b>\$40,000</b>	<b>\$27,699,957</b>
<b>COMPLETED PROJECTS 2017/18 and 18/19</b>								
Priority 1 Projects: Safety and Security	Telephones	Telephones	Telephones	Telephones	Security System	Telephones	Telephones	
	Security Cameras	Security Cameras	Security Cameras	Security Cameras	Playground Equip.	Security Cameras	Security Cameras	
	Paving	Paving	Paving	Paving		Paving	Paving	
	Increment I Projects: Priority 2: Modernization	Kinder Playground		Playground Equip.		Priority 4: 21st Century Learning		
	HVAC/Roofing: Bldgs A,C,E	DSA Close-Out Work: Priority 3: Infrastructure		Security Fencing		BFLC Remodel		
	CDE Approved, Submitted to OPSC on 11/13/18	Firewall Repair		Priority 3: Infrastructure		Projector Mounting		
		Lighting Infrastructure		Site Water Pump Replacement				
<b>INCREMENT I PROJECTS</b>								
CURRENTLY ACTIVE PROJECTS	Security Fencing	Priority 4: 21st Century Learning Priority 2: Modernization	Priority 1: Safety and Security	Priority 1: Safety and Security				
UNDER CONSTRUCTION	Kitchen/MP Room	Remodel Classrooms: 3,4,5,6,10	Veneer Replacement	Fire Alarm System				
AS OF MAY 2019	Remodel: Including	Modernizing Restrooms - Building C	Replace Fire Alarm System	Intrusion System				
Priority 1: Safety and Security	Kitchen Equipment	Possible Removal of Portables	Replace Intrusion Alarm System	CDE Approved, Submitted to OPSC on 1/15/19				
Priority 2: Modernization	Replacement/Upgrade	CDE and DSA Approved	Priority 2: Modernization					
Priority 3: Infrastructure	Fire Alarm System/Sprinklers		Priority 3: Infrastructure					
	MPR Restroom Accessibility		Restroom Modernization					
	Light Fixture and Controls		Replace/repair Dry rot at Port. CR's					
	New Epoxy Flooring in Kitchen		New Exterior Lighting and Controls					
	CDE Approved, Submitted to OPSC on 11/13/18		Exterior Paint					
			Replace and Repair Roofs					
			Replace Roof Drains and Downspouts					
			Structural Repairs					
			Roof Coating at Port. CR's					
			Replace 4 HVAC Systems					
			Replace BMS System					
			CDE Approved, Resubmitting to OPSC after Demo (January 2020)					
Estimated Completion	April 2019 June 2019 (Floor Completion)	August 2019	April 2020	April 2019				
CURRENTLY ACTIVE PROJECTS IN DESIGN				Priority 2: Modernization				
AS OF MAY 2019				Priority 3: Infrastructure				
INCREMENT I PROJECTS				Wood/Dry rot Repair				
				Stucco/Masonry Repair				
				Strip and paint roofs				
				Repair Drains/Downspouts				
				Roof coating at Port. CR's				
				Replace HVAC System				
				Replace BMS System				



GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT															
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21															
PROGRESS UPDATE MAY 2019															
<b>Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning</b>															
		VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL						
					CDE Approved, Submitted to OPSC on 1/15/19										
Estimated Construction Start										Summer 2020					

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE MAY 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
<b>INCREMENT 2 PROJECTS IN DESIGN</b>								
	(Increment 2)	Priority 2: Modernization						
	Priority 4: 21st Century Learning	Priority 3: Infrastructure						
	New Classroom Buildings	(Increment 2)						
	New Student and Staff Restrooms	Roof Replacement and Repair and HVAC Upgrades:						
	Remove Portables	At Bldgs. A, B, C, and D						
		Admin, Library, Classroom, Multi-Purpose Room						
		New Energy Management System						
		Exterior Painting of Permanent Buildings						
		CDE Approved						
Estimated Construction Start	2020/21	2020/21						
<b>INCREMENT 3 AND 4 PROJECTS</b>								
<b>FUTURE: UNKNOWN FUNDING</b>								
	(Increment 3)	(Increment 3)						
	Priority 1: Safety and Security	Priority 2: Modernization						
	Upgrade Fire Alarm System	Roof Replacement and Repair						
	Priority 2: Modernization	at Portable Classrooms						
	New Energy Management System	Roofing/Fascia/Eave						
	Streetscape Improvements	Exterior Painting of Port. CR's						
	Remodel Bldg. D Library into New Administration	Upgrade Fire Alarm System						
	Upgrades to Port. Classrooms:							
	Roofing/Fascia/Eave/Painting							
	(Increment 4)	(Increment 4)						
	Priority 4: 21st Century Learning	Priority 4: 21st Century Learning						
	Remodel 3rd Gr. Classrooms into BFLC	New Classroom Buildings						
		New Student and Staff Bathrooms						
	Priority 2: Modernization	Possible Removal of Portables						
	Priority 3: Infrastructure							
	Other: Sewer Replacement							
Estimated Construction Start	Unknown: Beyond Measure K and State Funding	Unknown: Beyond Measure K and State Funding						



## OTHER REPORTS

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1. **School Services Governor's May Revision Workshop**

*Presenter: Lois Yount, Business Director*

2. **Williams Uniform Complaint Process (UCP) 3<sup>rd</sup> Quarter Report**

*Presenter: Karen Schauer Ed.D., Superintendent*

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

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

## SUBMITTER INFORMATION

Name

Person submitting form

Job Title

Phone Number

Include area code

E-mail Address

## DISTRICT INFORMATION

School District

Year Covered by This Report

Quarter Covered by This Report

## COMPLAINTS

### Sufficiency of Textbooks

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

### Emergency School Facilities Issues

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

### Vacancy or Misassignment of Teachers

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

## RESOLUTION OF COMPLAINTS

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

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

### REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

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

**Includes All UCP Complaints**

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

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

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### RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to Shannon Hansen at the Sacramento County Office of Education (SCOE): [shannonh@scoe.net](mailto:shannonh@scoe.net).



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item: 172.004</b> Board Consideration of Approval of Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<ul style="list-style-type: none"> <li>a. Approval of the Agenda</li> <li>b. Minutes: April 25, 2019 Regular Board Meeting Minutes: May 13, 2019 Special Board Meeting</li> <li>c. Payment of Warrants: <u>Vendor Warrant Numbers:</u> 19466215-19466256, 19467642-19467723, 19468612-19468651, 19470999-19471092 <u>Certificated/Classified Payrolls Dated:</u> 4/30/19 and 5/10/19</li> <li>d. Personnel           <ul style="list-style-type: none"> <li>1. Resignations/Retirement</li> <li>2. Leave of Absence Requests</li> <li>3. New Hires</li> </ul> </li> <li>e. Donations</li> <li>f. Approval to Destroy Old District Records Pertaining to Business, Food Services, Educational Services, Personnel and Payroll</li> <li>g. Out of State Conference Attendance: Kimber Wheeler and Theresa Lambert, Annual School Transportation News Conference, Reno, Nevada</li> <li>h. Memorandum Of Understanding (MOU) Between GJUESD and the Sacramento County Office of Education (SCOE): Classroom Space for Special Education Purposes</li> </ul>	

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

**Regular Board Meeting**  
Board of Education

**Wednesday, April 24, 2019**  
Galt City Hall Chamber  
380 Civic Drive, Galt, CA 95632

**Board Members Present**

Grace Malson  
Matthew Felix  
Thomas Silva  
Wesley Cagle  
John Gordon *participation by telephone*  
*from: 5575 Playa Del Rey, San Jose, CA 95123*

**Administrators Present**

Jennifer Porter  
Christina Homdus  
Julie Grandinetti  
Judith Hayes  
David Nelson  
Donna Gill

# MINUTES

- A.** Present for closed session: Grace Malson, Matthew Felix, Thomas Silva, Wesley Cagle, Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del-Toro Anguiano

Participation by telephone: John Gordon

- B.** Closed Session was called to order at 5:55 p.m. by Grace Malson to discuss the following items:

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
  - Superintendent

- C. Closed Session adjourned at 7:09 p.m.** The open meeting was called to order at 7:13 p.m. By Grace Malson followed by the flag salute. She announced no action taken in closed session.

**D. Public Comments**

1. Kathy Loesch addressed the board regarding her 6<sup>th</sup> grades class fieldtrip with Canoemobile at Cosumnes River.

Kathy Loesch thanked Kevin Sellstrom, Transportation Supervisor and Karen Schauer, Superintendent for their assistance during a medical emergency on a fieldtrip to San Francisco.

## **E. Reports**

### **LCAP GOAL 3**

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

#### **1. Local Control Accountability Plan (LCAP) Update: Parent Survey Results and Upcoming Meetings**

Karen Schauer presented an update on the Local Control Accountability Plan. The district has received improvement ideas and feedback from committee meetings and parent surveys. The next committee meeting is Tuesday, May 7 at the district office conference room. Committee representation will include members from the District Advisory, Parent Advisory Committee for special education, District English Learner Advisory Committee and School Site Council. The board will have a study session on Tuesday, May 15th at 6:00 in the GJUESD conference room.

Karen Schauer summarized the 2018-2019 parent survey. The survey provides information, in addition to committee feedback, to improve school district efforts. Parent surveys indicate that they believe their children receive high quality instruction in GJUESD schools.

Dr. Schauer shared a sampling of survey comment themes or ideas including:

1. Interest in site level decision making opportunities
2. More frequent opportunities to know about child's progress
3. Clarity on website and school updates on calendar
4. Timely and transparent safety reporting when situations occur
5. Support staff training on student social-emotional and behavior approaches or needs
6. Higher expectations and learning challenge (rigor)

She indicated further survey analysis with additional data sources will continue at the school site and district levels for continuous improvement.

### **LCAP GOAL 4**

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

#### **1. Lois Yount provided a Measure K Update. She shared pictures from the Valley Oaks elementary school kitchen/multi-purpose room remodel opening day. She indicated a notice of completion will be brought back to the board for approval at a future meeting, depending on flooring standards. A big grand opening is planned for early next school year.**

John Gordon suggested holding a future Board meeting at the Valley Oaks elementary school multi-purpose room.

David Nelson stated that staff and parents are very happy with the improvements made to Valley Oaks so far.

#### **2. Lois Yount provided a School Furniture Analysis report. She indicated a survey was administered to teachers and provided a summary of the results; highlighting responses related to the quality of district provided traditional classroom furniture by site.**



Grace Malson expressed concern about the cleaning standards for non traditional seating.

Lois Yount stated that cleaning standards would be implemented if the district began purchasing non traditional furniture for classrooms.

Matthew Felix asked for clarification on the funding source used to purchase non traditional furniture.

Ms. Yount stated that most teachers use their personal funds to purchase non traditional furniture or use their lottery fund allotment.

3. Nick Svobada provided a Food & Nutrition report. He shared information on food programs, funding sources, nutrition guidelines and staffing. Mr. Svobada's new slogan for food services is Galt Food & Nutrition Eat Smart! The new vision statement is:  
*To achieve & sustain profitability while serving safe, healthy, flavorful, and attractive meals to all our customers. Zestfully providing nourishment for growing bodies and minds alike.*

#### OTHER REPORTS

1. John Gordon reported on his leadership opportunity to serve as the National School Boards Association (NSBA) Pacific Region Director for Hawaii, Alaska, Arizona, Washington, Oregon, California, Nevada, Idaho and Utah for the National Hispanic Council. The primary purposes of the organization are to:
  1. Promote and advance equal educational opportunities for Hispanic children
  2. Provide education, educational seminars and information to school board members across the country
  3. Provide leadership and effective communication between school board members related to Hispanic students
  4. Study the development and academic achievement of Hispanic youth within public schools

#### **F. Routine Matters/New Business**

172.000 A motion was made by Wesley Cagle to approve the Consent Calendar, seconded by Matthew Felix and unanimously carried. MOTION

- a. Approval of the Agenda
- b. Minutes: March 27, 2019 Regular Board Meeting  
Minutes: April 8, 2019 Special Board Meeting
- c. Payment of Warrants:  
Vendor Warrant Numbers: 19460734-19460797; 19462375-19462430;  
19463871-19463940; 19465495-19465558  
Certificated/Classified Payrolls Dated: 3/29/19, 4/10/19, 4/12/19
- d. Personnel  
**Resignations/Retirements**

Name	Position	Effective	Site
Anderson, Norma (Retirement) 23 years	Teacher	6/30/2019	Valley Oaks
Anton, Lourdes (Retirement) 29 years	Teacher	6/30/2019	Valley Oaks
Ebenezer, Joanna	School Psychologist	6/14/2019	District

Cuevas-Ortega, Marta (Retirement) 24 years	School Nurse	6/30/2019	McCaffrey
Howard, Jolene	PLP Secretary	4/30/2019	Valley Oaks
Matlock, Michael (Retirement) 21 years	Teacher	6/30/2019	Marengo Ranch
McGroarty, Nina (Retirement) 20 years	Teacher	6/30/2019	McCaffrey
Mendoza, Ingry	Instructional Asst., Special Education	4/26/2019	Greer
Miller, Sherri (Retirement) 11 years	School Readiness Coordinator	7/01/2019	Fairsite
Moura, Marla (Retirement) 5 years	School Psychologist	6/30/2019	Marengo Ranch
Parks, Susanna (Retirement) 16 years	Speech Therapist	6/30/2019	Lake Canyon
Sherry, Gay (Retirement) 12 years	Teacher	6/30/2019	McCaffrey
Varelas, Silvia	Yard Supervisor	3/26/2019	Valley Oaks
West, Lonnie (Retirement) 15 years	P.E. Teacher	6/30/2019	District

**Leave of Absence Requests**

Name	Position	Effective	Site
Dunnett, Cynthia	Technology Asst.	4/8/19 – 5/17/19	District

**New Hires**

Name	Position	Effective	Site
Brown, Michael	Substitute Teacher		NA
Chavez, Lynsey	Yard Supervisor (Transfer)		Marengo Ranch
Chapin, Danielle	Yard Supervisor (Transfer)		Greer Elementary
Corona, April	Yard Supervisor (Transfer)		Greer Elementary
Crosby, Danielle	Yard Supervisor (Transfer)		Valley Oaks
Dodd, Roberta	Special Education Instructional Asst.		Fairsite PreSchool
Dunnett, Giovanni	Custodian (Transfer)		River Oaks
Hinojosa, Eleticia	Yard Supervisor		Valley Oaks
Jimenez, Elpidia	Custodian (Transfer)		Greer Elementary
Patterson, Tamara	Substitute Teacher		NA
Preciado, Maria	Substitute Teacher		NA
Shelley, Yuet Na	Instructional Assistant		Fairsite Preschool
Smith, Kourtney	Substitute Teacher		NA

e. Donations

f. Ray Morgan Company Contract

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

**CC  
Items  
Removed**

172.002 A motion was made by John Gordon to approve Resolution No. 14 Approving a Site Lease, a Sublease, and Construction Services Agreement Relating to the Greer Elementary Classroom Modernization, seconded by Thomas Silva and unanimously carried.

