

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Regular Board Meeting
May 26, 2021
6:00 p.m. Closed Session
7:00 p.m. Open Session

To Join Meeting
<https://galt-k12-ca.zoom.us/j/81963273289>
Or Telephone: 408-638-0968
Webinar ID: 819 6327 3289

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

AGENDA

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

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

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

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to kbock@galt.k12.ca.us by 12:00 p.m. on May 25, 2021, and are limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or kbock@galt.k12.ca.us by May 25, 2021.

- A. 6:00 p.m. – Closed Session:** Vernon E. Greer Elementary, Room 3
- B. Announce items to be discussed in Closed Session, Adjourn to Closed Session**
 - 1. PUBLIC EMPLOYMENT, Government Code 54957
 - Superintendent
 - 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code 54957.6
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
- D. Teleconference Board Meeting Protocol**
- E. Communication**
 - 1. Sacramento County Office of Education: 2020-2021 Second Period Interim Report
- F. Reports**
 - LCAP GOAL 1
Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

LCAP GOAL 2

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

LCAP GOAL 3

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

1. GJUESD and CalSCHLS Survey Report & Analysis
2. Local Control Accountability Plan (LCAP) Progress Update and Timelines

LCAP GOAL 4

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

1. 2020/21 Demographics and Enrollment Projections
2. Robert L. McCaffrey Middle School Track and Public Access

OTHER REPORTS

1. School Services of California 2021-22 Governor's Budget Workshop
2. Williams Uniform Complaint 3rd Quarter Report

G. Routine Matters/New Business

202.197 Consent Calendar

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 preceding meeting, the item was continued to this meeting.

MOTION

b. Minutes

- April 28, 2021, Regular Board Meeting

c. Payment of Warrants

- Vendor Warrant Numbers: 21400367-21400372; 21401091-21401142; 21404087-21404154; 21403490-21403561
- Certificated/Classified Payrolls Dated: 05/14/21, 05/10/21, 04/30/21

d. Personnel

- Resignations/Retirements
- Leave of Absence Requests
- New Hires/Reclassifications

e. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2021-22 Professional Services

f. Agreement Between GJUESD and Laura Joseph, Board Policy Consultant, for remainder of 2020-21 and 2021-22 Professional Services

g. Disposal of GJUESD Obsolete Materials

202.198	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
202.199	Board Consideration of Approval of GJUESD Resolution No. 13- Resolution to Reduce or Eliminate Classified Staff Due to Lack of Work/Lack of Funds	MOTION
202.200	Board Consideration of Approval of 2021 GJUESD Expanded Learning Opportunities Grant Plan	MOTION
202.201	Board Consideration of Approval of Agreement Between GJUESD And Galt Elementary Faculty Association (GEFA) Regarding Compensation and Class Size	MOTION
202.202	Board Consideration of Approval of 2020-2021 Reopener Negotiations Between GJUESD And California School Employees Association and its Galt Chapter #362 (CSEA) Regarding Compensation, Article XXIII (Yard Supervisors) and Continuation of 2020-2021 Negotiations	MOTION
202.203	Board Consideration of Approval of Unrepresented Collective Bargaining Agreement Regarding Compensation	MOTION

H. Public Comments for topics not on the agenda

I. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics
3. Brown Act Updates

The next regular meeting of the GJUESD Board of Education: June 23, 2021
Board agenda materials are available for review at the address below.

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



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none">1. PUBLIC EMPLOYMENT, Government Code 54957<ul style="list-style-type: none">▪ Superintendent 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code 54957.6<ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees	



SESSION INTRODUCTION

1. Session is being recorded
2. Devices are muted

PUBLIC COMMENT PER ACTION ITEM

❖ **Public Participation: Board Bylaw 9323**

1. Public comment is three minutes per agenda item.
2. The Board shall limit the total time for public comment for each agenda item to 20 minutes.
3. With Board consent, Board President may increase or decrease the time allowed for public comment.
4. Regular Board meetings shall be adjourned by 10:30 p.m.

❖ **Email Public Comment**

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

❖ **Teleconference Webinar Public Conference**

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

BOARD VOTE AND CONNECTIVITY

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





Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: Communication
Presenter: Karen Schauer	Action Item: Information Item: XX

1. Sacramento County Office of Education: 2020-2021 Second Period Interim Report

David W. Gordon
Superintendent

April 16, 2021

Board of Education

Joanne Ahola
President

Karina Talamantes
Vice President

O. Alfred Brown, Sr.

Heather Davis

Harold Fong, MSW

Paul A. Keefer, Ed.D., MBA

Bina Lefkowitz

(916) 228-2500

www.scoe.net

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

SUBJECT: 2020-2021 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 the two subsequent fiscal years. We concur with the district's **positive** certification with the following comments:

- The multi-year projections submitted show the unrestricted General Fund balance will decrease by \$433,500 in 2021-2022, and by \$2,728,269 in 2022-2023.
- We note that since the First Interim Report, the district made additional budget reductions to the unrestricted General Fund Budget for 2021-2022, which reduced deficit spending. However, deficit spending is projected to increase by \$829,626 for 2022-2023.
- The district projecting a decrease of 231 ADA in 2022-2023. The district may need to implement budget solutions in subsequent fiscal years if ADA is not restored to prior levels.
- It is noted that the certificated and classified salary and benefit negotiations have not been settled for the current year.

Dr. Karen Schauer, Superintendent

April 16, 2021

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We are requesting the district provide the following:

- Before the district's board of education takes any action on a proposed collective bargaining agreement, the district must meet the public disclosure requirements of Government Code section 3547.5. **Please submit the public disclosure of the collective bargaining agreement to the county office for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.** This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements. Also, as provided by the State Criteria and Standards, when labor contract negotiations are settled after the adoption of the district's budget, the district must analyze the budget to the validity of the analysis within 45 days of the final settlement. Within this 45-day period, the District Superintendent must also send the County Superintendent any revisions to the district's current budget necessary to fulfill the terms of the agreement.
- 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.

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 Sharmila LaPorte at (916) 228-2294.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/NS/sl

cc: Thomas Silva, Board President, GJUESD
Lois Yount, Business Services Director, GJUESD
Brenda Bachmann, Fiscal Services Supervisor, GJUESD
Dr. Nancy Herota, Deputy Superintendent, SCOE
Nicolas Schweizer, Associate Superintendent, SCOE
Sharmila LaPorte, District Fiscal Services Director, SCOE



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

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LCAP GOAL 3

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1. GJUESD and CalSCHLS Survey Report & Analysis

In late April and early May grades 5-8 students, PreK-8 parents and PreK-8 staff completed the second year of the CalSCHLS survey that includes attention to school climate and student well-being through areas pertaining to:

1. School Engagement and Supports
2. School Safety
3. Substance Use and Physical/Mental Health

Dr. Leslie Poynor, CalSCHLS State Coordinator, will join our meeting to share an analysis and clarify survey elements. On May 19, 2021, the GJUESD school district administrative team participated in an analysis session for school level reports. The survey information is being used in combination with other data sources for district and school level planning efforts.

Attachments

1. Student Results
2. Staff Results
3. Parent Results

CALIFORNIA HEALTHY KIDS SURVEY



Galt Joint Union Elementary Elementary 2020-2021 Summary of Key Indicators

2. Summary of Key Indicators

STUDENTS GRADES 5&6

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports					
School connectedness ^{†Φ}	–	–	74	77	A6.4
Academic motivation [†]	–	–	77	77	A6.4
Caring adults in school [†]	–	–	78	77	A6.4
High expectations-adults in school [†]	–	–	88	89	A6.4
Meaningful participation ^{†Φ}	–	–	39	46	A6.4
Interest in schoolwork done at school ^{†Φ}	–	–	47	54	A6.10
Facilities upkeep ^{†Φ}	–	–	94	88	A6.12
Parent involvement in schooling [†]	–	–	78	80	A11.2
Social and emotional learning supports ^{†Φ}	–	–	79	83	A7.1
Anti-bullying climate ^{†Φ}	–	–	78	75	A9.6
School Safety					
Feel safe at school ^{†Φ}	–	–	84	83	A9.1
Feel safe on way to and from school ^{†Φ}	–	–	85	84	A9.1
Been hit or pushed ^Φ	–	–	15	19	A9.2
Mean rumors spread about you ^Φ	–	–	16	17	A9.2
Called bad names or target of mean jokes ^Φ	–	–	23	19	A9.2
Saw a weapon at school ^{¶Φ}	–	–	8	5	A9.5
School Disciplinary Environment					
Rule clarity ^{†Φ}	–	–	92	86	A8.2
Students well behaved ^{†Φ}	–	–	79	79	A8.4
Students treated fairly when break rules ^{†Φ}	–	–	69	69	A8.1
Students treated with respect ^{†Φ}	–	–	94	92	A8.1
Substance Use					
Alcohol or drug use ^Φ	–	–	12	28	A12.1
Marijuana use ^Φ	–	–	0	2	A12.1
Cigarette use	–	–	2	3	A13.1
Vaping	–	–	2	3	A13.1

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

^ΦIn-School and Hybrid Models only.

[¶]Past 12 months.

Table A2.2**Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Routines					
Late bedtime (after 10 pm)	–	–	42	46	A4.1
Sleep duration (8 hours or more)	–	–	90	93	A4.1
Eating of breakfast ^l	–	–	75	80	A14.1
Physical exercise (4 days or more) ^{ll}	–	–	53	69	A4.4
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{lll} δ	–	–	22	13	A5.1
Synchronous instruction (4 days or more) ^{ll} δ	–	–	16	10	A5.1
Interest in schoolwork done from home [†] δ	–	–	29	40	A6.10
Meaningful opportunities [†] δ	–	–	42	44	A5.2
Peer Relationships					
Peer supports [†]	–	–	72	74	A10.3
Virtual peer interactions (4 days or more) ^{ll}	–	–	47	61	A4.3
Cyberbullying ^{ll}	–	–	10	14	A9.3
Social and Emotional Health					
Frequent sadness [†]	–	–	17	17	A14.2
Self-efficacy [†]	–	–	79	79	A10.1
Problem solving [†]	–	–	59	57	A10.2
Wellness [†]	–	–	72	68	A10.4

Notes: Cells are empty if there are less than 10 respondents.

^lThis morning.

^{ll}Past 7 days.

^{lll}Past 30 days.

δ Remote and Hybrid Models only.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

CALIFORNIA HEALTHY KIDS SURVEY



Galt Joint Union Elementary Secondary 2020-2021 Summary of Key Indicators

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†Φ}	–	63	60	A6.7
Academic motivation [†]	–	63	60	A6.7
Monthly Absences (3 or more) ^Φ	–	8	9	A6.2
Maintaining focus on schoolwork [†]	–	42	40	A6.13
Caring adult relationships [‡]	–	67	59	A6.7
High expectations-adults in school [‡]	–	74	71	A6.7
Meaningful participation ^{‡Φ}	–	27	21	A6.7
Facilities upkeep ^{†Φ}	–	85	73	A6.16
Promotion of parent involvement in school [†]	–	56	52	A6.7
School Safety				
School perceived as very safe or safe ^Φ	–	69	64	A8.1
Experienced any harassment or bullying ^{§Φ}	–	17	28	A8.2
Had mean rumors or lies spread about you ^{§Φ}	–	13	22	A8.3
Been afraid of being beaten up ^{§Φ}	–	11	12	A8.3
Been in a physical fight ^{§Φ}	–	6	7	A8.4
Seen a weapon on campus ^{§Φ}	–	7	10	A8.6
Substance Use				
Current alcohol or drug use [¶]	–	5	10	A9.5
Current marijuana use [¶]	–	2	4	A9.5
Current binge drinking [¶]	–	2	2	A9.5
Very drunk or “high” 7 or more times, ever	–	1	1	A9.7
Been drunk or “high” on drugs at school, ever	–	1	3	A9.9
Current cigarette smoking [¶]	–	0	0	A10.3
Current vaping [¶]	–	3	6	A10.3

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[¶]Past 30 days.

^ΦIn-School and Hybrid Models only.

Table A2.2**Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Routines				
Eating of breakfast ^l	–	58	57	A11.2
Bedtime (before 11 pm)	–	59	47	A4.1
Sleep deprivation (less than 8 hours)	–	28	33	A4.1
Physical exercise (meets standards) ^{ll}	–	84	80	A4.4
Learning from Home				
Average days worked on schoolwork (≥ 5) ^{¶δ}	–	37	32	A5.1
Synchronous instruction (4 days or more) ^{llδ}	–	54	57	A5.1
Interest in schoolwork done from home ^{δ}	–	28	24	A5.3
Meaningful opportunities ^{‡δ}	–	50	45	A5.2
Adult and Peer Relationships				
Adult supports [‡]	–	71	72	A7.7
Peer supports [‡]	–	66	72	A7.6
Virtual peer interactions (4 days or more) ^{ll}	–	62	74	A4.3
Cyberbullying [§]	–	19	23	A8.3
Social and Emotional Health				
Social emotional distress [‡]	–	25	28	A7.10
Experienced chronic sadness/hopelessness [§]	–	40	37	A7.1
Considered suicide [§]	–	16	20	A7.2
Self-Efficacy [‡]	–	65	68	A7.3
Self-Awareness [‡]	–	63	62	A7.4
Problem Solving [‡]	–	41	43	A7.5
Optimism [‡]	–	49	50	A7.8
Gratitude [‡]	–	66	64	A7.9

Notes: Cells are empty if there are less than 10 respondents.

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

^lToday.

^{ll}Past 7 days.

[¶]Past 30 days.

^{δ} Remote and Hybrid Models only.

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

CALIFORNIA SCHOOL STAFF SURVEY



Galt Joint Union Elementary 2020-2021 Summary of Key Indicators

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	54	57	45	–	–	A6.1
High expectations-adults in school [†]	58	60	52	–	–	A6.1
Student meaningful participation [†]	35	36	28	–	–	A6.1
Promotion of parent involvement [†]	41	45	27	–	–	A6.1
Student learning environment [†]	52	55	40	–	–	A5.1
Facilities upkeep ^{†Φ}	51	54	43	–	–	A5.1
Support for social emotional learning [†]	41	47	20	–	–	A7.1
Provides adequate counseling and support services [†]	42	42	41	–	–	A9.2
Antibullying climate [†]	40	42	30	–	–	A7.1
School Supports for Staff						
Staff working environment [†]	41	42	35	–	–	A5.1
Staff collegiality [†]	42	44	36	–	–	A5.1
School Safety						
Is a safe place for staff ^{†Φ}	50	51	45	–	–	A5.1
Is a safe place for students ^{†Φ}	61	65	46	–	–	A5.1
Has sufficient resources to create a safe campus [†]	33	39	11	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	40	41	35	–	–	A7.1
Respect for diversity [†]	42	45	31	–	–	A7.1
Student Behavior						
Student readiness to learn [†]	18	20	8	–	–	A7.1
Cutting classes or being truant moderate/severe problem	9	8	12	–	–	A7.12
Harassment/bullying moderate/severe problem	11	7	27	–	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	7	2	24	–	–	A8.9
Tobacco use moderate/severe problem	3	1	10	–	–	A8.10
Vaping/e-cigarette use moderate/severe problem	9	2	37	–	–	A8.11
Student depression moderate/severe problem	26	16	61	–	–	A8.2

Notes: Cells are empty if there are less than 5 respondents.

[†] Average percent of respondents reporting “Strongly agree.”

^Φ In-School and Hybrid Models only.

Table A2.2

Key Indicators of COVID-Specific Measures

	All %	ES %	MS %	HS %	NT %	Table
Perceived School Safety in Response to COVID-19						
COVID-related safety measures to keep students healthy [†]	54	58	43	–	–	A4.1
COVID-related safety measures to keep staff healthy [†]	52	54	45	–	–	A4.1
School Instructional Model Implementation						
Sufficient training on using distance learning tools ^{†δ}	22	22	21	–	–	A4.2
Providing effective instruction [†]	26	27	25	–	–	A4.2
Teachers provide effective instruction [†]	26	26	26	–	–	A4.2
Student Learning During COVID-19						
Students are coping well with remote learning ^{†δ}	5	6	4	–	–	A4.4
Students are less engaged in remote classes [†]	44	46	36	–	–	A4.4
Academic Motivation and Supports for Learning						
Students are motivated to complete schoolwork [†]	23	28	8	–	–	A4.5
School instructional model used to motivate students [†]	26	27	23	–	–	A4.5
Students receive needed academic support [†]	16	16	17	–	–	A4.5
Areas of Professional Development Needs						
Motivating students through remote learning ^δ	46	47	43	–	–	A4.6
Supporting students exposed to trauma	58	57	61	–	–	A4.6
COVID-related safety measures and protocols	19	19	20	–	–	A4.6

Notes: Cells are empty if there are less than 5 respondents.

[†]Average percent of respondents reporting “Strongly agree.”

^δRemote and Hybrid Models only.

CALIFORNIA SCHOOL PARENT SURVEY



Galt Joint Union Elementary 2020-2021 Summary of Key Indicators

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of Parental Involvement, School Climate, and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement [†]	35	37	23	–	–	A6.1
Parental involvement in school [§]	15	17	8	–	–	A6.3
School encourages me to be an active partner [†]	34	37	22	–	–	A6.1
School actively seeks the input of parents [†]	27	28	23	–	–	A6.1
Parents feel welcome to participate at this school [†]	32	35	19	–	–	A6.1
School Supports for Students						
Student learning environment [†]	32	34	21	–	–	A7.1
School promotes academic success for all students [†]	35	37	25	–	–	A7.1
School is a safe place for my child [†] ^Φ	43	46	30	–	–	A7.1
School motivates students to learn [†]	34	37	22	–	–	A7.1
School has adults who really care about students [†]	38	41	24	–	–	A7.1
School provides opportunities for meaningful student participation [†] ^Φ	30	32	21	–	–	A7.1
Communication with parents about school [#]	42	46	22	–	–	A6.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†] ^Φ	35	37	25	–	–	A7.1
School treats all students with respect [†]	43	45	34	–	–	A7.1
School promotes respect of cultural beliefs/practices [†]	27	28	21	–	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems [¶] ^ψ	13	8		–	–	A8.1
Student alcohol and drug use [‡] ^ψ	7	4		–	–	A8.1
Student tobacco use [‡] ^ψ	10	8		–	–	A8.1
Student vaping or e-cigarette use [‡] ^ψ	7	4		–	–	A8.1
School disorder [¶] ^ψ	13	9		–	–	A8.2
Harassment or bullying of students [‡] ^ψ	14	12		–	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties [†] ^Φ	41	44	28	–	–	A9.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Average percent of respondents reporting “Strongly agree.”

[§]Average percent of respondents reporting “Yes.”

^ΦIn-School and Hybrid Models only.

[#]Average percent of respondents reporting “Strongly agree” or “Very well.”

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School Models only.

[‡]Percent of respondents reporting “Large problem.”

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Table A2.2

Key Indicators of Pandemic-Specific Measures

	All %	ES %	MS %	HS %	NT %	Table
School Instructional Model Implementation						
Pandemic-related teacher instruction ^Γ	74	76	61	–	–	A5.1
Satisfied with how learning is structured [†]	18	20	13	–	–	A4.4
Learning from Home						
Average days worked on schoolwork (≥ 5) ^δ	44	39	70	–	–	A4.1
Synchronous instruction (4 days or more) ^δ	36	28	69	–	–	A4.1
Barriers to remote learning (3 or more) ^δ	11	11	7	–	–	A4.2
Remote learning is requiring too much of parents ^{†δ}	23	25	10	–	–	A4.3
Remote learning is requiring too much of students ^{†δ}	21	23	10	–	–	A4.3
Peer Relationships						
Virtual peer interactions (a few times a week or more)	53	47	80	–	–	A4.5
Opportunities for student connection ^{†δ}	14	15	6	–	–	A4.5
Student Academic Motivation and Supports for Learning						
Students are motivated to complete schoolwork [†]	19	20	15	–	–	A5.4
Pandemic-related school-parent communication ^Γ	57	59	47	–	–	A5.2
Areas of Parent Concerns						
Child’s safety at school for in-person learning ^λ	29	30	27	–	–	A5.6
Child not being able to interact with other students ^λ	61	61	59	–	–	A5.6
Child falling behind academically ^λ	62	59	74	–	–	A5.6
Child feeling bored or understimulated ^{λδ}	58	57	63	–	–	A5.6
Child getting enough physical exercise ^λ	51	49	59	–	–	A5.6

Notes: Cells are empty if there are less than 5 respondents.

^Γ Average percent of respondents reporting “Agree” or “Strongly agree.”

[†] Average percent of respondents reporting “Strongly agree.”

^δ Remote and Hybrid Models only.

^{||} Last week.

^λ Percent of respondents reporting “Somewhat concerned,” “Quite concerned,” or “Extremely concerned.”



LCAP GOAL 3

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

2. Local Control Accountability Plan (LCAP) Progress Update and Timelines

As reported at the April 28, 2021 board meeting, the revised three-year LCAP is focused upon two goal areas:

Goal 1: Engaging learners through a focus on **equity, access, and academic rigor** with inclusive practices in a variety of environments.

Goal 2: Promoting whole learner development through **social and emotional learning** opportunities in a variety of environments.

Key actions included in the attached LCAP Actions/Services Summary matrix include:

1. **Early Reading Acceleration:** Support the acceleration of early literacy with planning, instructional delivery, co-teaching, modeling and collaboration with Literacy Lead Teachers at each elementary school to address “COVID slide”.
2. **Professional Learning:** Certificated and classified staff participate in varied professional learning events to guide the work with content standards, student engagement, parent involvement and equitable classroom practices. Particular attention will be provided to new teachers as well as providing guidance and support to all teachers teaching in a new grade level.
3. Expanded learning and enrichment enhanced through daily Bright Future Learning Centers use that offers a variety of expanded learning, culturally relevant and active opportunities through Clubs and other opportunities including: sports, music, arts, STEAM.
4. Sustaining a counselor or social worker at every school.
5. Supporting Positive Behavior Interventions and Support (PBIS) through the addition of 2 Registered Behavior Technicians.
6. Sustaining school district administration staffing levels.
7. Launching a systemic approach with site-based teams to advance equity and social emotional intelligence through the Yale RULER training.

School district committees and other stakeholders have contributed to the revised LCAP actions including: District Advisory Committee, DELAC, Parent Advisory Committee for Special Education, Employee Labor Unions, GJUESD Administrative team. The CalSCHLS survey affirms instructional strategies along with supports and opportunities.

Next steps include:

1. May 27, 2021 Public Posting
2. June 16, 2021 Board Meeting for Public Hearing
3. June 23, 2021 Board Consideration to Approve the LCAP and Budget
4. June 23, 2021 Board Consideration to Approve the SPSAs

Attachment: LCAP Actions/Services

DRAFT
LCAP Actions/Services

Goal #1

Engaging learners in PreK-8 through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments

An explanation of why the LEA has developed this goal:

GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work. California School Dashboard (2019) data indicates the following:

- Mathematics: data indicates 6 student groups below the Green Performance Level: Students with Disabilities (Orange), Asian (Yellow), English Learners (Yellow), Latino (Yellow), Homeless (Yellow) and Socioeconomically Disadvantaged (Yellow).
- English Language Arts: data indicates 5 student groups below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Yellow) and Homeless (Yellow).

California Assessment of Student Performance and Progress (CAASPP) Participation Rate: Participation rate on the 2019 CAASPP for Students with Disabilities was below 95% on the mathematics and ELA CAASPP (94%).

Achievement Gap: Student data indicates the COVID-19 pandemic has undone months of academic gains, widened the Achievement Gap and has left struggling learners even further behind.

Student Engagement: School MTSS teams report that student engagement during distance learning decreased as the 2020-21 year progressed.

Metrics (To monitor program effectiveness and measure progress)

1. *Enrollment in PreKindergarten*
2. *Kindergarten Readiness Benchmarks*
3. *District Reading Assessments (DRA)*
4. *Measures of Academic Progress (MAP) Results in Mathematics and Reading*
5. *California School Dashboard*
6. *CAASPP Participation Rate, in ELA and Mathematics for Students with Disabilities*
7. *English Learner Annual Progress*
8. *English Learner Reclassification Rates*
9. *Complete Access to CCSS Resources for All Students*
10. *Misassignments of Teachers*

11. *Professional Development*
12. *Representation at Stakeholder Meetings*
13. *Annual CalSCHLs Survey Results*
14. *Parent Portal Access and Usage*
15. *Williams Facilities & Facilities Instruction Tool (FIT) Reports*

Actions and Services:

1. **Prekindergarten Program:** Prioritize the enrollment of 3-4 year old students from the priority-for-service group: English learner, low socio-economic, foster and special education (*Preschool teachers, Sec I, BOA, PS IAs, resources*)
2. **School Readiness:** Fairsite provides direct services to high needs families through a comprehensive 0-5 School Readiness and home visitation program (health screenings, parent education, literacy, Academic Parent Teacher Teams-APTT, enrichment opportunities, etc.) (*2 home visitors, playgroup teacher, SR coord., BOA, resources*)
3. **District-wide Prevention and Intervention:** Enhance coordination of special education services and early preventative practices such as a comprehensive prekindergarten program, full inclusion, dual language immersion and parent involvement (*P&I Coordinator; Inclusion TOSA, release time, resources*)
4. **High Quality Certificated Staffing TK-8:** Attract and retain TK-8 certificated staff for general education and special education settings (*certificated gen-ed and SpEd teachers*)
5. **Targeted Support for Certificated Staff:** Provide targeted support for newly hired teachers with an emphasis on building inclusive practices by providing each school with Resource Specialist Program teachers. All intern teachers and teachers participating in the SCOE Induction Program will be provided with a mentor to support professional growth. (*1 RSP per site & teacher mentors*)
6. **Administrative Staffing for Instructional Quality:** Continue school administration and staffing to prioritize a high-quality instructional program at the school and district level (*Principals; office personnel*)
7. **Class Size Reduction:** Further reduce TK-3 class size to 20:1 in order to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development (*10-12 additional teachers*)
8. **AVID Program at MiddleSchool:** Further support the implementation of the AVID Program at the middle school level which targets high needs students with a focus on college pathways. (*6 sections of AVID*)
9. **Extended Learning Afterschool and Summer:** Prioritize academic after school and summer acceleration opportunities for high need students at elementary and middle school levels. (*Site-based Extended Day and Summer School*)
10. **Instructional Assistant (IA) Support:** Provide IA support for high needs students in early reading and mathematics with additional personalized bilingual IA support for English learners in grades TK-2 and newcomers in grades 4th- 8th. (*IAs, BIAs & 5 Math techs*)