**Res #14  
LLB GE**

172.003 A motion was made by Grace Malson to approve the following 2019-20  
Job Share Request: Lily Populis and Shelby Givan, First Grade,  
Marengo Ranch Elementary, seconded by Wesley Cagle and  
unanimously carried.

**Job Share  
Request**

**G. Pending Agenda Items**

1. Technology and Learning
2. School District Properties
3. SELPA
4. Budget Reserve Policy Research
5. Social Media & Board Protocol

**H. Public Comments** for topics not on the age

**I. Adjournment** 8:23 p.m.

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Matthew Felix, Clerk

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Date

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

**Special Board Meeting**  
Board of Education

**Monday, May 13, 2019**  
GJUESD District Office  
1018 C Street, Suite 210, Galt CA 95632

**Board Members Present**  
Grace Malson  
John Gordon  
Matthew Felix  
Thomas Silva  
Wesley Cagle

**Administrator Present**  
Karen Schauer

# MINUTES

- A.** Present for closed session: Grace Malson, John Gordon, Matthew Felix, Thomas Silva, Wesley Cagle.
- B.** Closed Session was called to order at 5:47 p.m. by Grace Malson to discuss the following item:
  - 1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
    - Superintendent
- C.** Closed Session adjourned at 8:11. Grace Malson announced no action taken in closed session.
- D. Pending Agenda Items**
  - 1. Technology and Learning
  - 2. School District Properties
  - 3. SELPA
  - 4. Social Media & Board Protocol
- E. Adjournment**

*The next regular meeting of the GJUESD Board of Education: May 22, 2019*

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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



# CONSENT CALENDAR

## Human Resources

### Resignations/Retirements

Name	Position	Effective Date	Site
Castillo, Estefani	Instr. Asst., ASES	6/06/2019	Greer
Cheever, Leslie	Instr. Asst., Special Education	5/17/2019	Valley Oaks
Durand, John (Retirement) 39 yrs	Teacher	6/30/2019	District
Gustafson, Kristen	Instr. Asst., Special Education	6/06/2019	Fairsite
Hakes, Jessica	Yard Supervisor	6/05/2019	Valley Oaks
Henriquez, Altagracia	Bilingual Office Asst.	6/06/2019	Valley Oaks
Ocampo, Danielle	Instr. Asst., Special Education	6/06/2019	Valley Oaks
Porras, Diana	Bilingual Instr. Asst.	5/31/2019	Valley Oaks

### Leave of Absence Requests

Name	Position	Effective Date	Site
Bell, Brittany	Teacher	8/12/2019 – 9/20/2019	Marengo Ranch
Calhoun, Alison	Asst. Principal	5/13/19 – 6/20/19	River Oaks
Robison, Amanda	Preschool Teacher	8/12/2019 – 9/30/2019	Fairsite

### New Hires

Name	Position	Site
Arias, Dino	Lead Food Service Worker	McCaffrey Middle
Bagley, Lynette	Classified Substitute	NA
Burch, Sabrina	Custodian	River Oaks
Daley, Frances	Classified Substitute	NA
Dixon, Katie	Classified Substitute	NA
Hibbard, Debbie	Food Service Worker	Greer
Hooper, Francine	Teacher	Marengo Ranch
Hurtado, Maria	Yard Supervisor	Greer Elementary
Jenkins, Richard	Math Teacher	McCaffrey Middle
Kanemoto, John	Math Teacher	McCaffrey Middle
LaQuay, Katherine	Teacher	Greer
Lombana, Tatiana	School Psychologist	McCaffrey Middle
Mann, Ajit	Classified Substitute	NA
Masters, Wendy	Classified Substitute	NA
Meads, Jessica	Teacher	Valley Oaks
Molina, Daniel	Classified Substitute	NA
Mundy-McCook, Erin	School Psychologist	Marengo Ranch
Paige, Alexis	Classified Substitute	NA
Werner, Timothy	Substitute Teacher	NA



## CONSENT CALENDAR Donations

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### Donations

*Presenter: Karen Schauer, Superintendent*

#### Greer

- Delila Leon, sixth grade student, raised and donated \$400.00 towards Science Camp
- Sonja Shands donated \$510.00 through the PG&E YourCause program towards site use
- Greer Partners in Education donated \$1,647.80 towards site use

#### Lake Canyon

- Chad and Andrea Johnson \$1,070.00 towards site use

#### River Oaks

- Eugenia Luna made a monetary donation towards the School Lunch Program
- Gaspar Castro donated \$200.00 through the PG&E YourCause program towards Ms. Estey's class
- Iram Romero donated \$200.00 through the PG&E YourCause program towards Sutter's Fort field trip
- Margo Aguirre made a monetary donation through the PG&E YourCause program towards Ms. Estey's class



## CONSENT CALENDAR

District Records

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Approval is requested to Destroy Old District Records Pertaining to Business, Food Services, Educational Services, Personnel and Payroll

Quantity	Departments	Dates	Description
13	Business	14/15	Accounts Payable
2	Business	11/12	Student Council, Bank Statements, Requisitions
3	Business	13/14	Attendance
1	Business	14/15	Journals
5	Business	13/14	Timesheets
3	Business	13/14	Fund 1
2	Personnel	14/15	Job Postings
7	Ed Services	11/12	Special Education Records
1	Ed Services	09-11	Special Education/Psych Records
5	Food Service	14/15	Claims, Invoices
2	Food Service	14/15	Free & Reduced Applications
9	Purchasing	04-14	Purchase Orders (Pink Copies)

Total boxes 53



## CONSENT CALENDAR

### Out of State Conference Attendance

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The annual School Transportation News Conference is in Reno, Nevada from July 26 to July 31, 2019.

During the five-day event, student transportation professionals from around the world will connect and learn how to improve operations and safety for their transportation teams. Our Transportation Trainer/Dispatcher, Kimber Wheeler and Dispatcher, Theresa Lambert, will participate in the Transportation operations training and the NHTSA Child Safety Restraint training programs as part of the conference.

This conference is a national conference, held in Reno each year, and provides a broad array of learning opportunities that include fleet and operation management, emergency preparedness and response, safety and driver-training discussions, and roundtable discussions of revised regulations and best-practices for the School Transportation Industry. The trade-show is one of the largest in the country, which will introduce us to new vendors and equipment at potentially lower costs.

Although the conference is held in Reno, it is less expensive than the California conference and trade show, and provides a broader array of learning and networking opportunities. As well, the travel and lodging cost is considerably less expensive than the California conference.

Attendee: Kimber Wheeler and Theresa Lambert

Dates: July 26-31, 2019

Estimated Cost: \$2,041 (Shared with the High School District)

Funding Source: AB 1808 Classified Professional Learning





## **CONSENT CALENDAR**

### Memorandum Of Understanding

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With the construction at Greer Elementary this summer, S&B James Contractors will be adding a bathroom and washer and dryer closet in the classroom used by the Sacramento County Office of Education (SCOE) Special Education Program. SCOE will pay up to \$50,000 for construction and architectural fees associated with this additional work.

## MEMORANDUM OF UNDERSTANDING

- PARTIES:** This Memorandum of Understanding (MOU) is entered into between the Galt Joint Union Elementary School District ("District) and the Sacramento County Office of Education ("SCOE"), together, the "PARTIES".
- PURPOSE:** The purpose of this MOU is to provide SCOE with classroom space to be used for Special Education purposes, on the Vernon E Greer school campus, 248 West A Street, Galt, Ca 95632 and to define mutual terms for the cooperative execution thereof (the "PROJECT".)
- TERM:** This MOU shall become effective upon the date of execution by both the parties and shall continue through June 30, 2024, unless terminated earlier as provided herein. This MOU may be renewed by the PARTIES hereto by mutual agreement.

### I. SCOPE OF SERVICES

#### A. DISTRICT shall provide the following services and assistance:

1. Provision of one classroom, with toilet / changing room, washer/dryer closet, counter area with sink, hot water, and sufficient counter space for a microwave and small refrigerator as specified on Exhibit 1 hereto; or provision of another comparable Classroom Space.
2. Advancement of costs of product and installation, as per Exhibit 1 (to be reimbursed fully by SCOE);
3. Securing and coordinating architectural services as needed, including communication and coordination with the Ca. State Architect (DSA) on approval of drawings;
4. Communication and coordination with SCOE during PROJECT implementation;
5. Provision of utilities (i.e., water, gas, and electrical) with costs to be reimbursed by SCOE, as per the annual Memorandum of Understanding (MOU) between SCOE and District for Special Education Services;
6. Provision of access to internet under guidelines and requirements of DISTRICT;
7. Provision of maintenance and custodial services, including performing repairs as necessary;
8. Ensure compliance with all laws and regulations regarding the acquisition and/or construction of the Classroom Space.
9. Locate a comparable alternative Classroom Space for SCOE in the event that the original space becomes unavailable. Such space shall be provided at no additional cost to SCOE.

#### B. SCOE shall provide the following services and assistance:

1. SCOE assumes full responsibility for projected costs identified as of the date of this MOU on Exhibit 1 hereto. S C O E will provide prompt reimbursement to DISTRICT for the budgeted PROJECT costs which DISTRICT shall incur or advance, as specified in Sec. V below.
2. Total PROJECT costs are based on the improvements provided on Exhibit 1 hereto, and shall not exceed \$50,000 (fifty thousand dollars). Should DISTRICT receive bids which exceed this total, SCOE shall decide whether or not to proceed with the PROJECT, amending this MOU to reflect a higher total.

3. Prompt communication and coordination with DISTRICT during PROJECT implementation, and adherence to any DISTRICT policies concerning schedules and site visits.
4. Adherence to DISTRICT requirements and guidelines concerning internet access (Acceptable Use Policy, or any other guidelines from DISTRICT or DISTRICT IT dept.)

## **II. INSURANCE**

DISTRICT and SCOE are members of Schools Insurance Authority (SIA); and, as such, the resolution of claims for damages, tort liability, or property damage, is subject to the terms and conditions of the SIA Memorandum of Coverage. Any exposures outside the coverage parameters afforded by the SIA Memorandum of Coverage will be subject to the mutual indemnification and hold harmless provisions in Section III. below.

## **III. INDEMNIFICATION**

- A. Insofar as permitted by law, DISTRICT shall assume the defense and hold harmless SCO E and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of DISTRICT, its officers, agents or employees.
- B. Insofar as permitted by law, AGENCY shall assume the defense and hold harmless DISTRICT and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of SCO E, its officers, agents or employees.
- C. It is the intent of the DISTRICT and SCO E that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.
- D. DISTRICT and SCO E agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination. DISTRICT and SCO E further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

## **IV. TERMINATION/SUSPENSION**

This MOU may be terminated without cause by either party by providing notice by March 1, with a termination date effective at the end of that school year. When required by law, this MOU may be immediately suspended by either party upon notice to the other party; any such suspension shall not extend the term of this MOU. If District terminates this Agreement before July 1, 2021, it shall reimburse SCO E for the PROJECT costs expended.

**V. FINANCIAL OBLIGATIONS**

As indicated under I. SCOPE OF SERVICES above, SCOE shall reimburse costs advanced by DISTRICT in the performance of this MOU. Specifically, SCOE will reimburse those costs that have been identified in Exhibit 1 hereto, up to a total of \$50,000; and any subsequent costs or amended budget that may be approved by SCOE pursuant to receipt of bids by DISTRICT. SCOE shall, within thirty days of receipt of invoices by DISTRICT, reimburse DISTRICT in full for costs advanced by DISTRICT in the procurement of materials, products or services in fulfillment of this MOU. Except for the support indicated in Sec. 1 above, DISTRICT shall not be obligated to share or supplement SCOE's financial responsibility for any portion or phase of this PROJECT, including funding for completion in the event that SCOE's own funding is exhausted.

**VI. NON-DISCRIMINATION**

Any service provided by either party pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, veteran's status, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

**VII. NOTICES**

Any notice required to be given by the terms of this MOU shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

- To DISTRICT:** Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, Ca. 95632  
Attn: Lois Yount, Director Business Services
  
- To SCOE:** SACRAMENTO COUNTY OFFICE OF EDUCATION  
P.O. Box 269003  
Sacramento, Ca. 95826-9003  
Attn: Mary Fager, Director Facilities Development

**VIII. ENTIRE AGREEMENT**

This MOU and attached Exhibits represent the entire and integrated agreement between DISTRICT and SCOE, and supersedes all prior negotiations, representations, or agreements, either written or oral, with respect to the subject matter of this MOU. This MOU may not be modified, changed, supplemented or terminated, nor may any obligations under this MOU be waived or amended, except by written instrument signed by the duly authorized representatives of DISTRICT and SCOE.