11. **Mainstreaming and Inclusive Practices:** Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional training for staff focusing on inclusive practices and co-teaching (*SpEd IAs, Program Specialist, Inclusion TOSA, stipends for leads*)
12. **Dual Language Immersion Development:** Continue to support the current district TK-3 Transitional Bilingual Program while developing a PreK-8 Dual Language Immersion Program (Span./Eng.) (*4 BCLAD teachers; Consultant, site visits, curriculum*)
13. **Prevention of Long-term English Learners:** Maximize services for English learners through a combination of direct instruction and educator support with specific focus on grade 4th-6th newcomers as well as English Learners at the middle school level. (*1 TK-6 ELD TOSA & 2 sections of ELD at middle school; Rosetta Stone- online ELD*)
14. **Academic Conferences:** Continue to hold academic conferences with grade level teams to review student data and deliver coordinated professional learning with content connections for MTSS, core instruction, strategic/intensive supports as well as equitable student practices. (*1 Academic TOSA, teacher release time x 6 sites*)
15. **Building Leadership Capacity:** Continue to build NGSS leadership capacity and explore environmental opportunities at the Cosumnes River Preserve. Teacher leaders will support the implementation of NGSS learning sequences. (*1 district lead- 6 site leads, resources*)
16. **Early Reading Acceleration:** Support the acceleration of early literacy with planning, instructional delivery, co-teaching, modeling and collaboration with Literacy Lead Teachers at each elementary school to address "COVID slide". (*Early Literacy Leads*)
17. **Professional Learning:** Certificated and classified staff participate in varied professional learning events to guide the work with content standards, student engagement, parent involvement and equitable classroom practices. Particular attention will be provided to new teachers as well as providing guidance and support to all teachers teaching in a new grade level. (*consultants, release time, IA training, bilingual interpretation training*)
18. **Home Learning Academy:** Blended Learning Academy provides in-person and online learning for students, enrichment opportunities, and a learning hub for academic support (*2-3 teachers*)
19. **Core Curriculum Sufficiency:** Continue to ensure that all students have access to materials aligned to CA content standards and that all teachers have the needed instructional resources.
20. **Supplemental Curriculum & Resources for Special Education:** To increase equity and access for learners receiving special education services continue to purchase, develop and implement supplemental curriculum and resources aligned to content standards.
21. **Supplemental Curriculum & Resources for High Needs Learners:** Increase equity and access to resources for English learners, low income and foster youth.
22. **Access to Technology:** Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and insure availability of Wifi for students with little or no internet access at home (*hotspots, chromebooks, cameras, Zoom*)

23. **Online Learning & Assessment Courseware:** Continue to support the use of online learning courseware to support individual student learning pathways with a focus on reading and mathematics. Ensure access to blended learning opportunities and well as support online assessment platforms to monitor programs and measure student progress. (*Lexia, site tech \$, MAP, IXL*)
24. **Parent Communication, Engagement & Leadership Development:** Increase parent engagement, leadership and participation in their children's education, improve home-school communication and provide parent education (*BCOAs, BCO-Coordinator, BOAs*)
25. **Additional Transportation Services:** Provide transportation support services to increase student access for additional middle school routes, extended day, summer learning opportunities transportation routes- (*ASES, ext. day, summer, middle school*)
26. **On-going Facilities Repairs:** On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines. Continue to address the impactful projects prioritized in the Facilities Master Plan and begin to address long-term building needs
27. **District Nutrition Program:** School Meal Program available to all students and free to students who qualify for free/reduced lunch shall meet all Federal Nutrition Guidelines

Goal #2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of learning environments

An explanation of why the LEA has developed this goal:

A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.

Chronic Absenteeism: The 2019 California School Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95%

Suspensions: The 2019 California School Dashboard indicates that Suspensions increased for most high needs sub groups and those subgroups scored in the ORANGE (Low) Performance level

On the most recent CalSCHLs grades 5-8 student Survey:

- 39% of middle school students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only 24% reported "meaningful participation" pretty much or very much true
- Approximately 42.5% of elementary students reported having "Meaningful

Participation" pretty much or very much true

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day

School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Metrics (To monitor program effectiveness and measure progress)

1. *Average district attendance*
2. *Chronic absenteeism*
3. *The suspension rate*
4. *The expulsion rate*
5. *The middle school dropout rate*
6. *Annual CalSCHLs survey*
7. *Participation of unduplicated student groups in Expanded Learning Afterschool & Summer Programs*

Actions and Services:

1. **Strengths-based Education:** Support employees, parents and students in using strengths-based talent information and motivation data to address whole child social emotional learning and motivation. Expand opportunities for our unduplicated learners through strengths-based learning/ youth development training and coaching for classified and certificated staff. (*Extended Learning supervisor, Clifton Strnegths-finder, strengths certification*)
2. **Support High Needs Students for Individual Goal Growth:** Sustain *site-based administration* to Identify and provide support for unduplicated students (TK- grade 8) for individual goal growth through on-going monitoring of individual growth targets, assessments and services coordination. Target wrap-around support services for unduplicated students and their families with the transition from elementary to middle school. (*Assistant Principals*)
3. **Mental Health and Counselling Services:** Sustain a Social Worker or School Counselor in every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students (Pre-K to Grade 8) to help ensure whole learner growth
4. **Expanded Learning and Enrichment:** Bright Future Learning Centers are used daily by students and offer a variety of expanded learning and culturally relevant opportunities and clubs (sports, music, arts, STEAM, etc.) aligned to students' personalized learning goals and CA Social Emotional Learning Principles (*afterschool enrichment and clubs*)
5. **Coordination of Multi-Tiered Systems of Support (MTSS):** Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional Learning supports for all students. MTSS team meetings, professional development, Positive Behavior Interventions & Support (PBIS)

and school & community collaboration are key elements. (*Behavior Analyst, Psychologists, Speech therapists*)

6. **Positive Behavior Interventions and Supports (PBIS)** Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students. (*2 RBTs*)
7. **Increase Learner Engagement through Applied Learning:** Disengaged and at-risk intermediate students at Valley Oaks and Greer Elementary will participate in individual academic mentoring, receive social emotional support and experience Career Technical Education (CTE) by extending the instructional day under the guidance of certificated staff (4-D Action Learning). (*2 Teachers On Special Assignment-TOSAs*)
8. **Equity and Social Emotional Intelligence:** Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students. (*Yale: RULER Training*)
9. **Student Arts & Mentoring Program:** MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID- 19 pandemic on already at-risk youth (*Healthy Hearts and Minds*).



LCAP GOAL 4

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

1. 2020/21 Demographics And Enrollment Projections

Schoolworks Inc. has completed 2020-21 demographics and enrollment projections for the district that support considerations for district boundaries, staffing and facilities. Ryan Reynolds, Project Manager, SchoolWorks, will be presenting the following data sets based on their study.

1. Birth Rates
2. New and Future Developments in Galt
3. Mobility Impacts
4. Enrollment Projections
5. Capacity and Utilization

2. Robert L. McCaffrey Middle School Track and Public Access

A district update on the track use for this summer and 2021-22 school year will be reported. There is some community interest in using the track after hours. District considerations on use and public access will be reported.

Galt Joint Union Elementary School District



2020/21 Demographics Report

Presented by: Ryan Reynolds

Demographics Update 2020/21

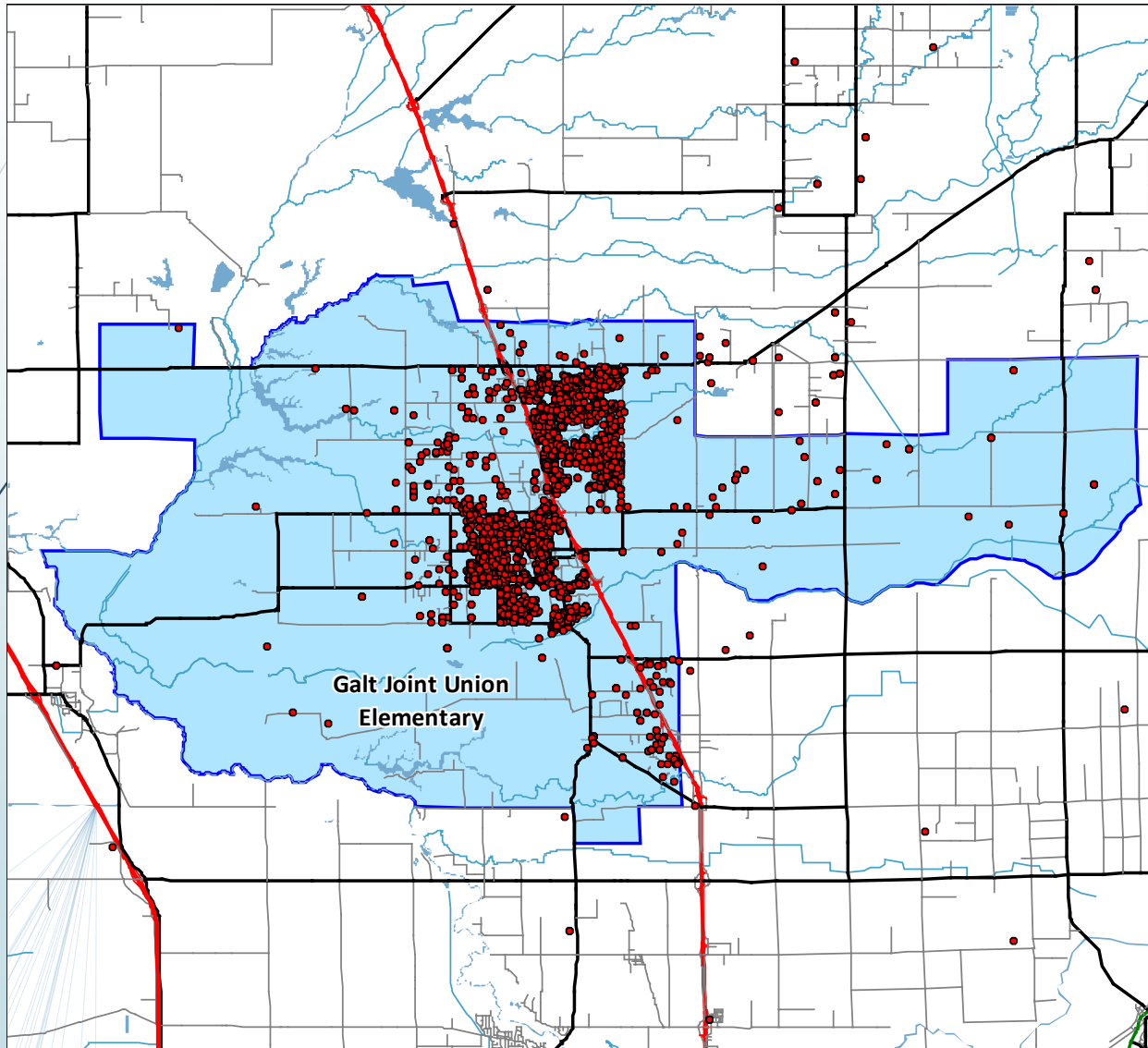
Contents:

- ▶ Birth rates
- ▶ New Development
- ▶ Mobility Impacts
- ▶ Enrollment Projections
- ▶ Capacity and Utilization
- ▶ Future Development
- ▶ State Building Program Status

Executive Summary:

- ▶ 2020 enrollment was down 210 students
- ▶ Smaller TK & Kindergarten classes in 2020
- ▶ Projections show a slight growth mostly due to development activity
- ▶ 683 new homes projected to be occupied over the next 6 years
- ▶ Projected increase of 23 students next year, and a total projected increase of 159 students over the next 6 years

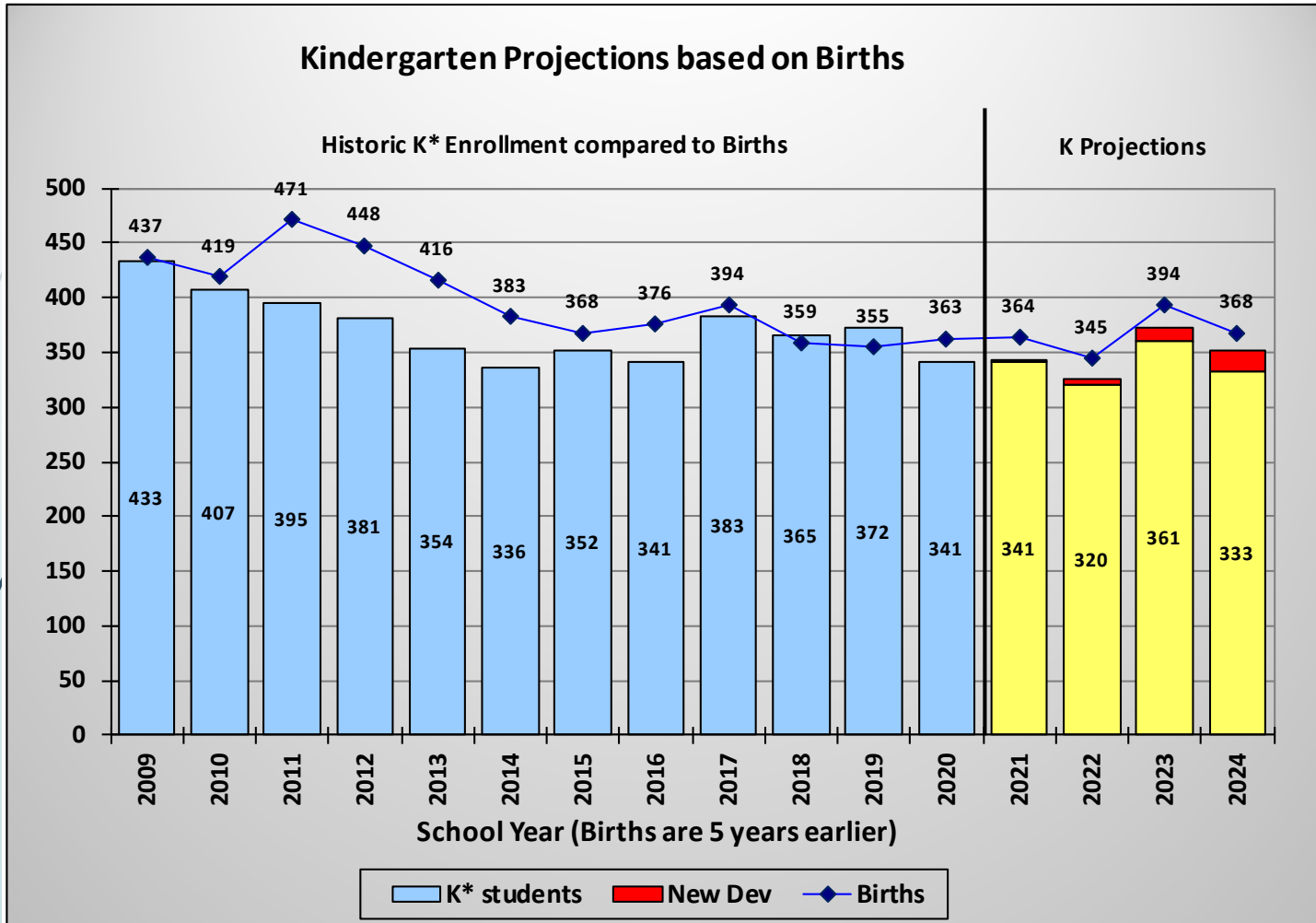
District Map



Birth rates:

- The numbers of births (blue line) and the number of kindergarten students (blue bars) five years later are shown on the next chart.
- The yellow bars show the projected K students for the next 4 years. The red portions of the bars show the K students from new housing units.
- The numbers vary from year to year with an average of 372 Kindergarten students per year.
- This year there were 341 grade K students (below average) and next year is projected to be 342 (below average) based on the births and impacts of new housing.