**IX. ATTORNEY'S FEES**

In the event of any action or proceeding brought by one party against the other party for the purposes of enforcing the terms of this MOU, the prevailing party shall be entitled to recover for fees of its attorney in such action or proceeding in such an amount as the court may judge reasonable.

**X. SEVERABILITY**

Should any term or provision of this MOU be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this MOU shall be valid and enforced as written to the full extent permitted by law.

**XI. CALIFORNIA LAW**

This MOU shall be constructed in accordance with and governed by the laws and decisions of the State of California.

**XII. REPRESENTATION OF AUTHORITY**

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this MOU


**XIII. EXECUTION**

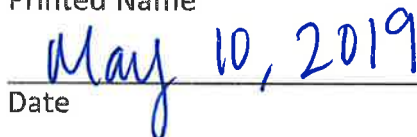
This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

IN WITNESS WHEREOF, DISTRICT and AGENCY have executed this MOU as of the date first above written.

**Galt Joint Union Elementary  
"DISTRICT"**

  
\_\_\_\_\_  
Authorized Signature

  
\_\_\_\_\_  
Printed Name

  
\_\_\_\_\_  
Date

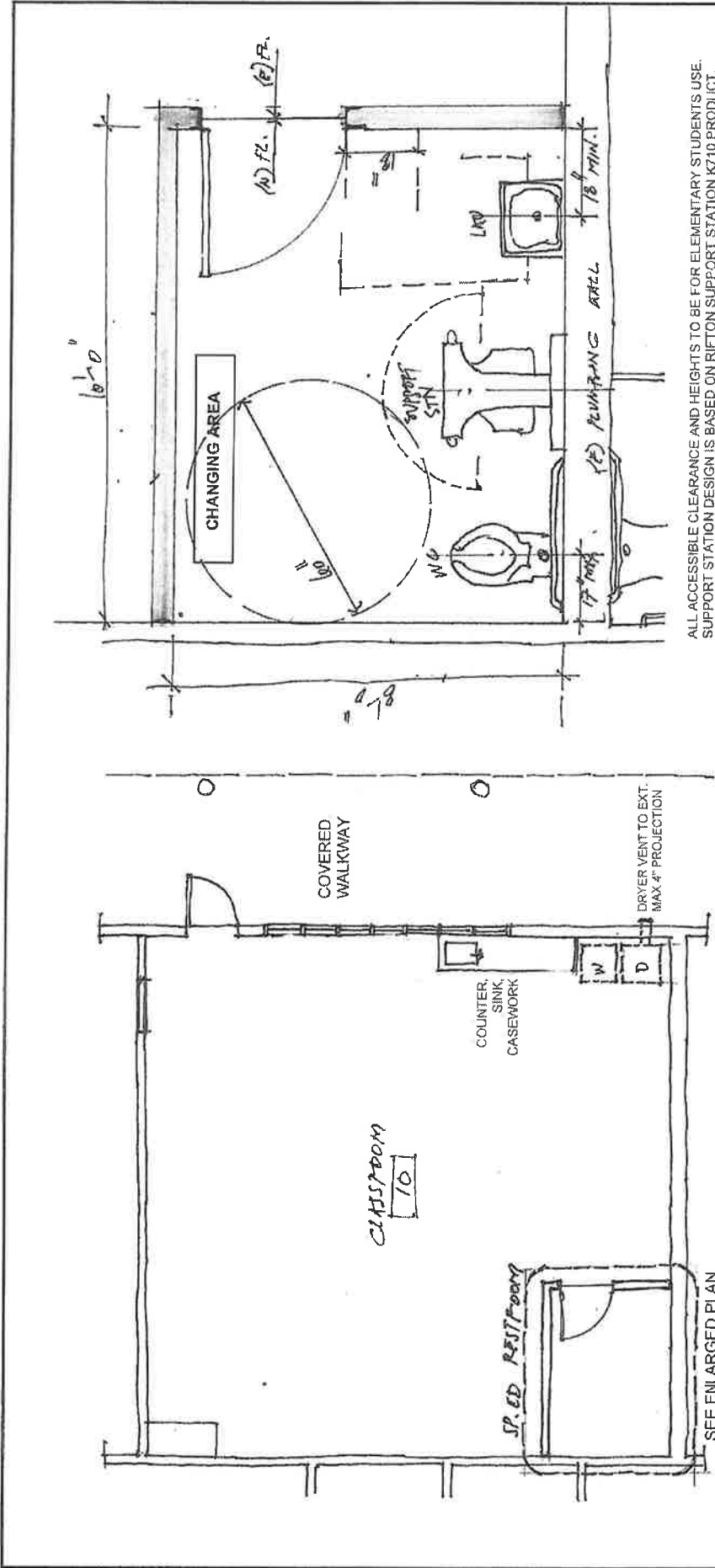
**SACRAMENTO COUNTY OFFICE OF EDUCATION  
"SCOE"**

  
\_\_\_\_\_  
Authorized Signature

  
\_\_\_\_\_  
Printed Name

  
\_\_\_\_\_  
Date

Exhibit 1



ALL ACCESSIBLE CLEARANCE AND HEIGHTS TO BE FOR ELEMENTARY STUDENTS USE. SUPPORT STATION DESIGN IS BASED ON RIFTON SUPPORT STATION K710 PRODUCT. RESTROOM WILL HAVE LIGHT, POWER AND AN EXHAUST FAN WITH A LID CEILING @ 8' 0" AFF.

**BLDG B CLASSROOM #10 - OVERALL FLOOR PLAN**

SC: 3/16" = 1" 0"

**SPECIAL ED. ACCESSIBLE RR - FLOOR PLAN**

SC: 1/2" = 1" 0"

PROJECT AND SHEET TITLE: <b>Vernon Greer          Elementary School</b> GALT JOINT UNIFIED SCHOOL DISTRICT		DSA APPLICATION #02-115669 SHEET NUMBER <b>ASK-2.0</b>
JOB NO. 18.005	DRAWN BY CAS	DATE 2019-04-25
RESTROOM SP. ED.		REVISION
DERIVI CASTELLANOS ARCHITECTS Central Valley 3033 W. 1st Street, Suite 33A Stockton, CA 95213 (408) 326-6274 www.d2a2a.com		SCALE:





Galt Joint Union Elementary School District

## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item:</b> 172.005 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item: 172.006</b> Board Consideration of Approval of Cosumnes River Preserve Cooperative Management Agreement – April 2019
<b>Presenter:</b> Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b> <b>Public Hearing:</b>

The Cosumnes River Preserve agreement has been updated by regional, state and federal partners including U.S. Bureau of Land Management, the California Department of Fish and Wildlife, the California Department of Water Resources, the California State Lands Commission, Ducks Unlimited, the Galt Joint Union Elementary School District, the Natural Resources Conservation Service, the County of Sacramento, the Sacramento Valley Conservancy, and The Nature Conservancy.

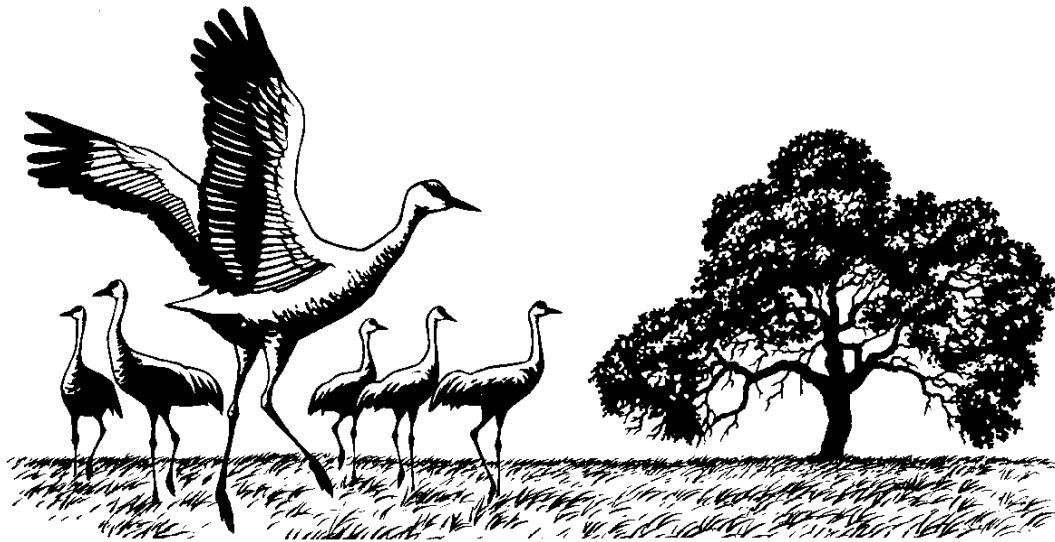
The GJUESD partnership is described on pages 16-17 of the management agreement. Key elements include coordinating educational programs for teachers and students concerning natural history, environmental education, and service learning opportunities at the Preserve.

With John Durand's upcoming retirement, the district's partnership will transition with a restructure of the service learning coordinator position. Starting in December 2019, and through a grant funded part-time role, Mr. Durand will begin coordination efforts involving key district teachers, academic coaches and NGSS project director and district leaders.

Partnerships and grant funds that support GJUESD's participation in outdoor education include: U.S Bureau of Land Management, CA Dept. of Water Resources, County of Sacramento Regional Parks, The Nature Conservancy, Ducks Unlimited, and the Canoemobile program.

Our goal is to continue to have our learners and teacher leaders participate in the protection, restoration and maintenance of the Cosumnes River Preserve.





# COSUMINES

R I V E R P R E S E R V E

## COOPERATIVE MANAGEMENT AGREEMENT

April 2019

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*Remainder of page intentionally left blank*

This Cooperative Management Agreement (Agreement) is made and entered into as of the signature dates, by and among the U.S. Bureau of Land Management (BLM), the California Department of Fish and Wildlife (CDFW), the California Department of Water Resources (DWR), the California State Lands Commission (CSLC), Ducks Unlimited (DU), the Galt Joint Union Elementary School District (GJUESD), the Natural Resources Conservation Service (NRCS), the County of Sacramento (County), the Sacramento Valley Conservancy (SVC), and The Nature Conservancy (TNC). This Agreement supersedes and replaces all previous versions of this Agreement. This Agreement is based on the following representations and statements of purpose:

## **I. PURPOSE**

This Agreement defines the goals, roles and responsibilities of all the signatory parties to this Agreement (individually, a “Party,” collectively, the “Parties”) for managing and administering all portions of lands that are currently considered part of the Cosumnes River Preserve (Preserve), as shown in Attachment A, as of the date of this Agreement. Furthermore, this Agreement signifies the Parties’ intentions to exercise good faith towards implementing the Preserve’s March 2008 Final Management Plan and any subsequent revision(s) to that plan (Preserve Management Plan), throughout the term of this Agreement.

The Parties that either currently own lands that are part of the Preserve, or anticipate owning lands that will become a part of the Preserve, desire to coordinate the protection, care, regulation, administration, improvement, restoration, and management of those lands. The Parties recognize that their respective interests in those lands are subject to different authorities and policies; however, this Agreement is intended by the Parties to facilitate cooperation among them, and design to the greatest extent possible, a cooperative administrative process for the management of Preserve lands.

## **II. AUTHORITY**

This Agreement is entered into under the following authorities of the Parties, among others:

**BLM:**

The Federal Land Policy and Management Act of 1976 (FLPMA), section 102(a)(8).

**CDFW:**

California Code of Regulations, Title 14, Section 630, 630(a) and 630 (b)(42).

**DWR:**

California Water Code, Sections 133, 253, 258, 345, and 11910.

**CSLC:**

Public Resources Code Section 6301

**DU:**

Articles of Incorporation of Ducks Unlimited, Inc., a District of Columbia nonprofit corporation.

**GJUESD:**

N/A

**NRCS:**

Food, Agriculture, Conservation and Trade Act of 1990, Title XIV, Section 1237, P.L.101-624 stst. 3584, 7 U.S.C. 3837, as amended. 16 U.S.C. 3837a – f, 7 CFR Part 1467.

**COUNTY:**

Government Code, Section 23004.

**SVC:**

Articles of Incorporation of Sacramento Valley Conservancy, a California nonprofit corporation.

**TNC:**

Articles of Incorporation of The Nature Conservancy; a District of Columbia nonprofit corporation.

**THEREFORE**, the Parties mutually agree as follows:

**III. APPLICATION OF THIS AGREEMENT**

This Agreement applies to the administration and management of the following lands:

1. All Preserve lands owned in fee title or held under conservation easement or managed by one or more of the Parties as of the date of this Agreement as shown in Attachment A.
2. All other lands in the vicinity of the existing Preserve that are acquired in fee title or under conservation easement or management agreement in the future by a Party, unless specifically stated otherwise in writing by the acquiring Party.

**IV. GOALS**

1. The primary goals for the Preserve are:
  - A. Cooperative management of the Preserve as a single ecological unit for the protection, restoration, and maintenance of the quality and native species diversity of two rare communities in California and their associated wildlife values: riparian floodplain and freshwater seasonal wetlands.
  - B. Cooperative management of the Preserve to protect, restore, and maintain the benefits to declining, threatened, and endangered native species.

- C. Provision of protected wintering grounds on the Preserve for migrating waterbirds in the Pacific Flyway.
  - D. Protection, restoration, and management of additional Preserve habitat types, such as grasslands, to promote native species.
2. The secondary goals for the Preserve, insofar as they are consistent with any specific deed restrictions or legal designations for any given parcel, are:
- A. Accommodate and facilitate research, teaching, nature study and appreciation, historical and cultural interpretation, agriculture, and compatible recreational, educational, and scientific activities that are appropriate to the Preserve without detrimentally impacting its intrinsic ecological values.
  - B. The Parties agree that these goals may ultimately be best accomplished by integrating certain human and economic pursuits, such as agriculture, in a buffer area that will enhance and complement the land's habitat values so long as such secondary uses do not detract from the primary goal of the Preserve.
  - C. On a case-by-case basis and in accordance with all applicable laws, policies, and procedures of each Party's organization, facilitate mitigation for off-site habitat loss by maximizing the synergistic benefits of consolidated wildlife habitat areas, corridors, and ecological systems on the Preserve.

## V. COMMON RESPONSIBILITIES

In accordance with their respective rights, responsibilities, and authority, and in applying their respective expertise, skills, and knowledge, the Parties will do the following:

1. **Management Plan:** Implement the Preserve Management Plan.
2. **Research:** Promote, develop, screen, review, and approve research projects (in consultation with all agencies affected by such projects) that would affect natural and historical resources on the Preserve, per the recommendations set forth in the Preserve Management Plan.
3. **Public Use:** Enhance public use and awareness of the natural and historical resource values of the Preserve through on-site and off-site interpretation as recommended in Preserve Management Plan.
4. **Law Enforcement:** Cooperate in the enforcement of laws, rules, and regulations, particularly with respect to wildlife violations, by coordinating staff

responsibilities and working with local, state, and federal law enforcement officials.

5. **Resource Protection:** Conduct their respective programs and otherwise exercise their authority and carry out their responsibilities on the Preserve in a manner intended to protect the natural and historical resources of the Preserve.

## VI. MANAGEMENT AGREEMENT ADMINISTRATORS

To carry out this Agreement and ensure the coordinated management of the Preserve, each Party agrees to designate an administrative representative for this Agreement. The list of administrative representatives shall be maintained by the Preserve Manager (as defined below). All Parties will be given a minimum of 30 days written notice of any changes in a Party's designated representative.

## VII. MEETINGS

The designated representatives of all Parties shall meet at least twice per year. Other meetings may be scheduled on an as-needed basis. The Preserve Manager (as defined below) or the Preserve Manager's designee shall convene meetings of the Parties and shall preside over all such meetings.

## VIII. COOPERATIVE ADMINISTRATION PROCESS

The Parties agree to coordinate policy decisions jointly. The cooperative administration process should not be construed, however, to prohibit or restrain any of the Parties from conducting its own business or internal planning on the Preserve independently, provided that a Party's business or planning activities do not run counter to this Agreement or the mission and goals of the Preserve as outlined in the Preserve Management Plan.

1. **Changes:** Major policy or other changes to this Agreement will be made by amendment as herein provided in a subsequent section of this Agreement. Changes which require amendment to this Agreement include, without limitation:
  - A. Amendment of Attachment A to incorporate into the Preserve property acquired by any Party after the date of this Agreement.
  - B. Addition of new parties to this Agreement and amendment of Attachment A to incorporate such new Party's property in the Preserve; provided the new Party signs the provisions of this Agreement as so amended.
  - C. Extension of the term of this Agreement.
2. **Project Planning and Major Decisions:** The Parties agree that project planning and major decisions will be made cooperatively and in consultation with the Parties, to the maximum extent possible within the limitations of the Parties'

authorities and other mandates. The Parties will keep each other informed of major new developments within their organizations as they apply to the Preserve. Activities recommended for discussion and collaborative decision include, but are not limited to, the following:

- A. Development of conceptual designs for restoration and/or management of specific properties within the Preserve.
  - B. Development of strategies to fund or raise funds for the restoration and management of properties within the Preserve. In connection with each identified funding source, a lead Party shall be designated to prepare applications for and to administer funding that may be received.
  - C. Review of proposed mitigation projects and/or other opportunities or projects that may occur on Preserve lands.
  - D. Review of applications for any permits or approvals required to carry out the provisions of this Agreement or the Preserve Management Plan.
3. **Reports:** Some or all Parties may cooperate in the development and approval of an Annual Work Plan that includes a report of activities and accomplishments for the previous year. This effort may be initiated and coordinated by the Preserve Manager.
  4. **Unanticipated Action; Meetings; Informal Notice:** Every Party shall be given the opportunity to review and comment on any major new action proposed to be undertaken by any of the Parties on the Preserve that is not recommended in the Preserve Management Plan. If this review and comment cannot be accomplished at a regular meeting of the Parties, the Party proposing the action shall give written or oral notice of the proposed action to the other Parties and allow them a reasonable amount of time, *e.g.*, no less than 60 days, to review the proposal and provide written comments on it prior to continuation on the proposed project. Failure to comment within such 60-day period shall be deemed “no comment.”
  5. **Emergencies:** The procedure specified in the subparagraph above does not apply to any emergency in which there exists, or is believed to exist, a threatened or actual loss of habitat values, structures, or facilities on the Preserve, or a threat to public or employee safety on the Preserve. In the event of such an emergency, the Party best situated to respond may take such action as is consistent with the goals of, and the protection provided by, this Agreement and the Preserve Management Plan, and shall give notice thereof to the other Parties by any practicable means available as soon as possible after initiating the response to the emergency.



## **IX. ANNUAL WORK PLAN**

Some or all Parties may adopt and implement an Annual Work Plan that set forth the particular activities needed to carry out the full implementation of the Preserve Management Plan. The Annual Work Plan also may assign non-recurring responsibility to one or more of the Parties accepting responsibility for carrying out particular activities. Subject to available funding, responsible Parties shall provide the resources and staffing necessary to complete the tasks they have agreed to accomplish under the Annual Work Plan.

## **X. FUNDING**

The Parties desire and agree, to the maximum extent practicable and lawful, to deposit and spend all revenues generated from the operation of the Preserve properties specifically for the operations and maintenance, administration, restoration, and long-term management of the Preserve in order to achieve the vision and goals of this Agreement and the Preserve Management Plan. To that end, such funds shall be held by each Party for Preserve activities and expended in accordance with any and all agreements entered into among the individual Parties to this Agreement.

## **XI. BLM'S PARTICIPATION**

BLM acquired lands in the Preserve for the primary purpose of protecting seasonal wetland habitat and valley oak riparian forest from the threat of additional urban and agricultural development. Preservation, long-term management, and enhancement of the habitat is the primary goal. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. The BLM's role will be to coordinate closely with all Parties on land management and restoration activities; to provide expertise in wetlands management; to provide expertise in establishing and maintaining a sustainable, wildlife-friendly agricultural program; and to provide operational and land management leadership to the overall Preserve project. The BLM agrees to do the following:

### **1. Operations and Management:**

- A. Provide a Wildlife Biologist position to serve as the Preserve Manager. This position will have the primary responsibility for implementing restoration, enhancement, and management activities on BLM-owned and BLM-managed lands at the Preserve. This position also will be responsible for coordinating and administering multiple-use and sustainable yield activities, such as agriculture, recreation, and environmental education, on BLM-owned and -managed lands in accordance with the Federal Land Policy and Management Act of 1976, and all written agreements that are in effect between the BLM and other Parties. The cost of the position will be shared by other Parties as identified in separate cost-share agreements with the BLM.
- B. Provide a Wildlife Biologist position with the primary responsibility for

implementing a managed wetland program at the Preserve. The cost of the position will be shared by other Parties as identified in separate cost-share agreements with the BLM.

- C. Provide planning, consulting, engineering, and heavy equipment services for restoration, enhancement, and management projects on the Preserve. The amount and type of services provided by the BLM would be based on project priorities identified in the BLM's Annual Work Plan, subject to the availability of staff and funding.
- D. Coordinate the administration of the Preserve's Final Management Plan including providing support and resources to assist other Parties in implementing priorities for their lands, and assisting other Parties in updating the Management Plan once every ten years.
- E. Share the routine costs of operating and maintaining the Preserve's managed wetland program with other Parties as identified in separate cost-share agreements with the BLM .

## **2. Facilities and Public Use:**

- A. Join with other willing Parties to enter into a Memorandum of Understanding regarding use, maintenance, and operation of the Preserve's Visitor Center and other buildings, trails, and other facilities and equipment.
- B. Allow all Parties to use BLM-owned and -managed lands and facilities at the Preserve for organized functions (*e.g.*, tours, parties, meetings, fundraisers, *etc.*) that directly benefit the Preserve, provided that such use does not violate BLM rules and regulations and does not adversely affect the BLM's operations at the Preserve. In certain cases, the BLM may be required by law to issue a Special Recreation Permit to a Party prior to them being able to use the BLM lands or facilities.
- C. Allow all Parties to use BLM-owned and -managed lands and facilities at the Preserve to store equipment and vehicles, and perform operations and maintenance functions, including volunteer tasks, provided that such use does not violate BLM rules and regulations and does not adversely affect the BLM's operations at the Preserve. Such use will be coordinated with, and approved by, the BLM Preserve Manager or Field Manager prior to use.

## **3. Management Funding**

- A. Implement this Agreement and the Preserve Management Plan subject to availability of federally appropriated funds and any other funding

generated as a result of operations on Preserve properties. The BLM shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the BLM be required to provide any service or provide for any costs at such time as the BLM is no longer a party to this Agreement.

- B. When appropriate, take the lead on grant applications and permit applications that require the sponsorship of a Federal agency.

## **XII. CDFW'S PARTICIPATION**

The CDFW acquired lands in the Preserve for the primary purpose of protecting habitats including riparian forest, seasonal wetlands, and vernal pool grasslands from the threat of additional urban and agricultural development. Preservation and enhancement of these habitats, along with providing opportunities for compatible recreation including hunting and fishing, is the primary management goal. To that end, CDFW-owned lands within the Preserve, in conjunction with some other Parties' lands within the Preserve, have been designated by the Fish and Wildlife Commission as the Cosumnes River Ecological Reserve (CRER). The CDFW's role will be to act as the lead organization for all management objectives and activities on CDFW lands within the Preserve. The CDFW will act as a cooperative party under this Agreement in order to maintain the coordinated management of the Preserve as a single ecological unit. The CDFW agrees to do the following:

### **1. Restoration and Enhancement:**

- A. The CDFW will undertake habitat enhancement for the benefit of threatened and endangered species and other species of conservation or management importance.
- B. Upland habitat will be preserved, enhanced, and managed to provide buffer areas, and foraging and roosting habitat for threatened and endangered species and other species of conservation or management importance. Agricultural activities will be managed to provide wildlife habitat and enhancement of the natural features of the land. Aquatic habitats will be managed to provide fish passage and rearing habitats for native fish species, amphibians, and reptiles.

### **2. Operations and Management**

- A. For CDFW-owned lands within the Preserve, manage in accordance with the provisions of the Preserve Management Plan in coordination with the Parties.
- B. Negotiate and manage agricultural and grazing leases for CDFW-owned lands within the Preserve.

- C. Provide consultation regarding compliance of Preserve activities with CEQA and/or other State permits as may be necessary.

**3. Facilities and Public Use:**

- A. Assist in the planning, development, and evaluation of interpretive services at the Preserve.
- B. Provide interpretive material regarding CDFW activities for the protection and enhancement of fish, wildlife, and plant resources within the State of California.
- C. In cooperation with the Parties, maintain an integrated public use program for the CRER and other areas of the Preserve open to the public. Public use of CDFW lands may include increased opportunities for hunting and fishing if consistent with the Preserve Management Plan.
- D. Provide, to the extent feasible, law enforcement and resource protection assistance for the Preserve.

**4. Management Funding:**

- A. The CDFW will act to acquire funding which may be available for the protection of special habitats and threatened and endangered species at the Preserve.
- B. Participation in this Agreement shall not exceed that allowed by appropriated State of California funds, nor shall the CDFW be required to provide for any costs at such time that the CDFW is no longer a party to this Agreement.
- C. The CDFW will continue to provide on-site staffing to the Preserve, provided appropriate funding exists, for the cooperative management of Preserve lands and implementation of the Preserve Management Plan.
- D. To the maximum extent feasible, the CDFW shall seek funding to provide trained operators and equipment, and to acquire heavy equipment and supplies, to better manage Preserve lands consistent with the Preserve Management Plan.

**XIII. DWR'S PARTICIPATION**

DWR acquired lands in the Preserve for the primary purpose of restoring riparian and wetland habitats as enhancement or mitigation for DWR projects. Restoration and enhancement of these habitats is the primary management goal. DWR's role will be to act as lead organization for all management objectives and activities on DWR lands within the Preserve. The DWR will,

however, act as a cooperative party under this Agreement in order to maintain the coordinated management of the Preserve as a single ecological unit. The DWR agrees to do the following:

**1. Restoration and Enhancement:**

- A. Where possible, undertake habitat enhancement for the protection and reintroduction of threatened and endangered species. Species of concern include, but are not limited to giant garter snake (*Thamnophis gigas*), Swainson's hawk (*Buteo swainsoni*), river otter (*Lutra canadensis*), ringtail (*Bassariscus astutus*), tricolored blackbird (*Agelaius tricolor*), the valley elderberry longhorn beetle (*Desmocerus californicus dimorphus*), and the greater sandhill crane (*Antigone canadensis tabida*).
- B. Preserve, enhance, and manage upland habitat to provide buffer areas, and foraging and roosting habitat for those threatened and endangered species noted above. Where possible, agriculture will be managed to provide wildlife habitat and enhancement of the natural features of the land.

**2. Operations and Management:**

- A. Negotiate and manage leases or cooperative agreements as necessary for DWR lands included in the Preserve. Leases may be for agriculture, grazing, oil and gas mining purposes, or any other activity which does not conflict with the goals of this Agreement or the Preserve Management Plan.
- B. Provide consultation regarding compliance of Preserve activities with CEQA, as needed.