Historic Birth Rates



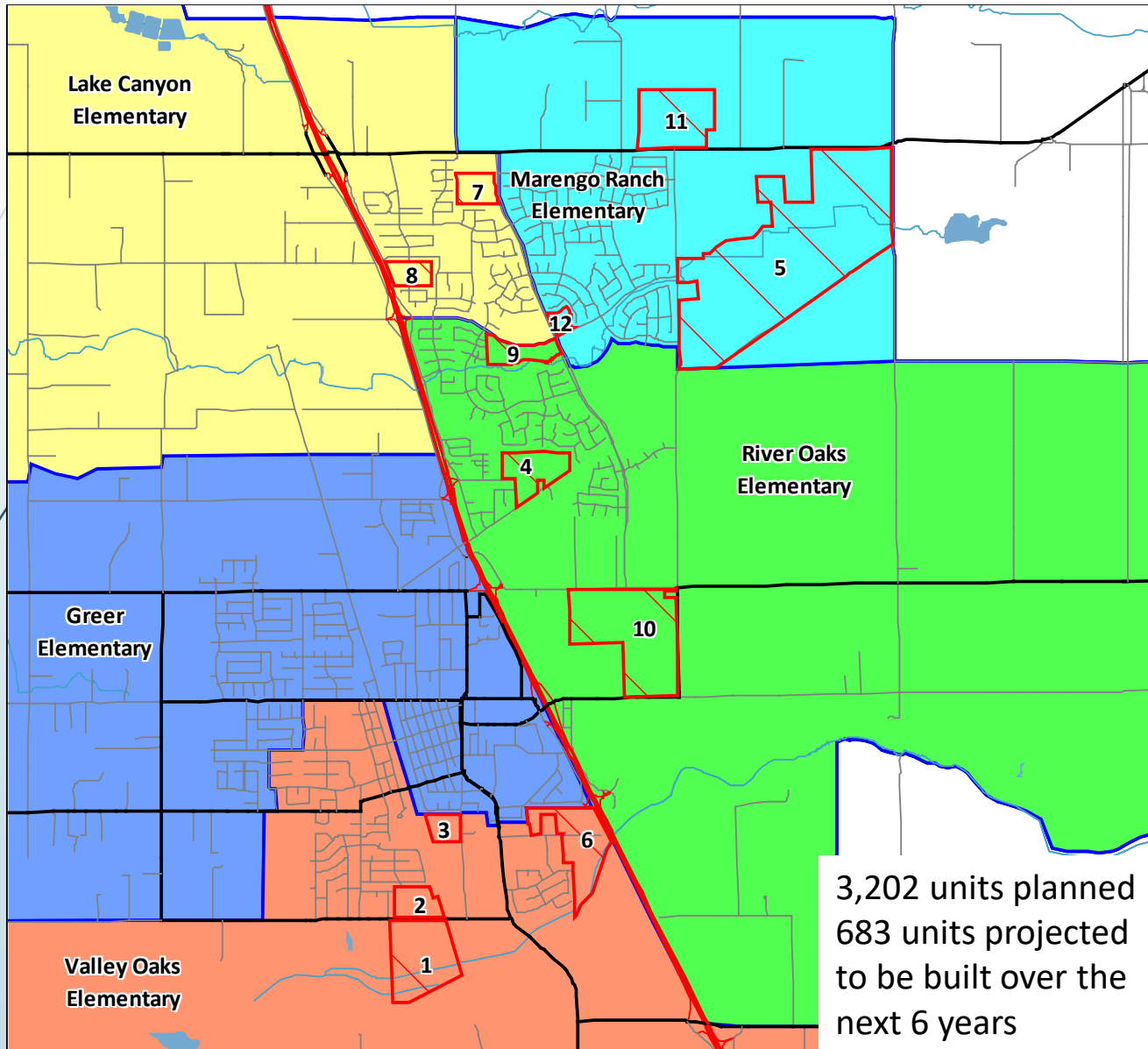
*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

New Development:

- ▶ The map on the next page shows the planned new housing developments in red shaded areas.
- ▶ Of the 3,202 units planned, we are projecting 683 to be occupied in the next 6 years.
- ▶ New Development is anticipated to generate 0.458 TK-8 students per housing unit.

New Developments

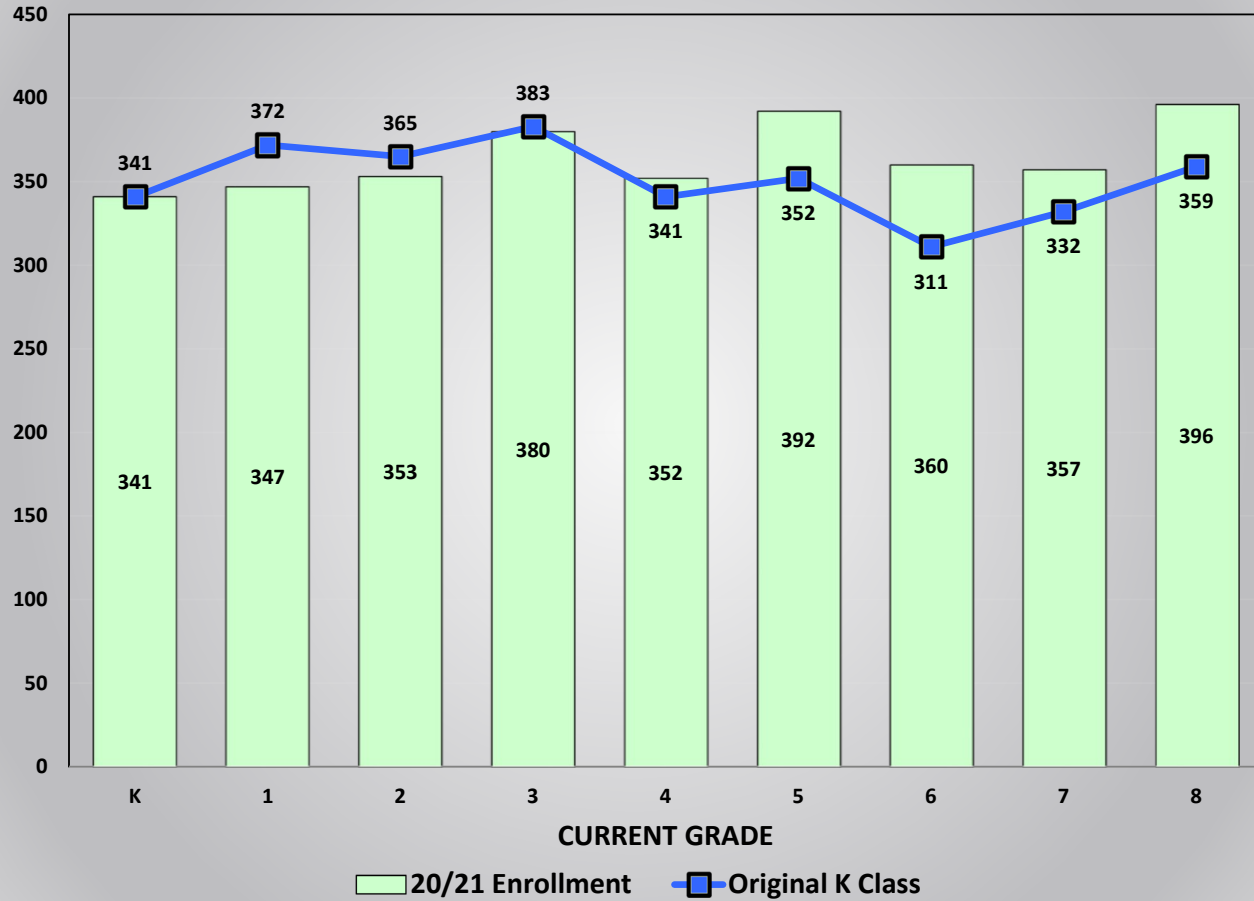
8



Mobility Impacts:

- The green bars on the next page show the current enrollment by grade.
- The enrollment for each class when that grade started Kindergarten is shown on the blue line.
- Comparing the current enrollment to the original K class indicates the changes that occur over time to the class size.
- Some classes are similar in size to the original K class, whereas some have increased (grades 5 through 8) and some have decreased (grades 1 and 2).
- This chart also shows which classes are larger or smaller than others. Grade 8 is the largest class this year and kindergarten is the smallest class.

Cohort Change Since Kindergarten

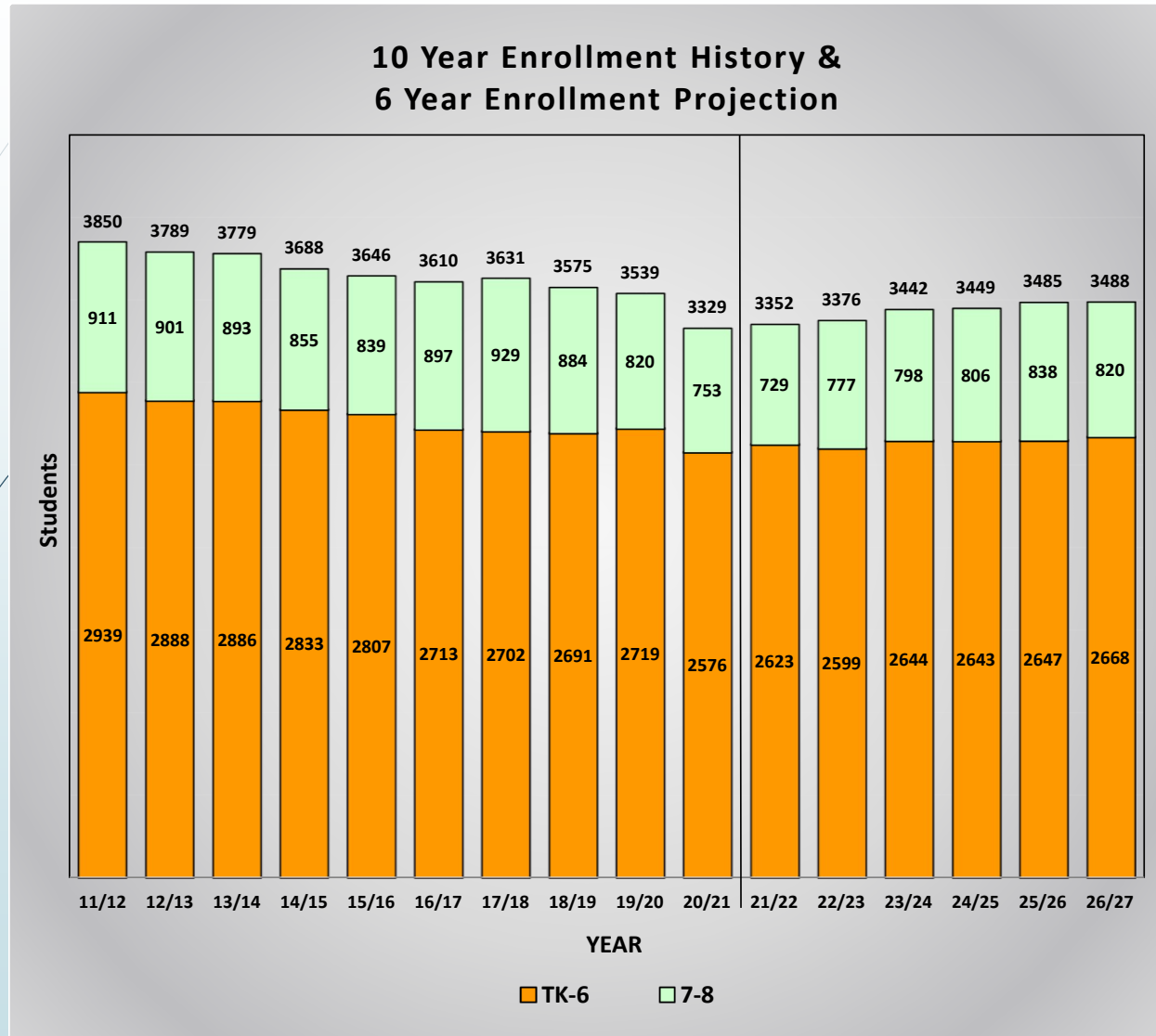


Enrollment Projections:

- The next page shows the enrollment history over the last 10 years and the projections for the next 6 years.
- Grades TK-6 are shown in orange and grades 7-8 in green.
- The enrollment has been declining and is projected to grow slightly as housing development activity increases.
- The enrolment dropped 210 students this year and is projected to increase 23 students next year.

District Enrollment Projections

12



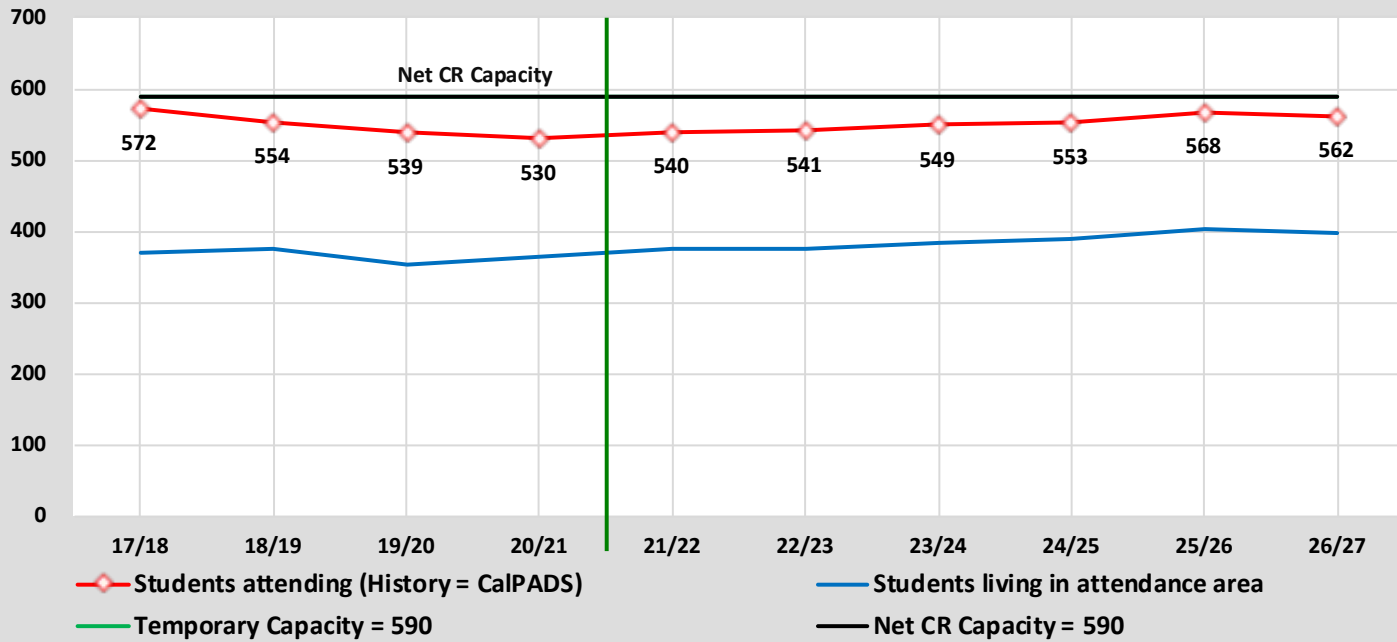
6 Year Projections

Galt Joint Union Elementary School District							
Enrollment Projection Summary by School							
	Current Enrollment						
<u>School</u>	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>
Lake Canyon Elem	530	540	541	549	553	568	562
Marengo Ranch Elem	515	529	521	534	532	520	527
River Oaks Elem	506	526	522	528	525	542	555
Valley Oaks Elem	532	543	554	580	609	614	625
Greer Elem	493	485	461	453	424	403	399
Elementary Totals	2,576	2,623	2,599	2,644	2,643	2,647	2,668
McCaffrey Middle	753	729	777	798	806	838	820
Middle Totals	753	729	777	798	806	838	820
District Totals	3,329	3,352	3,376	3,442	3,449	3,485	3,488
Annual Change		23	24	66	7	36	3

School Enrollment Projections:

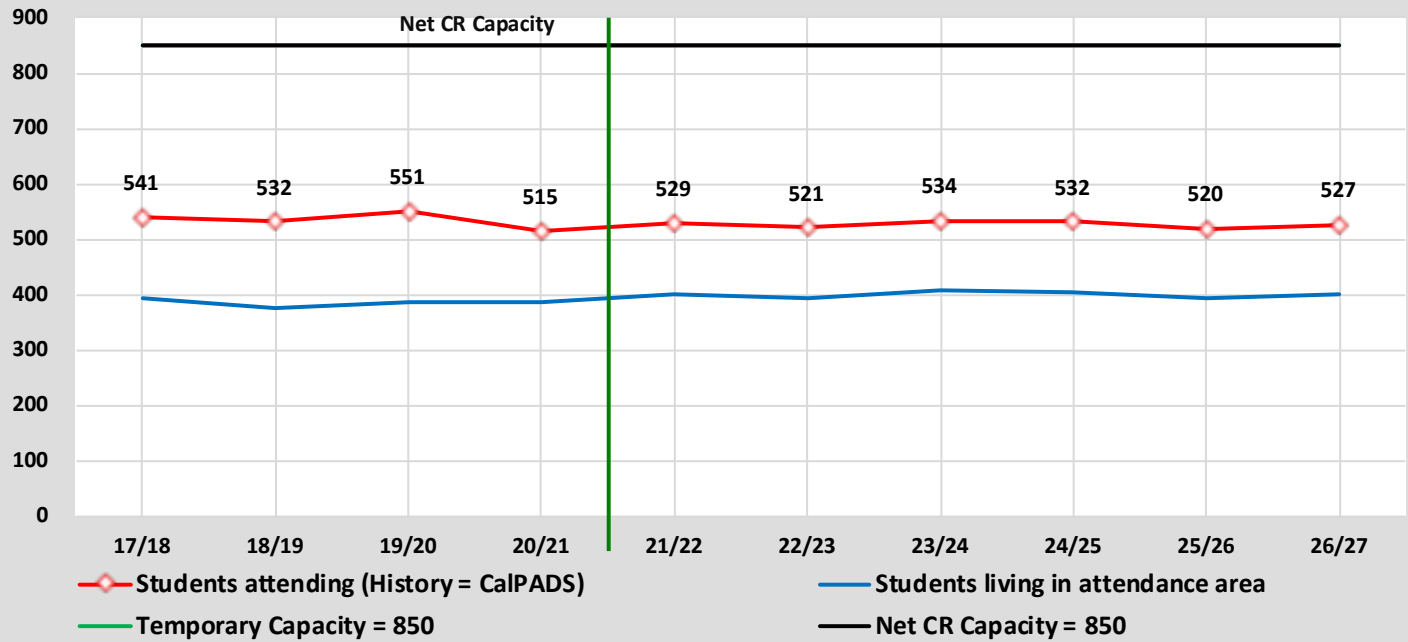
- ▶ The next six slides show the enrollment projections for each of the schools.
- ▶ These pages show the historic and projected enrollments as of October each year using the red line.
- ▶ The blue line represents the number of students living in the attendance boundary. The difference between the lines represent the impact of transfers.
- ▶ The school capacity is represented by the black line on these charts.

Capacity & Projected Enrollment Lake Canyon Elem



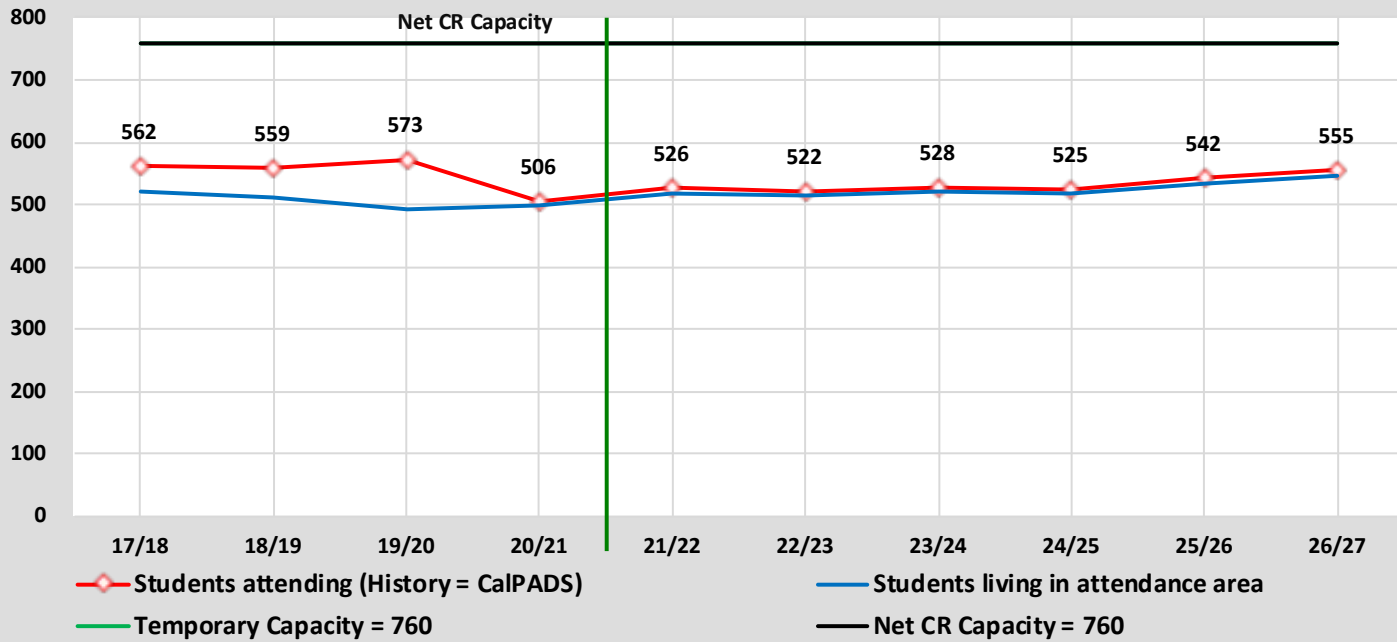
District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 23
 Grades Served = TK - 6

Capacity & Projected Enrollment Marengo Ranch Elem



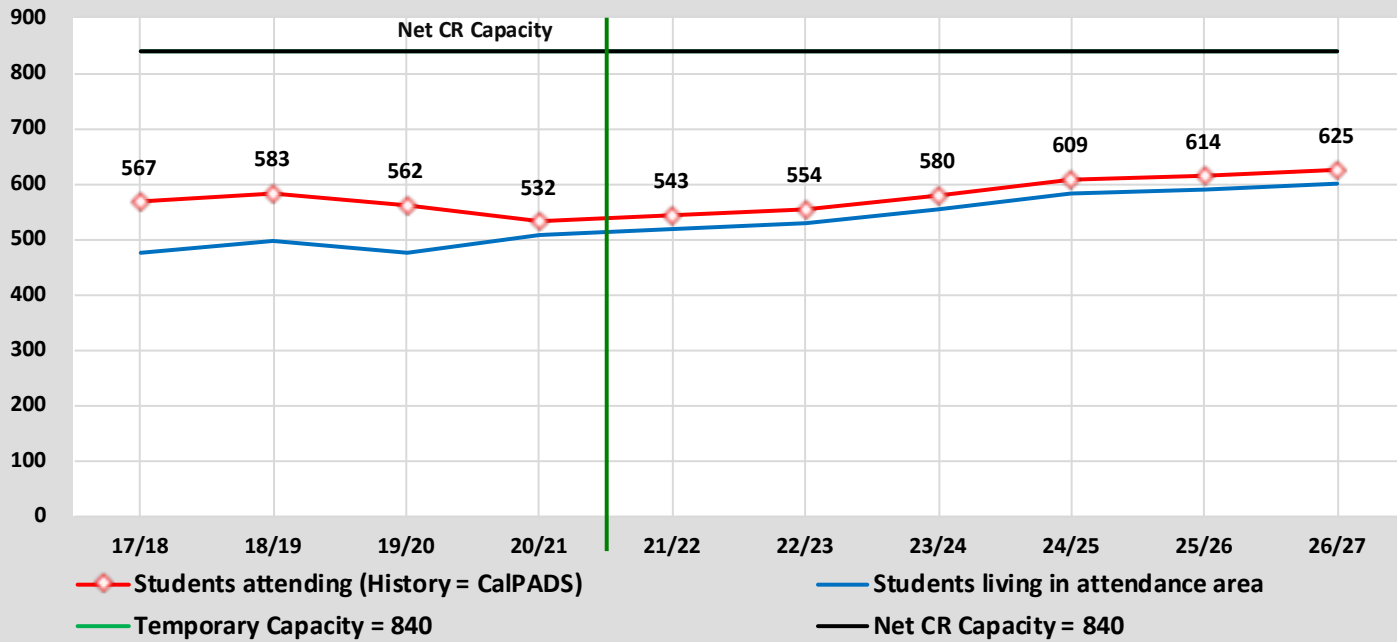
District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 34
 Grades Served = TK - 6