**3. Facilities and Public Use:**

- A. Upon request, provide interpretive materials regarding DWR activities as they relate to the Preserve, the Sacramento-San Joaquin River Delta, water and flood control issues, and/or other issues of interest to the Preserve's visiting public.

**4. Management Funding:**

- A. Fund the operation and management of all DWR lands within the Preserve. DWR may provide funds for activities related to management of DWR lands through individual cooperative agreements with other Parties performing the prescribed management on an as-needed basis.
- B. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. DWR shall not be required to provide services pursuant to this Agreement at a level that exceeds total available funds,

nor shall the DWR be required to provide any service or provide for any costs at such time as the DWR is no longer a party to this Agreement.

#### **XIV. CSLC'S PARTICIPATION**

The CSLC, in partnership with the Wildlife Conservation Board, acquired a 263-acre parcel located in Sacramento County on the eastern edge of the Preserve and, subsequent to that purchase, took title to Parcel B. Title to Parcel B was vested in the State and characterized as tide and submerged lands subject to the Public Trust under the jurisdiction of the CSLC and serving the Public Trust purposes of open space and wildlife habitat. After the purchase was completed, Parcel B was leased to the BLM for a term of 49 years for inclusion in the Preserve. The CSLC agrees to do the following:

- 1. Restoration and Enhancement:**
  - A. As appropriate, and if adequate funding is available, participate in the development and implementation of restoration proposals through coordination with the other Parties. Participation could include proposal review and consultant selection.
  - B. As funding allows, provide technical assistance in the evaluation of Preserve management options and non-native invasive species control.
- 2. Operations and Management:**
  - A. Participate in the Parties' biannual meetings and provide technical assistance with respect to the Public Trust and CEQA as they relate to issues that may arise within the Preserve.
- 3. Facilities and Public Use:**
  - A. Participate with the other Parties in the review of interpretive and/or educational materials and/or programs intended for use by the public as well as community outreach efforts.
- 4. Management Funding:**
  - A. Implement this Agreement and the Preserve Management Plan, subject to the availability of funding. The CSLC shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the CSLC be required to provide any service or provide for any costs hereunder at such time as the CSLC is no longer a party to this Agreement.

## **XV. DU'S PARTICIPATION**

DU acquired lands in the Preserve for the primary purpose of creating, restoring, and protecting seasonal freshwater wetland habitat from the threat of additional urban and agricultural development. Preservation and enhancement of this habitat is the primary management goal. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. DU's role in this Agreement will be to work directly with the Parties in the development and management of wetlands at the Preserve in accordance with the vision and goals of the Preserve Management Plan. DU and the BLM will co-fund a "Wetland Manager" position that will oversee and manage all aspects of the Preserve's wetland program or utilize the same funding in a manner as approved by both DU and BLM for purposes of wetland habitat management. DU agrees to do the following:

### **1. Restoration and Enhancement:**

- A. As appropriate, and if adequate funding is obtained, oversee the creation and restoration of managed wetlands on the Preserve properties. As the lead Party in wetlands restoration, DU will coordinate with the other Parties on restoration planning; supervise and coordinate wetland contractors during Preserve projects; and complete post-construction inspections of wetland projects.

### **2. Operations and Management:**

- A. As appropriate, provide technical assistance to the Preserve's staff in management of the Preserve's managed wetland units; principles in waterfowl ecology, biology, and monitoring; and other topics where DU has developed extensive expertise.

### **3. Facilities and Public Use:**

- A. Provide technical expertise and materials, as appropriate, concerning interpretive or educational materials about Central Valley wetlands and Pacific Flyway waterfowl.

### **4. Management Funding:**

- A. Share with BLM the cost of wetland operations and management on Preserve properties through an individual cooperative agreement with the BLM. Operations and maintenance for the wetlands program may include water pumping costs, maintenance of levees, ditches, pumps, and pipelines, or equipment as needed to manage the wetland habitat. The amount of funding and services for operations and maintenance will be based on the Preserve's management priorities as identified in the Preserve Management Plan and any annual wetlands operations plan that is currently valid. DU shall not, however, be required to provide services

pursuant to this Agreement at a level that exceeds total available funds, nor shall DU be required to provide any service or provide for any costs at such time as DU is no longer a party to this Agreement.

- B. Co-fund a Wetland Manager position that will oversee and manage all aspects of the Preserve's wetland program, or utilize the same funding in a manner as approved by both DU and BLM for purposes of wetland habitat management. This cooperative agreement will supplement the Memorandum of Understanding between the Department of Interior and DU signed April 14, 1984.
- C. Generally take the lead in seeking funding for design, creation, and restoration of wetland projects at the Preserve.

## **XVI. GJUESD'S PARTICIPATION**

The GJUESD is not a land-owning partner at the Preserve; however, the GJUESD has held the lead role in the Preserve's Environmental Education Program since 2000. The GJUESD's role will be to continue to participate in planning and coordinating educational programs for teachers and students concerning natural history, environmental education, and service learning opportunities at the Preserve and within the local communities. GJUESD agrees to do the following:

- 1. Restoration and Enhancement:**
  - A. Facilitate planning for wetland, riparian, and cultural resources restoration projects on the Preserve that can include student volunteers. Opportunities to involve K-12 and higher education students and teachers in restoration efforts will be promoted, when appropriate.
- 2. Operations and Management:**
  - A. Provide an Environmental Education Coordinator to conduct teacher workshops, schedule school and after-school field trips, facilitate service learning projects that meet Preserve management goals, and collaborate with school districts beyond the boundaries of the GJUESD to develop a sustainable Environmental Education Program at the Preserve.
- 3. Facilities and Public Use:**
  - A. Participate with the Parties in developing interpretive and visitor education programs on the Preserve.
  - B. Provide interpretive assistance in various public programs and events as staffing and funding allows.



**4. Management Funding:**

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. The GJUESD shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the GJUESD be required to provide any service or provide for any costs hereunder at such time as the GJUESD is no longer a party to this Agreement.
- B. Work with the Parties and the surrounding school districts to establish long-term, sustainable funding for the continuation and potential expansion of the Preserve's Environmental Education Program. The GJUESD currently administers numerous grants to support the Preserve's Environmental Education Program.

**XVII. NRCS'S PARTICIPATION**

The NRCS acquired conservation easements at the Preserve through its Wetland Reserve Program (WRP) and Floodplain Easement Program (FPE) for the primary purpose of protecting and restoring habitat for migratory birds and wetland-dependent wildlife, including special-status species. Further objectives of the easements include restoring wetlands within an agricultural landscape, flood attenuation, water quality improvement, and contribution to education and science. NRCS's role will be to oversee the activities carried out on lands under easement to ensure that easement goals and objectives are being met on lands within the Preserve. The NRCS will act as a cooperative party under this Agreement in order to maintain the coordinated management of the Preserve as a single ecological unit. The NRCS agrees to do the following:

**1. Restoration and Enhancement:**

- A. Work closely with the Preserve Manager and other interested Parties to ensure that easement and restoration agreements are being properly implemented with respect to the goals of the WRP or FPE Program. The NRCS may prepare a site-specific restoration and management plan for each property held under easement, or they may tier off of the Preserve Management Plan or other documents and agreements as necessary. An NRCS Conservation Plan must be developed to address any restoration or enhancement activities, while all management activities will be addressed through the Compatible Use Authorization (CUA) process.
- B. Provide technical expertise to Parties on other USDA-NRCS Conservation Programs so the Preserve can more fully integrate wildlife habitat restoration activities into their agricultural program, and take full advantage of all NRCS programs.

**2. Operations and Management:**

- A. Conduct annual monitoring and review of all WRP easements and FPEs to evaluate the effectiveness of management activities in meeting easement goals and objectives. Following each review, the NRCS may make recommendations to the landowners on how to work more effectively towards accomplishing the goals and objectives of the easement as well as the goals of the Preserve Management Plan.
- B. Provide technical expertise regarding compliance with federal laws and regulations, such as NEPA and the Endangered Species Act (ESA), as needed.
- C. Work with the landowner to write CUA(s) as necessary to conduct management activities that affect the hydrology or vegetation on any of the NRCS easement areas. Only activities that further the long-term protection and enhancement of the easement will be authorized. The CUA(s) must be written and approved by NRCS, though with mutual agreement they may incorporate by reference any other plan developed by the Parties. CUAs may last as long as 5 years and may be modified or revoked at any time.

**3. Facilities and Public Use:**

- A. Participate with the Parties in developing interpretive and visitor education programs on the Preserve.
- B. Provide interpretive materials regarding NRCS programs and activities to protect and enhance wildlife habitat within an agricultural landscape.

**4. Management Funding:**

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. The NRCS shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds available funds, nor shall the NRCS be required to provide any service or provide for any costs hereunder at such time as the NRCS is no longer a party to this Agreement.
- B. Continue annual monitoring of NRCS easements on the Preserve. The NRCS may provide reimbursable funding through individual agreements with other Parties to conduct their easement monitoring, restoration design and implementation, or other activities as necessary at the Preserve.

## **XVIII. COUNTY'S PARTICIPATION**

The County acquired lands in the Preserve for the primary purpose of protecting additional open space within South Sacramento County from the threat of additional urban development. Preservation and enhancement of open space is the primary management goal. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. The County's role will be to participate in planning and conducting outreach and educational programs for the general public concerning natural history and recreational opportunities at the Preserve. The County agrees to do the following:

### **1. Restoration and Enhancement:**

- A. As appropriate, and if adequate funding is available, provide resources, and/or seek to enter into agreements with other Preserve partners, to restore, manage, enhance, and maintain County-owned properties at the Preserve.

### **2. Operations and Management:**

- A. Continue agricultural activities on County-owned properties at the Preserve as long as those activities are compatible with the overarching goal to protect natural resources.
- B. As necessary, participate in the planning, restoration, farming, public outreach, education, and management activities as specified in the Preserve Management Plan.

### **3. Facilities and Public Use:**

- A. Participate with the Parties in developing interpretive and visitor programs for the Preserve per the recommendations outlined in the Preserve Management Plan.
- B. Provide part-time and "as-requested" Park Rangers, if adequate funding is available, to periodically patrol the Preserve to safeguard property, discourage trespass, enforce laws, and act as "roving naturalists". Park Rangers may be available to provide interpretive assistance in various public programs and events as staffing and funding permits.
- C. Provide a Recreation Specialist position to serve as the Volunteer and Outreach Coordinator for the Preserve, to the extent funding is available. This position will have the primary responsibility for oversight of the volunteer program and the visitor's facilities including trails, interpretive displays and kiosks, and the visitor's center and parking areas. The cost of this position and any professional training required will be funded through revenues generated from County-owned properties at the Preserve.

**4. Management Funding:**

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. The County shall not, however, be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall the County be required to provide any service or provide for any costs hereunder at such time as the County is no longer a party to this Agreement.
- B. Revenue from agricultural leases on the County -owned properties at the Preserve shall be the sole source of funding for all County costs associated with the Preserve, including costs associated with the operations and maintenance of the County’s agricultural operations such as fences, signs, roads, levees, pumps, or other structures or equipment as needed.
- C. Agricultural lease revenues shall be the sole source of funding available to be used for any contractual costs associated with the other Parties in planning restoration or agricultural lease management on County properties at the Preserve. These revenues will also support any contributions that the County agrees to make on an annual basis for the Visitor Center or the Preserve Manager position.
- D. Revenue from agricultural leases on the County-owned properties at the Preserve may also be used to offset costs of ranger patrol activities throughout the entire Preserve.

**XIX. SVC’S PARTICIPATION**

SVC acquired easements in the Preserve for the primary purpose of protecting wildlife habitat (including but not limited to riparian floodplain and vernal pool grasslands), agriculture, and scenic lands from further urban and agricultural development, as appropriate for each habitat type. The secondary goal is to provide public use opportunities that are compatible with achieving the primary goal. SVC’s role will be to manage and monitor for the wildlife habitat, agricultural, scenic, and recreational benefits of the lands and easements held and managed by SVC, and, as resources allow, to provide ad hoc real estate acquisition assistance as opportunities arise to add lands to the Preserve. SVC agrees to do the following:

**1. Restoration and Enhancement:**

- A. Provide the resources necessary, and/or enter into agreements with other Parties, to restore, manage, enhance, monitor, and maintain SVC-owned and -managed land and easements at the Preserve.

**2. Operations and Management:**

- A. Continue agricultural activities on SVC-owned and -managed properties at the Preserve, as long as those activities are compatible with the primary goal to protect natural resources and with any agreements, conservation easements, and/or operations and management plans approved by agencies with authority over the management of SVC lands.
- B. As necessary, participate in the planning, restoration, farming, public outreach, education, and management activities as specified in the Preserve Management Plan.
- C. On an ad hoc basis, provide assistance with real estate acquisition, including but not limited to mitigation lands, as opportunities arise to add lands to the Preserve, and as transaction and acquisition funding is available.

**3. Facilities and Public Use:**

- A. Participate with the Parties in developing interpretive and visitor programs for the Preserve per the recommendations outlined in the Preserve Management Plan, as they pertain to SVC-owned or -managed lands or easements, to the extent those recommendations are compatible with any agreements, conservation easements, and/or operations and management plans approved by agencies with authority over the management of SVC lands.

**4. Management Funding:**

- A. Implement this Agreement and the Preserve Management Plan on SVC-owned or -managed lands and easements subject to the availability of funding.
- B. SVC will fund the management and operation of SVC lands in the Preserve with available restricted funds for those lands, as required by agreements with relevant agencies. SVC will provide funds for activities related to the management of SVC lands to the extent they are available from restricted funds SVC holds for that purpose through individual cooperative or mitigation agreements with other Parties or third-party agencies, performing the prescribed management on an as-needed basis.