Capacity & Projected Enrollment River Oaks Elem



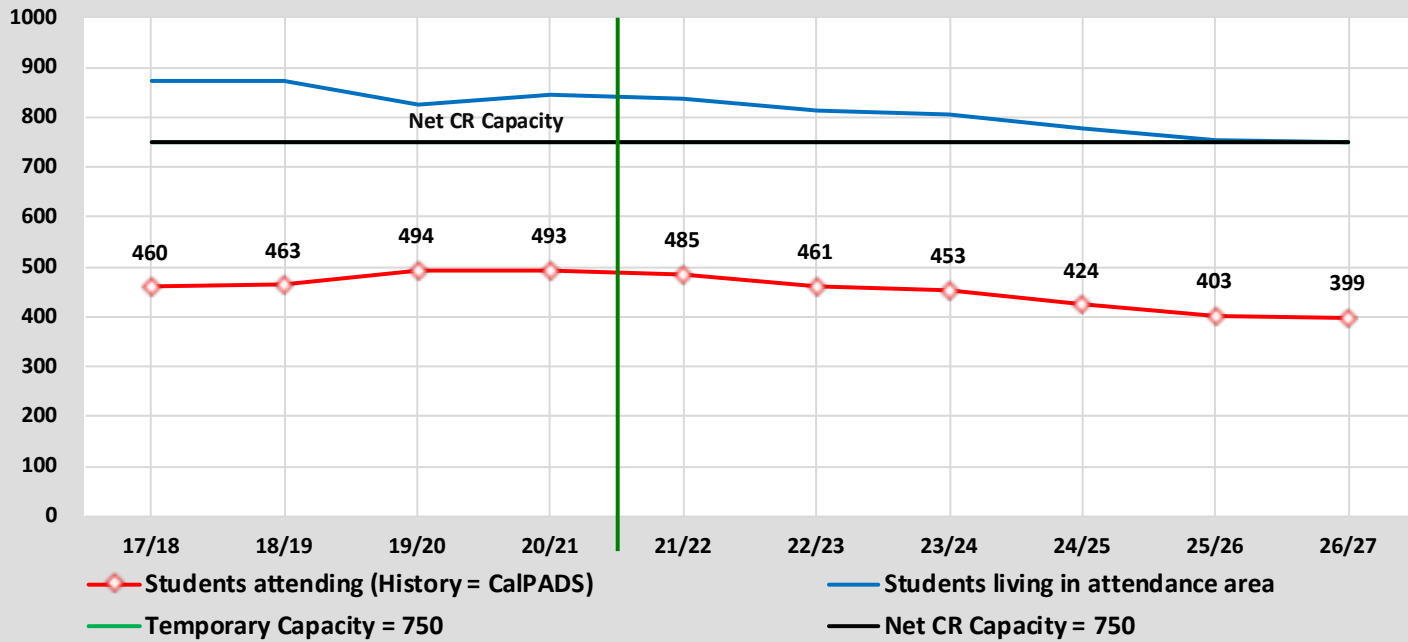
District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 29
 Grades Served = TK - 6

Capacity & Projected Enrollment Valley Oaks Elem



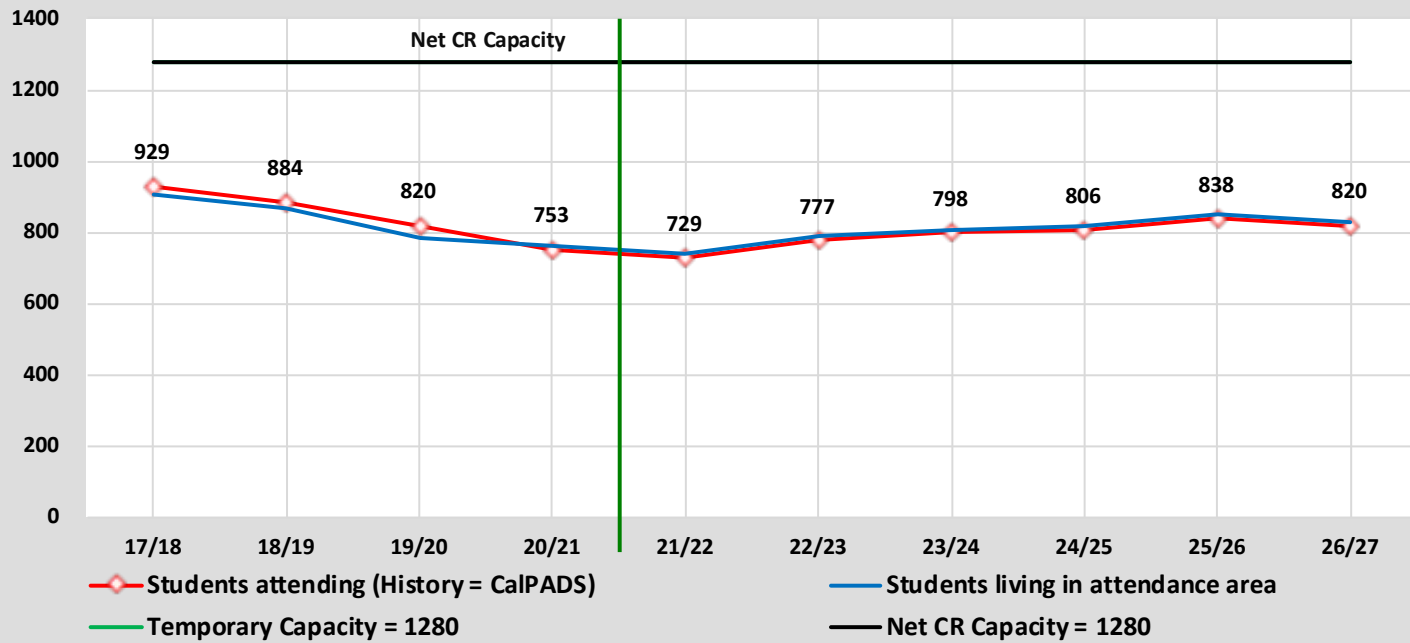
District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 35
 Grades Served = TK - 6

Capacity & Projected Enrollment Greer Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 28
 Grades Served = TK - 6

Capacity & Projected Enrollment McCaffrey Middle



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 40
 Grades Served = 7 - 8

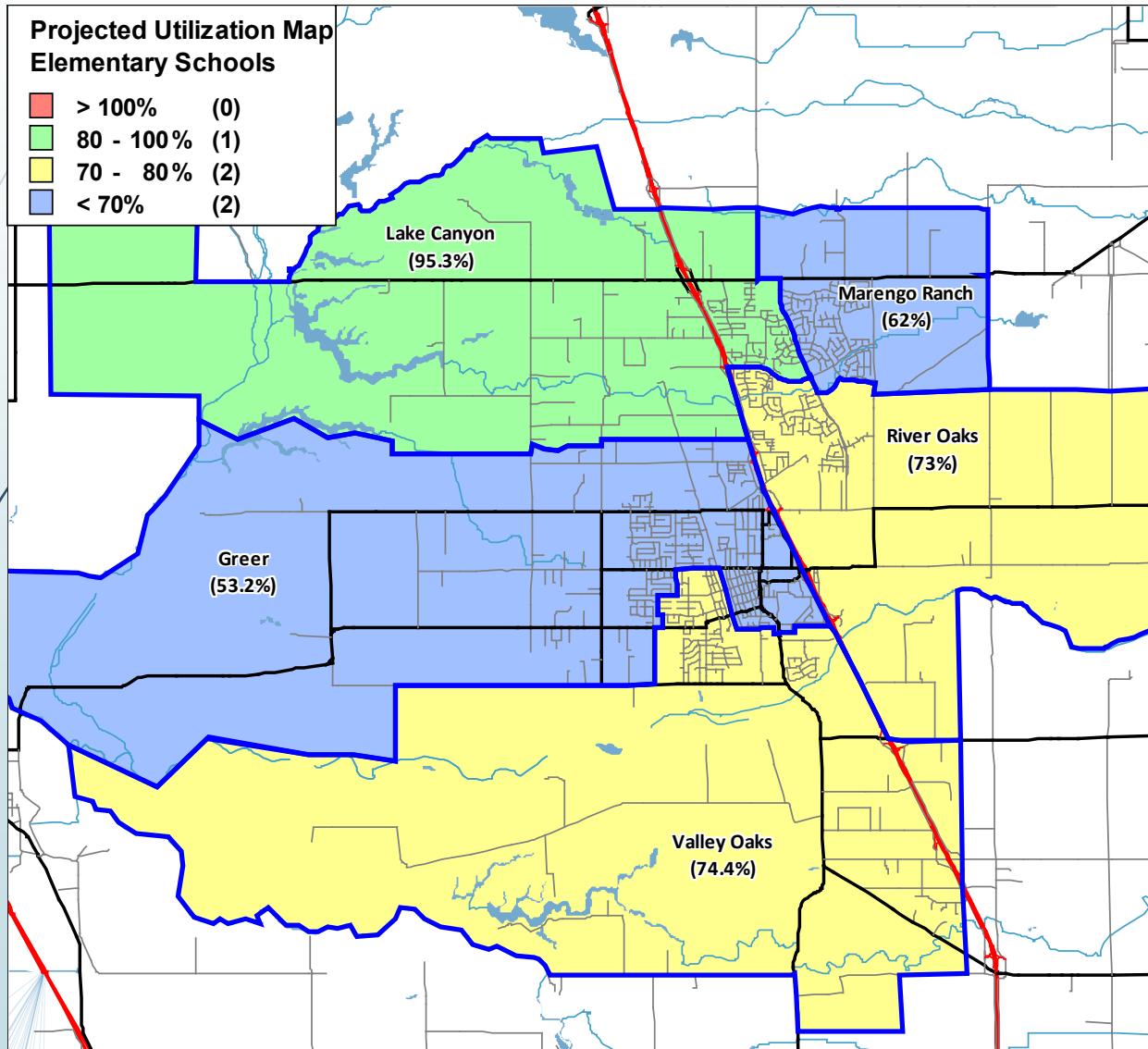
Capacity and Utilization:

- ▶ The next slides show the classrooms counts, the capacity, the current enrollment, the projected enrollment and the utilization factors for each of the schools.
- ▶ The utilization rate is the enrollment divided by the capacity.
- ▶ All schools have adequate space for future housing impacts.

School Facility Utilization

School Facility Utilization			2020/21	2026/27	2020/21	2026/27
	Net	Net CR	Current	Projected	Current	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>
Lake Canyon Elem	23	590	530	562	89.8%	95.3%
Marengo Ranch Elem	34	850	515	527	60.6%	62.0%
River Oaks Elem	29	760	506	555	66.6%	73.0%
Valley Oaks Elem	35	840	532	625	63.3%	74.4%
Greer Elem	28	750	493	399	65.7%	53.2%
Sub-Totals	149	3,790	2,576	2,668	68.0%	70.4%
 <u>Middle Schools</u>						
McCaffrey Middle	40	1,280	753	820	58.8%	64.1%
Sub-Totals	40	1,280	753	820	58.8%	64.1%
District Totals	189	5,070	3,329	3,488	65.7%	68.8%

School Facility Utilization



Questions?



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

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Superintendent: Dr. Karen Schauer

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Roseville, CA 95661

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2020/21 DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

MARCH 2021



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Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

EXECUTIVE SUMMARY

Galt Joint Union Elementary School District consists of one Pre-K school, five elementary schools, and one middle school. The District has experienced declining enrollment over the past ten years from 3,850 students during the 2011/12 school year to a current enrollment of 3,329 students.

Galt Joint Union Elementary School District is projected to grow in enrollment by 0.69% (or 23 students) for the 2021/22 school year. The District is projected to have a slight growth in enrollment over the next six years, with a projected 3,488 students in the 2026/27 school year. This is a total growth of 159 students, which is an increase of 4.78%.

Future impacts from new housing development is predicated upon information provided by local municipalities on the development of 683 housing units over the next six years. If the building rates increase or decrease, then the timeline shown in this Study will need to be modified accordingly. These projected new developments in the District's boundary are expected to generate 8 students next year, or a total of 313 students in the next six years.

Based on current District loading standards and classroom space, the District has a net classroom capacity of 5,070 students, and a current enrollment of 3,329. This gives the District a current utilization factor of 65.7%. The projected utilization factor in six years will be 68.8%. This assumes loading standards remain constant and no additional facilities are built or removed.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