**XX. TNC'S PARTICIPATION**

TNC acquired lands in the Preserve for the primary purposes of protecting riparian floodplains, vernal pool grasslands, and wildlife-friendly farmland from the threat of additional urban and incompatible agricultural development. Preservation and enhancement of these habitats and the

processes that sustain them is the primary management goal. A secondary goal is to enhance populations of native species existing within those protected habitats. TNC's role in this Agreement will be to coordinate closely with all Parties on land management and restoration activities; to provide technical and scientific assistance on topics where TNC has developed expertise (*e.g.*, riparian restoration, vernal pool grasslands, wildlife-friendly farming, migratory bird habitat, groundwater, *etc.*); to facilitate real estate transactions as needed; and to provide operations and maintenance support for equipment and facilities. TNC agrees to do the following:

**1. Restoration and Enhancement:**

- A. As may be applicable, plan and implement riparian and grassland restoration projects on the Preserve. This includes restoration design, permit acquisition, volunteer recruitment, and subsequent maintenance of projects for a minimum of three years or as funding permits. This also includes coordination and technology transfer to other Parties desiring to conduct riparian restoration.

**2. Operations and Management:**

- A. Assist in co-funding the Preserve Manager position through an individual cooperative agreement with the BLM.
- B. Provide a Project Coordinator position that will share responsibility for the maintenance of facilities and equipment on the Preserve. The Project Coordinator will provide support to restoration efforts, the agriculture program, outreach and education programs, and the visitor's center operations. TNC will recruit and train additional staff to implement TNC's primary and secondary goals, as funding permits.
- C. In cooperation with the other Parties, promote, develop, screen, review, and provide input on research projects to be implemented at the Preserve. Responsibility for the day-to-day activities of research projects may be delegated to an institution of higher education in California, or other entities deemed appropriate by all of the Parties provided that all research activities are in accordance with the recommendations outlined in the Preserve Management Plan.
- D. Continue agricultural activities on TNC-owned properties at the Preserve as long as those activities are compatible with the overarching goal to protect natural resources.
- E. As necessary, participate in planning, restoration, farming, public outreach, education, and management activities as specified in the Preserve Management Plan.

**3. Facilities and Public Use:**

- A. Participate, as needed, with the Parties in developing interpretive and visitor programs for the Preserve per the recommendations outlined in the Preserve Management Plan.
- B. Allow the Parties, at their own risk, to use the TNC-owned barn at the Preserve for organized functions (*e.g.*, tours, parties, meetings, fundraisers, *etc.*) that directly benefit the Preserve; for equipment and vehicle storage; and to perform operations and maintenance functions, including volunteer tasks. Such use shall comply with applicable TNC policies and procedures and all applicable laws.

**4. Management Funding:**

- A. Implement this Agreement and the Preserve Management Plan subject to the availability of funding. TNC shall not be required to provide services pursuant to this Agreement at a level that exceeds total available funds, nor shall TNC be required to provide any service or provide for any costs at such time as TNC is no longer a party to this Agreement.

**XXI. REDUCED FUNDING**

The Parties shall endeavor to obtain funds for carrying out as many provisions of this Agreement as feasible. However, the unavailability or reduced availability of funding or staffing from any one of the Parties shall not operate to suspend or terminate this Agreement. Whenever possible, the Parties shall reduce the scope of activities to adapt to changes in available funding and staffing, rather than terminate or suspend an activity. The Parties recognize that the performance of each other under this Agreement may, from time to time, be unavoidably curtailed due to lack of funding and staffing. Funding and staffing shall be deemed available if, in the sole discretion of each of the respective Parties, they determine that funding and staffing are available. If activities must be suspended or terminated, priority for remaining funding shall be given to continuing long-term habitat management.

**XXII. AMENDMENT PROCESS**

This Agreement may be amended, as necessary or desirable, by a written amendment approved by all of the Parties. Any Party may propose an amendment by providing a written copy of the proposed amendment to the other Parties for review and consideration. No amendment shall become effective unless and until it has been approved in writing by all of the Parties. Any oral or written understanding that is not incorporated in this Agreement by amendment shall be without force or effect to modify the terms hereof or thereof or be utilized for the purpose of interpreting any provision hereof or thereof.

### **XXIII. APPLICABILITY OF STATE AND FEDERAL LAW**

Notwithstanding any other provision herein, this Agreement is subject to, and shall not be interpreted to be inconsistent with, any requirement of any applicable Federal, State, County, or local law or regulation.

### **XXIV. RELEASE OF LIABILITY**

Provided that such damage, injury, or death is not caused by the sole negligence of a Party or their officers, agents, employees, or independent contractors, and to the extent permitted by law, and except as otherwise agreed to by written contract between two or more of the Parties, each party shall release each and every other Party and their officers, agents, employees, and independent contractors from any liability whatsoever, based or asserted upon any act or omission of said Party pursuant to this Agreement; and each Party that is named in a legal action with any other Party and their officers, agents, employees, and independent contractor based upon such alleged acts or omissions shall cooperate in the defense of the other Party and their officers, agents, employees, and independent contractors to the extent permitted by law.

As used throughout this paragraph, “officers” includes, but is not limited to, any person who is a member of a Party’s governing body or who exercises executive responsibility.

### **XXV. TERM OF THIS AGREEMENT**

This Agreement shall become effective on the date the Parties hereto have executed it, and as to the CDFW, upon approval of the California Department of General Services, and shall remain in effect until June 30, 2024. This Agreement shall be renewed by written agreement for an additional term agreed upon by all Parties until such time as all entities then a Party hereto decide to terminate this Agreement. Any Party may withdraw from this Agreement by delivery of a written notice to the Parties listed in this Agreement, indicating that Party’s intent to withdraw at least sixty (60) days prior to the proposed withdrawal date. After the withdrawal date, the withdrawing Party shall have no further obligations under this Agreement except for those costs, if any, incurred prior to the withdrawal date and properly chargeable to the withdrawing Party. Withdrawal of any Party shall not terminate this Agreement as to the remaining Parties.

### **XXVI. CONSISTENCY**

In the event of any conflict between the primary and secondary goals stated in this Agreement and/or the vision, mission, and goals stated in the Preserve Management Plan, this Agreement shall prevail.

### **XXVII. EXECUTION**

Electronic signatures, digital signatures, and fax signatures are acceptable for each Party to execute this Agreement. Signed signature pages of this Agreement may be transmitted by fax,



by email, or by any other electronic means, and any such signature will have the same legal effect as an original signature.

This Agreement may be executed in several counterparts, and all counterparts so executed shall constitute one agreement that shall be binding on all of the parties, notwithstanding that all of the Parties are not signatories to the original or the same counterpart.

**XXVIII. AVAILABILITY OF FUNDS**

Implementation of this Agreement by any Party shall be subject to the availability of funds to that Party (and in the case of federal agencies, appropriated funds).

**XXIX. ELECTED OFFICES NOT TO BENEFIT**

No member of, or delegate to, the Congress or resident commissioner shall be entitled to any share or part of this Agreement, or to any benefit that may arise from it.

**XXX. SEVERABILITY**

If any provision of this Agreement is judicially determined or held to be invalid for any reason, that invalidity shall not be imputed to any other provision of this Agreement that was not so determined or held to be invalid.

**XXXI. TERMINATION OF PAST AGREEMENTS**

Upon the execution of this Agreement by all the Parties, the previous Cooperative Management Agreement shall automatically terminate and be of no further force and effect if the term of that previous Cooperative Management Agreement has not yet expired.

*Remainder of page intentionally left blank*

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed.

**U.S. BUREAU OF LAND MANAGEMENT**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CALIFORNIA DEPARTMENT OF FISH AND WILDLIFE**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CALIFORNIA DEPARTMENT OF WATER RESOURCES**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CALIFORNIA STATE LANDS COMMISSION**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DUCKS UNLIMITED, INC.**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NATURAL RESOURCES CONSERVATION SERVICE**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COUNTY OF SACRAMENTO**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**THE NATURE CONSERVANCY**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SACRAMENTO VALLEY CONSERVANCY**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

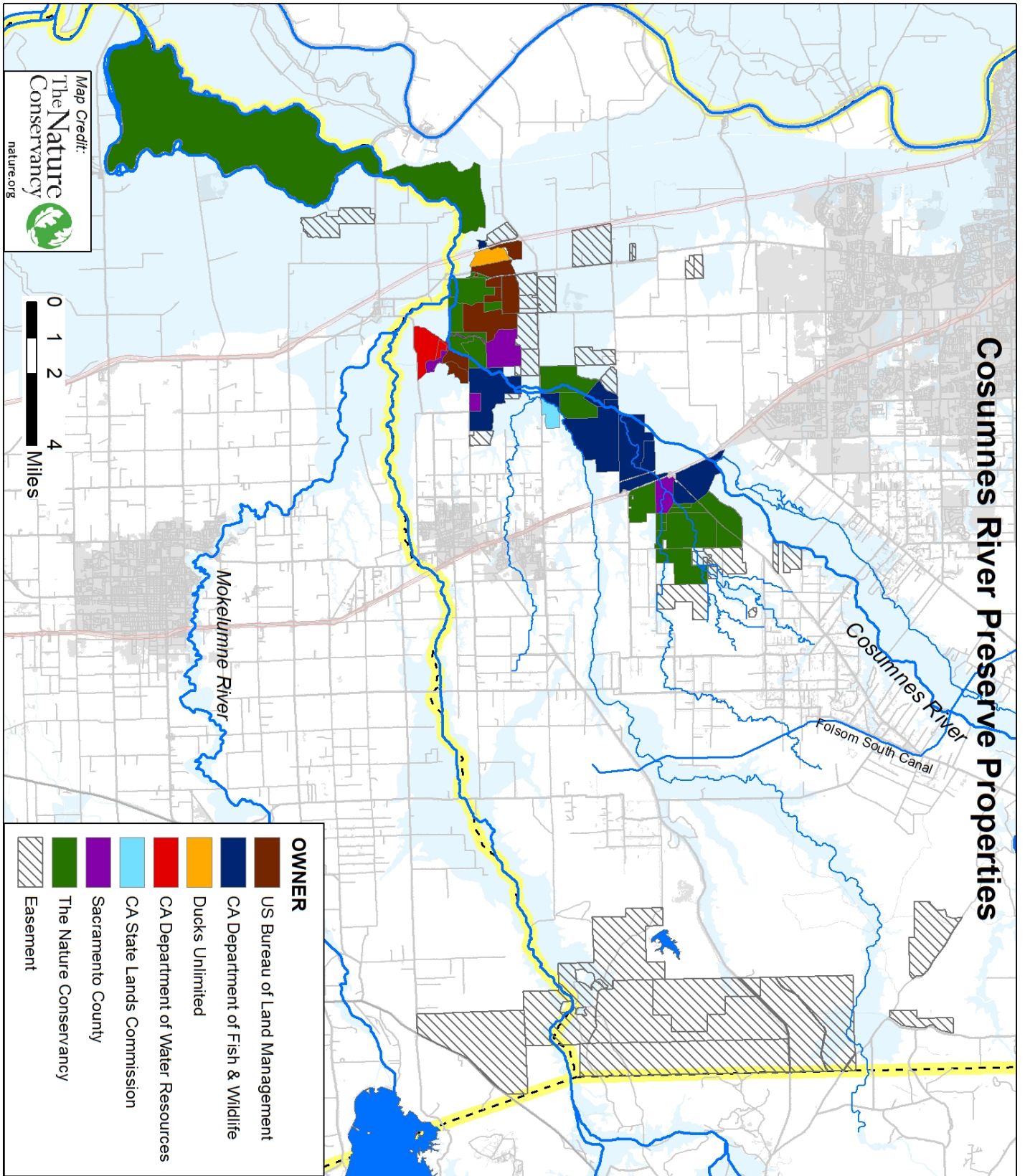
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**Attachment A**

Map of Cosumnes River Preserve Properties

(underlies this cover page)





## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item: 172.007</b> Board Consideration of Approval of After School Education and Safety (ASES) Memorandum of Understanding (MOU) Between GJUESD and the City of Galt
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b> <b>Public Hearing:</b>

GJUESD continues a partnership with the City of Galt to operate after school services funded through the ASES after school grant program.