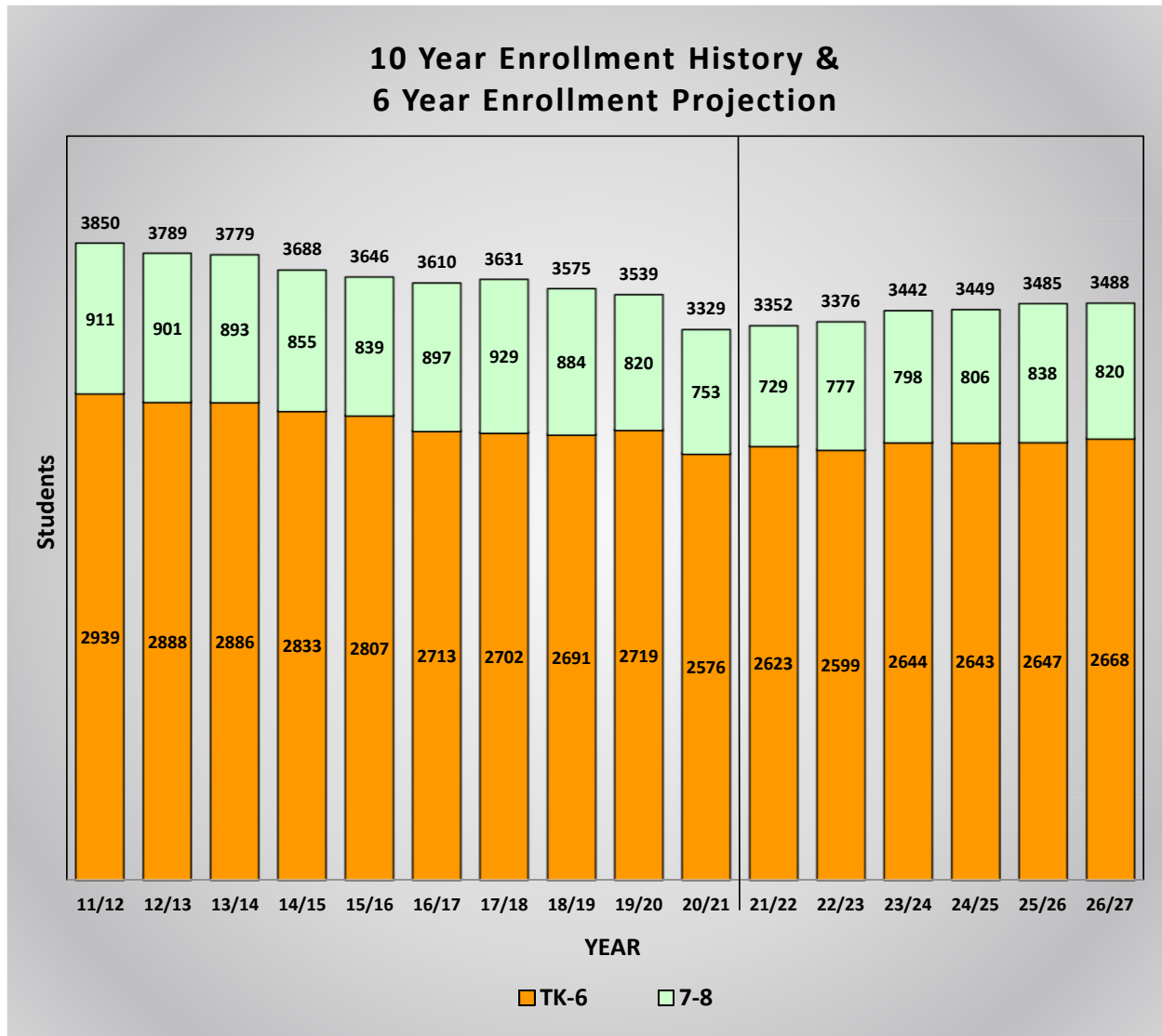
Adjustments for Impacts of Pandemic on Current Enrollment: The reduced enrollments seen in grades TK and K this year are assumed to rebound next school year by utilizing the average capture rate as illustrated in the section on birth data in this report. The consensus is that the TK students that did not enroll this year will still show up in kindergarten next year and that the majority of the kindergarten students that did not enroll this year will show up in 1st grade next year. To account for this adjustment in the projections, the 1st grade projection for 2021/22 has been increased by 70% of the kindergarten students that did not enroll this year.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2020/21, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 3,488 students in the District in 2026/27.



The Galt Joint Union Elementary School District has declined in enrollment over the past ten years from 3,850 students in 2011/12 to the current enrollment of 3,329.

This graph is color coded by grade groupings:

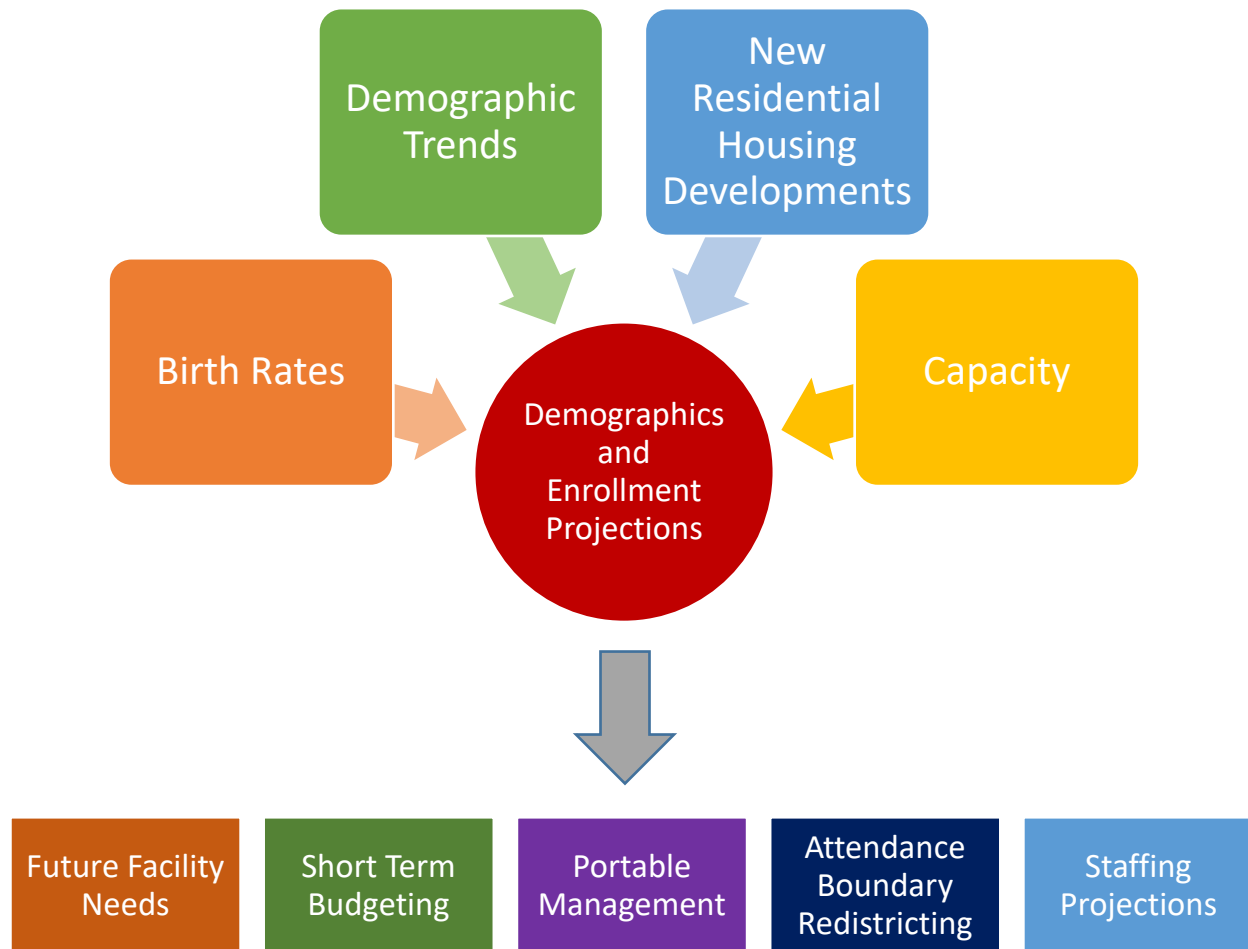
Orange represents the historic and projected enrollment for the elementary school grades TK-6.

Green represents the historic and projected enrollment for the middle school grades 7-8.

The entire District enrollment is shown at the top of each bar.

INTRODUCTION

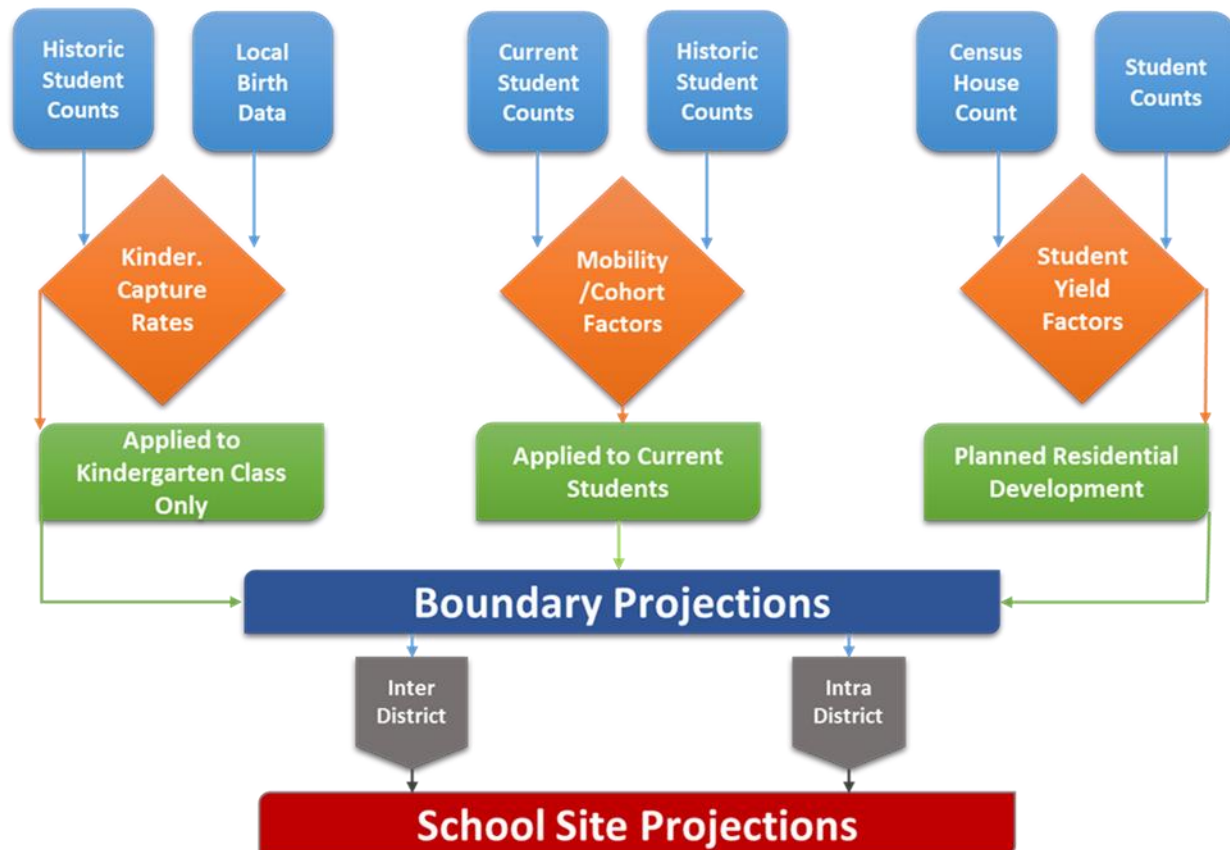
This Demographics and Enrollment Projections Study provides a comprehensive enrollment analysis for the Galt Joint Union Elementary School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long- and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting.



This Study provides information based on the 2020/21 District enrollments and programs, local planning policies and residential development. As these factors change and timelines are adjusted, the Demographic and Enrollment Projections Study should be revised to reflect the most current information.

METHODOLOGY

The chart below summarizes the inputs to calculate the boundary and school site projections.



The **enrollment projections** for each school are generated using a State standard non-weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- a) **Birth rates** are used to project future kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later.
- b) **New Housing Development rates** and **yield rates** are compared to the historical impact of development, and if the future projections exceed the historical values, the projections are augmented accordingly.
- c) **Inter-District student** counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

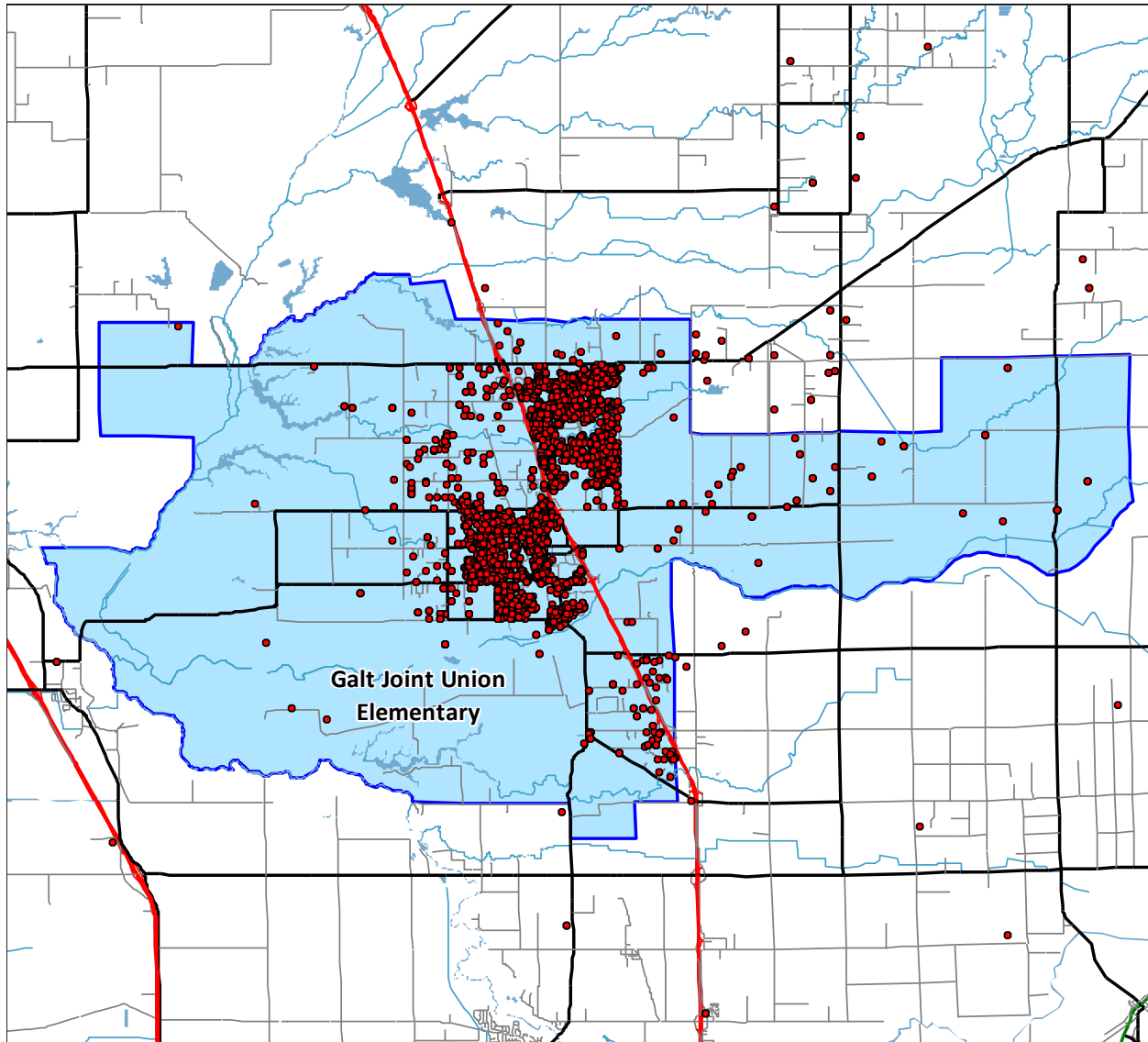
- d) **Intra-District students** are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.
- e) The projections for **special education students** and **alternative programs** are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.
- f) **Cohort Trend Analysis:** The number of students living in the boundary are used to generate the cohort factors. The non-weighted average of the three years was determined with each year weighted 33.3%. This reduces the current trends compared to the weighted model. This was done due to the impacts of the pandemic which should be a short-term adjustment. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

Neighborhood School Attendance Area Analysis: Each school attendance boundary is input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

Adjustments for Impacts of Pandemic on Current Enrollment: The reduced enrollments seen in grades TK and K this year are assumed to rebound next school year by utilizing the average capture rate as illustrated in the section on birth data in this report. The consensus is that the TK students that did not enroll this year will still show up in kindergarten next year and that the majority of the kindergarten students that did not enroll this year will show up in 1st grade next year. To account for this adjustment in the projections, the 1st grade projection for 2021/22 has been increased by 70% of the kindergarten students that did not enroll this year.