The grant prioritizes free academic and enrichment opportunities at three school locations:

1. Greer Elementary School - 248 West A Street
2. Valley Oaks Elementary School - 21 C Street
3. Robert L. McCaffrey Middle School - 997 Park Terrace Drive

## **MEMORANDUM OF UNDERSTANDING**

**Between**

**Galt Joint Union School District and the City of Galt**

**For the 2019-20 School Year**

This Memorandum of Understanding (“MOU”) is made and entered into by and between the Galt Joint Union School District (“DISTRICT”) and the City of Galt, a California municipal corporation (“CITY”) for the purpose of developing and operating an after school program funded in part by the State After School Education and Safety (“ASES”) Grant at the following locations:

**Greer Elementary School - 248 West A Street, Galt, CA**

**Valley Oaks Elementary School - 21 C Street, Galt, CA**

**Robert L. McCaffrey Middle School - 997 Park Terrace Drive, Galt, CA**

- 1) This MOU shall only take effect upon the DISTRICT’s receipt of the ASES Grant and manifests the DISTRICT’s and CITY’s intent to enter into a partnership to provide an after school recreation and enrichment program pursuant to the guidelines of the ASES Grant (“PROGRAM”).
  - a. The DISTRICT and the CITY believe there is a need for high quality, affordable after school programs and agree to work in partnership to operate such a PROGRAM for the 2019-2020 school year, beginning August 15, 2019 and ending June 4, 2020.
  - b. The DISTRICT will serve as the fiscal agent for the State awarded ASES grant funding pursuant to Education Code section 8482.3.
  - c. The DISTRICT will operate and maintain the PROGRAM.
  - d. The CITY will be responsible for managing CITY employees performing work for the PROGRAM in accordance with the budget attached hereto and incorporated herein as Exhibit A for a total amount of \$60,076 for the 2019-2020 school year, beginning August 15, 2019 and ending June 4, 2020.
- 2) This MOU represents the responsibilities of the DISTRICT and CITY with regard to the PROGRAM. All requirements of the ASES grant will be met in accordance with and pursuant to Education Code Sections 8482-8484.6 including but not limited to the following:
  - a. The DISTRICT will provide space for the PROGRAM to operate every day that school is in session beginning immediately following the end of the school day until at least 6:00 p.m. AND for at least 19 hours per week. The hours are as follows:

2:30-6:00 M,T,TH,F and 1:00-5:30 W = 18.5 hours per week

- b. The DISTRICT will provide a multi-purpose room, classroom or meeting space at each school site, along with custodial services for the PROGRAM space.
- c. The DISTRICT will provide an Academic Coordinator at each PROGRAM site to help implement and monitor the educational and literacy elements of the ASES grant. The Academic Director coordinates, manages, evaluates and supervises the after school program, ensuring site based and school district alignment with afterschool academic and enrichment activities.
- d. The DISTRICT will be responsible to prepare the statewide evaluation of program quality report which is a requirement of the ASES grant, with assistance from CITY employees as needed, pursuant to Education Code section 8484.
- e. The DISTRICT will organize the integration of the PROGRAM with the regular school day program including community service-learning and other youth development strategies.
- f. The DISTRICT will insure that the PROGRAM contains a balance of components including the ASES PROGRAM elements of educational literacy and educational enrichment.
- g. The DISTRICT will maintain at least a 75% daily PROGRAM attendance rate of the following numbers:
  - Greer Elementary School – 84 Students
  - Valley Oaks Elementary School – 84 Students
  - Robert L. McCaffrey Middle School – 82 Students
- h. The DISTRICT and the CITY will work together to provide pertinent information to parents about the PROGRAM including registration materials, creation of a parent handbook and other PROGRAM related communications.
- i. The CITY will handle payroll for CITY employees, provide liability insurance and maintain workers compensation certifications for its employees working in the PROGRAM as required by law for the time period of August 15, 2019 and ending June 4, 2020.
- j. The CITY will maintain a PROGRAM expenditure report of CITY expenses for each quarter, which includes any information available to CITY that will assist DISTRICT in completing its required Quarterly Expenditure Report, that the MOU is in effect and shall forward a copy of the expenditure report to the DISTRICT by the 15<sup>th</sup> of the month following the end of each quarter (September, December, March and June).
- k. The DISTRICT shall reimburse the CITY for the CITY'S expenses incurred in administering the PROGRAM in quarterly payments of which shall be made on or



before October 15, 2019; December 15, 2019 and March 15, 2020. The final payment shall be made upon receiving the 3<sup>rd</sup> quarter report from the City. Should the 3<sup>rd</sup> quarter report indicate either an over or under expenditure, by the City, both the City and the District will meet to determine the necessary final payment amount.

- l. The CITY will be responsible for the hiring, supervising and evaluating of all its Recreation Workers and Sports Coordinators for the PROGRAM. All PROGRAM staff directly supervising students shall meet the DISTRICT'S minimum qualifications for an Instructional Assistant which include demonstrating proficiency in reading, writing and mathematical skills through a federal No Child Left Behind compliant exam. An Instructional Assistant is responsible to assist a teacher in the instruction, supervision, and training of individual or groups of students by performing a variety of instructional support activities related to an effective learning environment. All CITY employees and volunteers will be subject to the health screening and fingerprint clearance requirements as set forth in Education Code Section 8483.4, and any other safety and security policies as required by the DISTRICT.
  - m. The CITY will maintain two Recreation Workers per school site, using both CITY employees and substitutes.
  - n. The DISTRICT shall be responsible for monitoring PROGRAM attendance. A copy of all information regarding PROGRAM attendance maintained by the CITY shall be forwarded to the DISTRICT on a monthly basis.
  - o. The CITY will provide thirty-three percent (33%) in matching in-kind funding to the DISTRICT for each dollar received in ASES grant funding for the operation and maintenance of the PROGRAM for the 2019-20 school year, beginning August 15, 2019 and ending June 4, 2020.
  - p. The CITY will comply with all Federal statutes relating to nondiscrimination including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act.
- 3) If either the DISTRICT or the CITY fails to perform any of its obligations pursuant this MOU, within the time and in the manner provided herein or otherwise violates any of the terms of this MOU, either party may terminate this MOU by giving thirty (30) days written notice of such termination to the other party, which shall state the reason for the termination.
  - 4) It is expressly agreed that the CITY shall have no authority to make any contract or binding promise of any nature on behalf of the DISTRICT, whether oral or written, without the express written consent of the DISTRICT.

- 5) No waiver of any provision of this MOU shall be deemed a waiver of any other or provision hereof, and no waiver shall be valid unless in writing and executed by the waiving party. This MOU may only be amended by the written consent of both parties.
- 6) To the furthest extent allowed by law, CITY shall indemnify, hold harmless and defend DISTRICT from any and all loss, liability, costs and damages, including but not limited to personal injury and property damage, and from any and all claims, demands and action in law or equity that arise out of, pertain to or relate to the negligence, recklessness or willful misconduct of CITY, its employees or volunteers in the operation of the PROGRAM as provided herein.
- 7) To the furthest extent allowed by law, DISTRICT shall indemnify, hold harmless and defend CITY from any and all loss, liability, costs and damages, including but not limited to personal injury and property damage, and from any and all claims, demands and action in law or equity that arise out of, pertain to or relate to the negligence, recklessness or willful misconduct of DISTRICT, its employees or volunteer in the operation of the PROGRAM as provided herein.
- 8) This MOU, together with Exhibit A attached hereto, constitutes the entire agreement between the DISTRICT and the CITY with regard to the PROGRAM and supersedes all prior agreements, representations, warranties, statements, promises and understandings, whether oral or written, with respect to the subject matter hereof and no party shall be bound by any representations, statements, promises or understandings not specifically set forth in this MOU.
- 9) In the event that any of the provisions, or portions thereof, of this MOU are held to be unenforceable or invalid by any court of competent jurisdiction, the validity and enforceability of the remaining provisions, or portions thereof, shall not be affected thereby.
- 10) All notices provided regarding this MOU shall be in writing and delivered in person or deposited in the United States mail, postage prepaid and addressed as follows:  
  
DISTRICT: Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
Attn: Superintendent  
  
CITY: City of Galt  
380 Civic Drive  
Galt, CA 95632  
Attn: City Manager
- 11) This MOU shall be in effect from August 15, 2019 to June 4, 2020 and may be extended upon a written agreement between DISTRICT and CITY.

Signatures of Authorized Representatives:

\_\_\_\_\_  
Dr. Karen Schauer                      Date  
District Superintendent  
Galt Joint Union School District

\_\_\_\_\_  
Thomas Haglund                      Date  
City Manager  
City of Galt

\_\_\_\_\_  
Donna Settles                      Date  
City Clerk  
City of Galt

\_\_\_\_\_  
Kimberly Hood                      Date  
City Attorney  
City of Galt

1263135v1.

**EXHIBIT A**

**City of Galt Budget: August 15, 2019 – June 4, 2020**

	<b>Full Year</b>
20:1 Recreational Leaders	\$ 52,910
Statutory Benefits (Social Security, Medicare, etc.) at 8.96%	<u>Included</u>
<b>Total Salary/Benefits</b>	<b>52,910</b>
<b>City Costs</b>	
Central Services	6,576
Fingerprinting	320
Training	<u>270</u>
<b>Total City of Galt MOU</b>	<b>\$ 60,076</b>



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item: 172.008</b> Board Consideration of Approval of Resolution #15 To Reduce Or Eliminate Classified Staff Due To Lack Of Work/Lack Of Funds
<b>Presenter:</b> Lois Yount Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b> <b>Public Hearing:</b>

The District is reducing 2 classified ASES Instructional Assistant positions due to lack of After School and Educational Safety (ASES) funding.

The District is also reducing the number of workdays for 1 custodian. This part-time custodial position will be reduced to only working student days. This is a 3.0 hour position that will be increased to 3.5 hours for 181 days. The goal is to increase custodial services on student days.

Board approval of the attached resolution is recommended.

Fiscal Impact: Reductions  
 ASES: \$12,000  
 Site Funds: \$12,000  
 General Fund: \$1,400

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
RESOLUTION NO. 15**

**RESOLUTION TO REDUCE OR ELIMINATE CLASSIFIED STAFF  
DUE TO LACK OF WORK/LACK OF FUNDS**

**WHEREAS**, Education Code sections 45114, 45117, 45298, and 45308, and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to eliminate or reduce in hours classified positions due to lack of work or lack of funds;

**WHEREAS**, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to eliminate or reduce in hours or days the following positions in the District not later than July 22, 2019, due to lack of work or lack of funds:

<u>Classifications:</u>	<u>Number of Positions</u>	<u>Hours</u>
ASES Instructional Assistant	2	3.50
Custodian	1	Reduce from 260 days to 181 days.

**NOW, THEREFORE, BE IT RESOLVED** that as of the close of the business day on July 22, 2019, the above referenced classified positions shall be eliminated or reduced in hours.

**BE IT FURTHER RESOLVED** that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees by either May 23, 2019, for categorically funded employees, or not later than sixty (60) days prior to the effective day of layoff as set forth above in accordance with the requirements of the law.

**ADOPTED** by the Board of Trustees of the Galt Joint Union School District on May 22, 2019, by the following vote:

**AYES:** \_\_\_\_\_  
**NOES:** \_\_\_\_\_  
**ABSENT:** \_\_\_\_\_  
**ABSTAIN:** \_\_\_\_\_

---

**President, Board of Trustees  
Galt Joint Union Elementary School District**

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Galt Joint Union School District, County of Sacramento, on the date shown above.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item: 172.009</b> Board Consideration of Approval of Community Outreach Coordinator-Bilingual Job Description
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b> <b>Public Hearing:</b>

The successful five year funding of the pre-kindergarten and EL grant through the Central Valley Foundation results in additional jobs. A new classified supervisor job description, Community Outreach Coordinator-Bilingual, is recommended for board approval.

The Community Outreach Coordinator-Bilingual, provides coordination and supervision of four Bilingual Community Outreach Assistants (BCOA). The classified union (CSEA) is currently reviewing the new BCOA job description for future ratification.

## **GALT JOINT UNION SCHOOL DISTRICT**

**JOB TITLE:** Community Outreach Coordinator- Bilingual

**Site:** Fairsite School Readiness Center

### **DESCRIPTION OF BASIC RESPONSIBILITIES:**

The job of “*Community Outreach Coordinator– Bilingual*” is to increase parent engagement and participation in their children’s education, and strengthen home-school-community connections. The community outreach coordinator will provide coordination and supervision to the Bilingual Community Outreach Assistants (BCOAs); work with the Extended Learning Supervisor to expand enrichment and parenting workshops; work with the ECE Program Coordinator to increase and improve pre-kindergarten services for English Learners at Fairsite School Readiness Center; assist administrators and school staff.

**SUPERVISOR:** Director of Educational Services or Designee

### **TYPICAL DUTIES:**

1. Interprets verbal communication between staff and Spanish speaking parents at meetings (conferences, SSTs, IEPs, workshops, etc...) and over the telephone and translates written documents pertaining to home-school communication
2. Contacts parents regularly by phone, in person or in their home to insure the communication between home and school is strongly established.
3. Works with BCOAs and parents to insure a smooth transition between Pre- Kindergarten-elementary/middle schools, recruits and connects families to school programs and services
4. Works with the school social workers and counselors to support effective family communication
5. Collaborates regularly with the District Extended Learning Supervisor to expand services for families
6. Coordinates the preparation and interprets for parent education workshops.
7. Participates in District professional development opportunities such as strengths and youth development, positive classroom discipline, mathematics and ELA/ELA Content Standards
8. Plans, organizes and implements Pre-Kindergarten activities where non-English speaking parents will be present.
9. Makes home visits to conduct in-home assistance, interviews and/or interpret when necessary, and accompanied by another staff member or School Resource officer.
10. Organizes school readiness and educational advocacy activities in the local community.
11. Assists pupils and parents in adjusting to the school and community by providing a variety of information on services and assisting with enrollment, if needed.
12. Recruits parent volunteers for school functions.
13. Performs record keeping and basic clerical functions as needed.
14. Assists with making referrals to community providers for follow up assessment as needed
15. Coordinates services in the Fairsite School Readiness Center
16. Holds monthly BCOA staff meetings
17. Attends the Preschool Parent Advisory Committee (PAC) meetings, District English Learner Advisory Committee (DELAC).
18. Performs other duties similar to the above in scope and function as required.



## **EMPLOYMENT STANDARDS:**

### **Knowledge of:**

- School and District services such as prekindergarten, afterschool activities, interventions and special programs
- The District's Strategic Plan (LCAP) and district-wide vision
- Local community, including its agencies and resources;
- Basic office functions, and operate standard office equipment; understand and carry-out oral and written instructions with a minimum of supervision
- Goals and concepts of education

### **Abilities Required:**

- Read, write, and speak fluently a second language
- Interpersonal skills and cooperative working relationships to relate to parents, students, staff, and general public
- Demonstrate an understanding, patient, warm, and receptive attitude toward others
- Understand other cultures and work effectively with bilingual individuals;
- Communication skills in English; ability to write effectively in English using correct grammar, punctuation and spelling;
- Maintain confidentiality of student records
- Meet schedules and deadlines

### **Requires:**

- At least 3 years' experience as a Community Outreach Assistant or equivalent
- High school diploma or equivalent; A.A. or B.A. desired
- Pass the District's IA exam
- Pass the District's Spanish translation test

## **MEDICAL CATEGORY I:**

**Light Physical Effort** normally located in a work environment with light physical qualifications and requirements. The ability to lift 25 lbs. maximum or carry any object weighing up to 15 lbs.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> May 22, 2019	<b>Agenda Item: 172.010</b> Board Consideration of Approval of Resolution #16 Notice of Completion for Valley Oaks Multi-Use Building Modernization
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b> <b>Public Hearing:</b>

On June 13, 2018, the Board approved a Lease-Leaseback Agreement between the District and F & H Construction Valley Oaks Multi-Use Building Modernization. This project has been substantially completed and we are requesting Board approval of Resolution No. 16, Notice of Completion.

With Board approval, the Notice will be sent to the Sacramento County Recorder's Office for recording. Included is the change order log that stayed within the contingency budget of \$66,604.00.

**BEFORE THE BOARD OF EDUCATION  
OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
OF THE COUNTY OF SACRAMENTO, STATE OF CALIFORNIA**

**RESOLUTION NO. 16**

**ACCEPTING FINAL COMPLETION OF CONTRACT FOR THE VALLEY OAKS  
ELEMENTARY SCHOOL MULTI-USE BUILDING MODERNIZATION**

**F&H CONSTRUCTION**

**WHEREAS**, on the 10th of September 2018, an agreement was executed by and between the Galt Joint Union Elementary School District of the County of Sacramento, State of California, as Owner, and F&H Construction, Lodi, California, 95240 as Contractor, for the Valley Oaks Elementary School multi-purpose and kitchen modernization in accordance with the plans and specifications thereof.

**NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS**, that the work contracted for as herein mentioned is declared to have been completed and is hereby accepted by the Galt Joint Union Elementary School District of the County of Sacramento, as Owner, and that the balance due under the agreement is to be paid to the Contractor according to its terms.

That Karen Schauer, Ed.D. is hereby authorized and directed to execute and cause to be recorded a Notice of Completion on behalf of the Owner.

**PASSED AND ADOPTED** this 22nd day of May 2019, by the following vote of the Board of Education of the Galt Joint Union Elementary School District of the County of Sacramento, to wit:

AYES:

NOES:

ABSENT:

ATTEST:

\_\_\_\_\_  
**GRACE MALSON, PRESIDENT**  
Board of Education  
Galt Joint Union Elementary School District  
Sacramento County, California

\_\_\_\_\_  
**MATTHEW FELIX, CLERK**  
Board of Education  
Galt Joint Union Elementary School District  
Sacramento County, California

# NOTICE OF FINAL COMPLETION

## VALLEY OAKS ELEMENTARY MULTI-USE BUILDING MODERNIZATION

NOTICE IS HEREBY GIVEN that the Galt Joint Union Elementary School District of the County of Sacramento, State of California, as Owner of the property hereinafter described entered into an agreement between itself, as Owner, and F&H Construction, Lodi, California, as Contractor, for the completion of the Valley Oaks Elementary School multi-purpose and kitchen modernization, in accordance with plans and specifications thereof.

NOTICE IS FURTHER GIVEN that the work under the terms of said agreement was completed to the satisfaction of the owner on April 23, 2019, and by Resolution of Acceptance of Completion passed and adopted by the Board of Education on May 22, 2019.

The name and address of owner is Galt Joint Union Elementary School District, 1018 C Street, Suite 210, Galt, CA 95632, and the nature of the interest of such owner is a fee simple title.

The address where the work was performed is located at 21 C Street, Galt, California 95632.

The name of the contractor is F&H Construction, Lodi, CA, 95240.

GALT JOINT UNION ELEMENTARY  
SCHOOL DISTRICT  
OF THE COUNTY OF SACRAMENTO  
STATE OF CALIFORNIA

BY: \_\_\_\_\_  
Karen Schauer, Ed.D  
Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document, to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

Subscribed and sworn to (or affirmed) before me on  
this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,  
by \_\_\_\_\_, proved to me  
on the basis of satisfactory evidence to be the person  
who appeared before me.

\_\_\_\_\_  
Signature of Notary Public (Seal)

**PCOs DEDUCT/CREDIT TO CONTINGENCY**

**10-18-5538 Valley Oaks Multi-Purpose Building**

Starting Contingency Amount: \$133,201.00

Description	Approved Amount	Balance of Contingency
Remove & Replace 2" Steel Pipeline at Building A	\$ 6,486.70	\$126,714.30
Install 2" Gasline Stub-Out with 2" Shut-Off Valve	\$ 4,191.00	\$122,523.30
CR 8006- Tremco TPA Roof Membrane at Stucco Walls	\$ 3,283.38	\$119,239.92
CR 8007- Additional Asbestos Removal for Fire Alarm	\$ 5,328.00	\$113,911.92
CR 8004- New 6" Wilkins BFP Assembly	\$ 16,386.32	\$97,525.60
CR 8005- Four New Roof Vents in Composition Roofing	\$ 634.92	\$96,890.68
CR 8009- Lift Station	\$ 18,608.32	\$78,282.36
CR 8011- (1) New HVAC Saddle	\$ 1,571.76	\$76,710.60
CR 8010- Credit for Using Existing Supply Air Plenums	\$ (3,207.16)	\$79,917.76
CR 8013- New Insulation at F37, F35, F12, F31, 109, Boys 107, Girls 108	\$ 2,117.88	\$77,799.88
CR 8014.1- New Insulation at MP Gym & Stage Ceiling	\$ 10,207.00	\$67,592.88
CR 8022.1 Rubber Stair Treads & Risers	\$ 4,554.34	\$63,038.54
CR 8023- Wall Surfaces in Kitchen	\$ 12,709.17	\$50,335.37
CR 8024- Credit for Toilet Accessories	\$ (2,995.00)	\$53,330.37
CR 8025- Credit for Using Existing Refrigerant Lines	\$ (1,229.81)	\$54,560.18
CR 8026- Conduit & Pull Box for Future Lot Light	\$ 997.00	\$53,563.18
CR 8027- Full Height Shear Wall	\$ 1,891.90	\$51,671.28
CR 8028- Plywood for Glulam Beam	\$ 212.88	\$51,458.40
CR 8029- Frame in Table/Bench Niches in Gym	\$ 9,797.78	\$41,660.62
CR 8030- Bathroom Wall Framing CCD 004	\$ 3,721.69	\$37,938.93
CR 8031- Hold Down Post	\$ 332.97	\$37,605.96
CR 8032- Reroute Feeder to Panel K	\$ 1,901.82	\$35,704.14
CR 8033- Four New Roof Drains	\$ 13,339.31	\$22,364.83
CR 8012- MAU IGX	\$ 4,399.45	\$17,965.38
CR 8019- F&H Extra Work Order- CCD 003	\$ 3,220.10	\$14,745.28
CR 8015- New Drywall In Multi	\$ 11,100.00	\$3,645.28
Allowance Use	\$ (17,962.26)	\$21,607.54
CR 8017- ASK 2.1 & 2.2	\$ 5,421.65	\$16,185.89
CR 8034- Revised Lift Station Price	\$ 885.78	\$15,300.11
CR 8035- Yellow and Black Stripe Across Stage	\$ 449.55	\$14,850.56
CR 8036- Deduct Installation of Backboards	\$ (2,000.00)	\$16,850.56
CR 8037- Credit for Under Soffit	\$ (3,416.22)	\$20,266.78
CR 8038- Stucco Patchwork	\$ 13,819.50	\$6,447.28
CR 8040- Additional Electrical for Kitchen Equipment	\$ 3,405.03	\$3,042.25
CR 8041- Return Two Warmers	\$ (5,674.00)	\$8,716.25
CR 8042- CCD 005- Freezer Panel Refabrication	\$ 3,383.63	\$5,332.62
CR 8043- RFI 47- Demo Breaker and Reinstall for Code Clearance	\$ 1,228.77	\$4,103.85
CR 8044- Extra Concrete Removal	\$ 3,938.28	\$165.57
CR 8045- Interlock Exhaust Fan & MAU per RFI 71.1	\$ 1,234.69	(\$1,069.12)
CR 8046- Three Concealed Fire Sprinkler Heads per Punch List #1	\$ 597.18	(\$1,666.30)
CR 8047- Fire Fire Sprinkler Changes per RFI 41.1 & RFI 42	\$ 2,948.16	(\$4,614.46)
<b>TOTALS:</b>	<b>\$ 137,815.46</b>	<b>(\$4,614.46)</b>



PROJECT INFORMATION	
SQ.FT.	N/A
BLDG TYPE	MODERNIZATION
ARCH / ENGR	DCA

**PROJECT: MULTI-USE BUILDING MODERNIZATION - DSA APPROVED DRAWINGS**  
**VALLEY OAKS ES, GALT, CA**

date: 09/07/18

SPEC. No.	DESCRIPTION	REVISED BID AMOUNT	NOTES & POTENTIAL VALUE ENGINEERING
	MISC. BUILDING	8,296	
	DOORS/FRAMES/HARDWARE	18,161	
	ROUGH CARPENTRY	103,958	
	CONCRETE	60,251	
	DEMOLITION	41,905	
	ADD WORK - MISC STEEL	W/055000	NEW DSA REQD WORK
	ADD WORK - ROUGH CARPENTRY	16,777	NEW DSA REQD WORK
	ADD WORK - CONCRETE	8,765	NEW DSA REQD WORK
	ADD WORK - ROOF	10,370	NEW DSA REQD WORK
024100	SELECTIVE DEMO	69,350	DLC
	ABATEMENT	49,500	AFM
033000	BUILDING CONCRETE	W/ F&H ABOVE	
032000	REBAR	W/ F&H ABOVE	
055000	METAL FABRICATIONS	29,360	DELTA STEEL
061000	ROUGH CARPENTRY	W/ F&H ABOVE	
062000	FINISH CARPENTRY	W/ F&H ABOVE	
072100	INSULATION	4,355	COAST BLDG
073113	COMPOSITE SHINGLES	169,000	WA
	REPAIR DECK UNDER COMPOSITION SHINGLES	20,000	ALLOWANCE - Key Note D1 on A1.50 unknwn qty.
075400	SINGLE-PLY ROOFING	W/073113	WA
076000	FLASHING & SHEET METAL	W/073113	WA
077200	ROOF ACCESSORIES - ROOF HATCHES	W/ F&H ABOVE	
079005	JOINT SEALERS	6,250	
081100	STEEL DOORS & FRAMES	46,500	CVH
081400	FLUSH WOOD DOORS	W/ 081100	
	DOOR HARDWARE	W/ 081100	
081100 & 081400	INSTALL DOORS, FRAMES	W/ F&H ABOVE	
083110	OVERHEAD SERVICE DOOR	17,890	THE SMITH COMPANY
083110	ROLLING COUNTER DOOR	W/083110	THE SMITH COMPANY
083113	ACCESS DOORS AND FRAMES	W/ F&H ABOVE	
084110	ALUMINUM STOREFRONT	W/088000	
088000	GLASS & GLAZING	7,200	NU GLASS
092816	TILE BACKER BOARD	W/092116	DELTA CITY DRYWALL
092116	GYPSUM BOARD	95,890	DELTA CITY DRYWALL
093000	CERAMIC TILING	23,155	VISALIA CERAMIC TILE
095100	ACOUSTICAL CEILINGS	37,700	WESTERN BUILDING MAT.
096500	RESILIENT FLOORING	5,983	HW THOMPSON
099000	PAINTING	50,368	JAMES HARRIS
099656	EPOXY FLOOR COATING	89,643	TNT
101400	SIGNAGE	2,350	SIGNS YOUR WAY
102113	TOILET PARTITIONS & URINAL SCREENS	4,945	AMERICAN SHEETMETAL
102800	TOILET ACCESSORIES	4,699	AMERICAN SHEETMETAL
104413	FIRE EXTINGUISHERS & CABINETS	NONE SHOWN	
114000	FOOD SERVICE	267,580	BOELTER
	BASKETBALL BACKBOARD	8,680	SOUTHWEST INTERIORS
210000	FIRE SUPPRESSION	51,880	COSCO
220000	PLUMBING	240,184	AMERICAN PLUMB
230000	HVAC	245,050	GP MECHANICAL
DIV. 26, & 28	ELECTRICAL	243,702	B & H ELECTRIC
321216	ASPHALT CONCRETE PAVING	5,000	Patch Paving - 730 square feet
	STRIPING - OUTSIDE	4,400.00	COMPASS
	COURT STRIPING - INSIDE	W/099656	TNT
	SITE GAS	155,229.00	MBS
	SITE GAS- CONCRETE SIDEWALK	15,850.00	F&H
	LOCATE U/G UTILITIES	900.00	
	SITE UTILITIES (FIRE WATER SERVICE)	61,000	BARRYS BACKHOE
	TESTING	BY OWNER	
	GENERAL CONDITIONS	37,829	
	SUPERVISION	95,670	
	SUBSISTENCE / TRUCK ALLOWANCE	5,600	
	EQUIPMENT RENTAL	3,050	
	GAS, FUEL, MAINTENANCE	5,883	
	SUB - TOTAL OF ALL ABOVE	2,450,108	
	LIABILITY INSURANCE	25,841	
	INSURANCE	5,594	
	BOND	22,644	
	O.H./PROFIT	159,842	
	<b>TOTAL</b>	<b>2,664,030</b>	
	CONTINGENCY - 5%	133,201	
	<b>GMP AMOUNT</b>	<b>2,797,231</b>	