DISTRICT BOUNDARIES

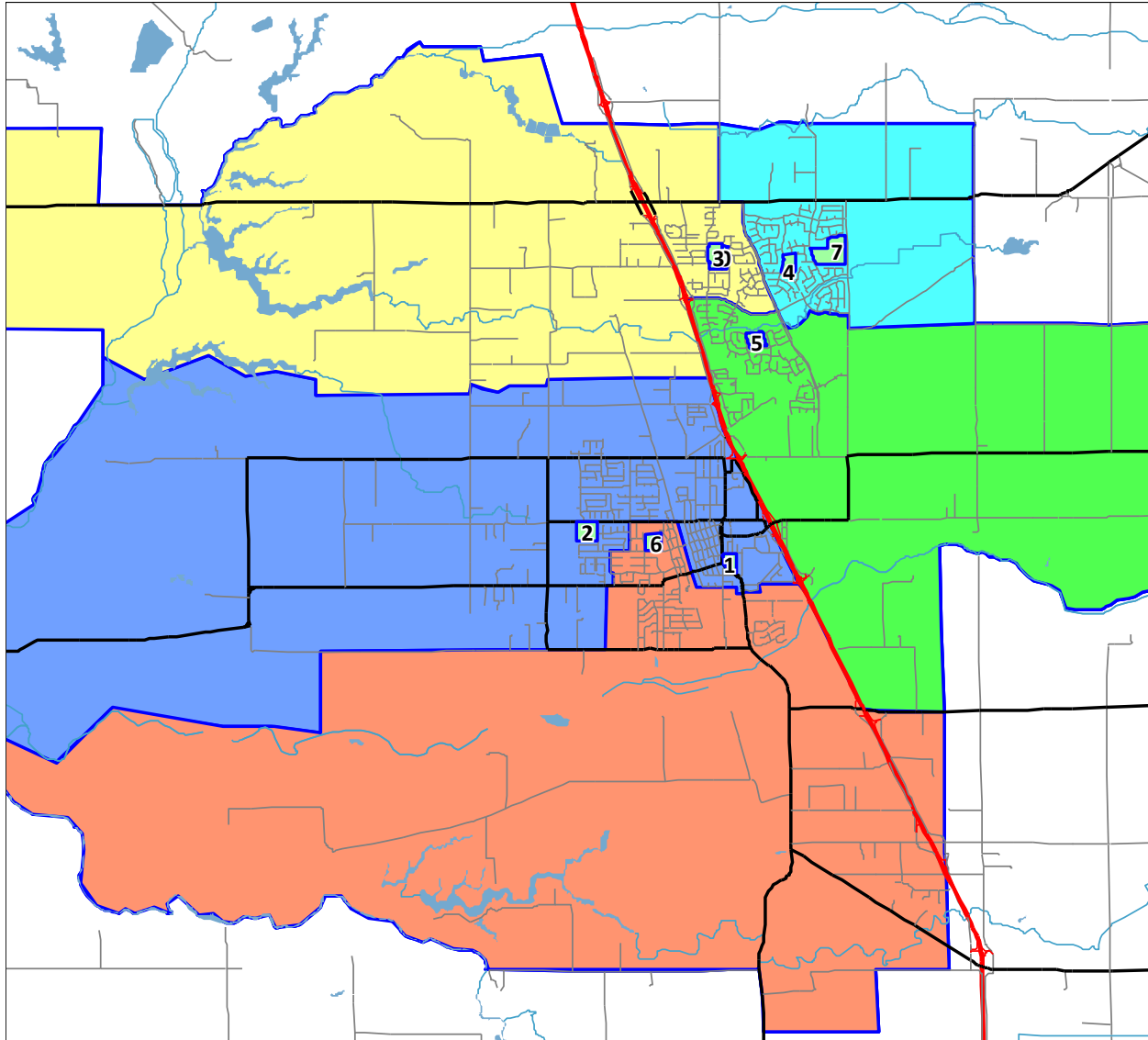
District Map with Student Residential Locations



This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the District boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.

Galt Joint Union Elementary School District
 2020/21 Demographics and Enrollment Projections

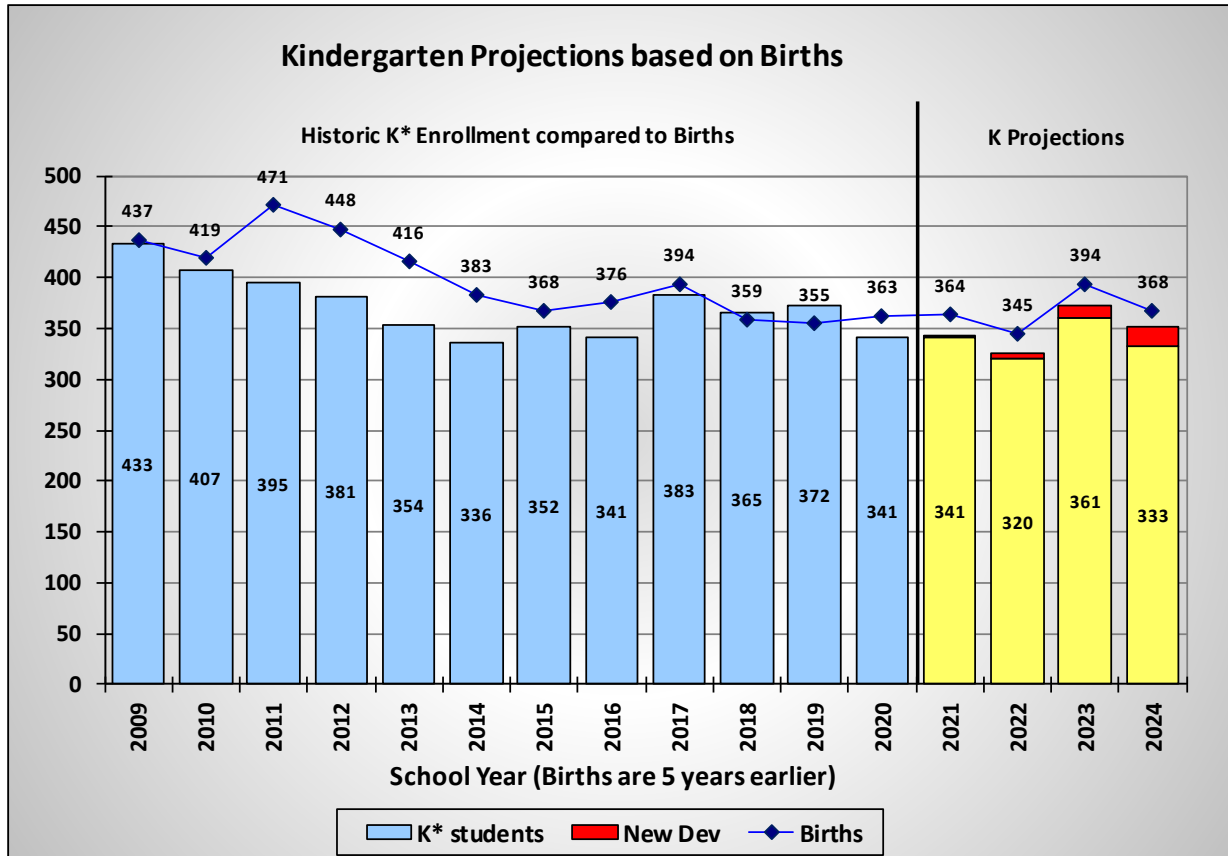
Elementary Boundaries and School Locations



<u>Id</u>	<u>School</u>	<u>Grades</u>	<u>Id</u>	<u>School</u>	<u>Grades</u>
1	Fairsite School	Pre-K	5	River Oaks Elementary	TK-6
2	Greer Elementary	TK-6	6	Valley Oaks Elementary	TK-6
3	Lake Canyon Elementary	TK-6	7	McCaffrey Middle	7-8
4	Marengo Ranch Elementary	TK-6			

HISTORIC BIRTH RATES

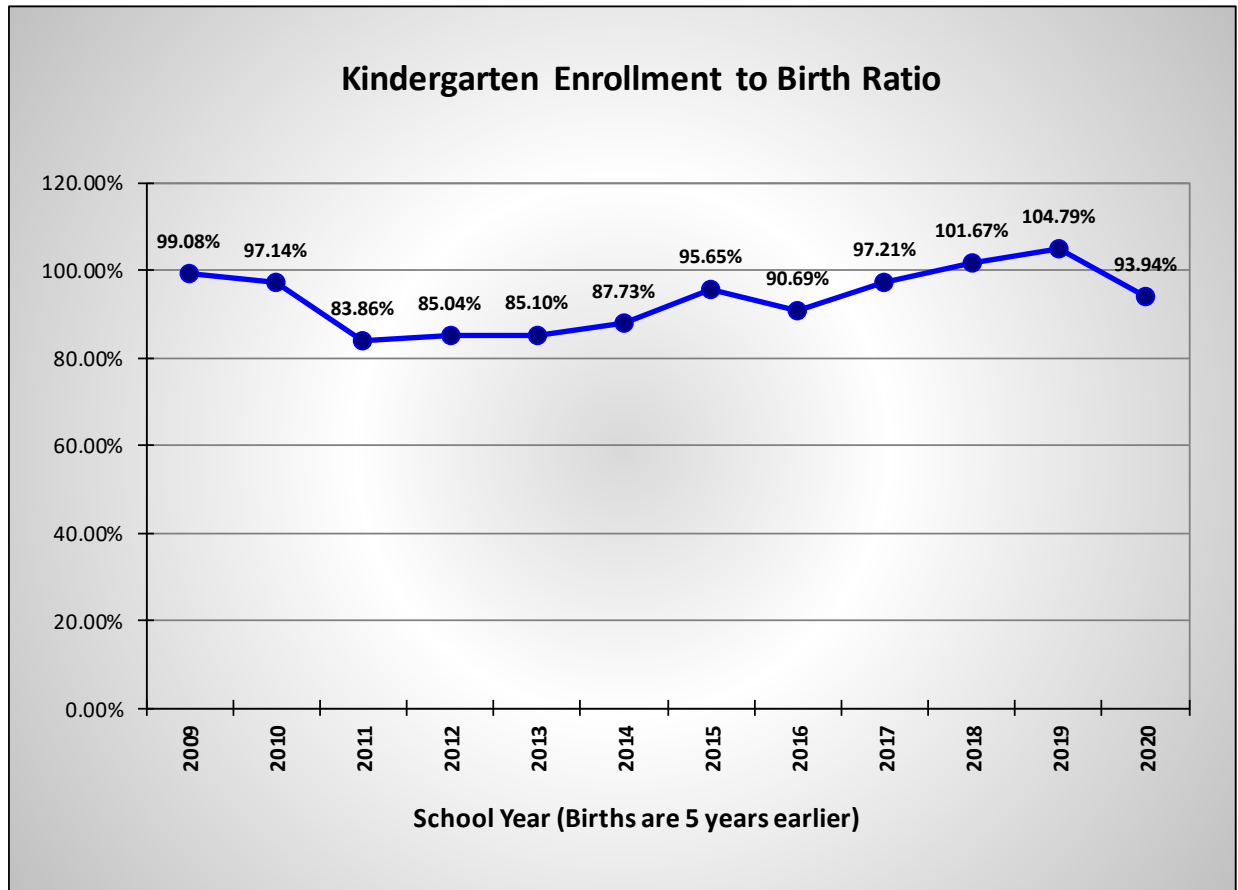
The following section is an analysis of the number of births in the Galt Joint Union Elementary School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip code 95632, which is in the District, was used for this analysis.



*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Galt Joint Union Elementary schools five years later. The number of births between 2004 and 2015 has averaged about 399 per year. The recent birth rates over the past four years (2016 to 2019), which will generate the kindergarten classes for the next four years (2021 to 2024), have been between 345 and 394. We have assumed that the six year average kindergarten capture rate of 97.33% will be maintained in the future.

Historic Kindergarten Capture Rates

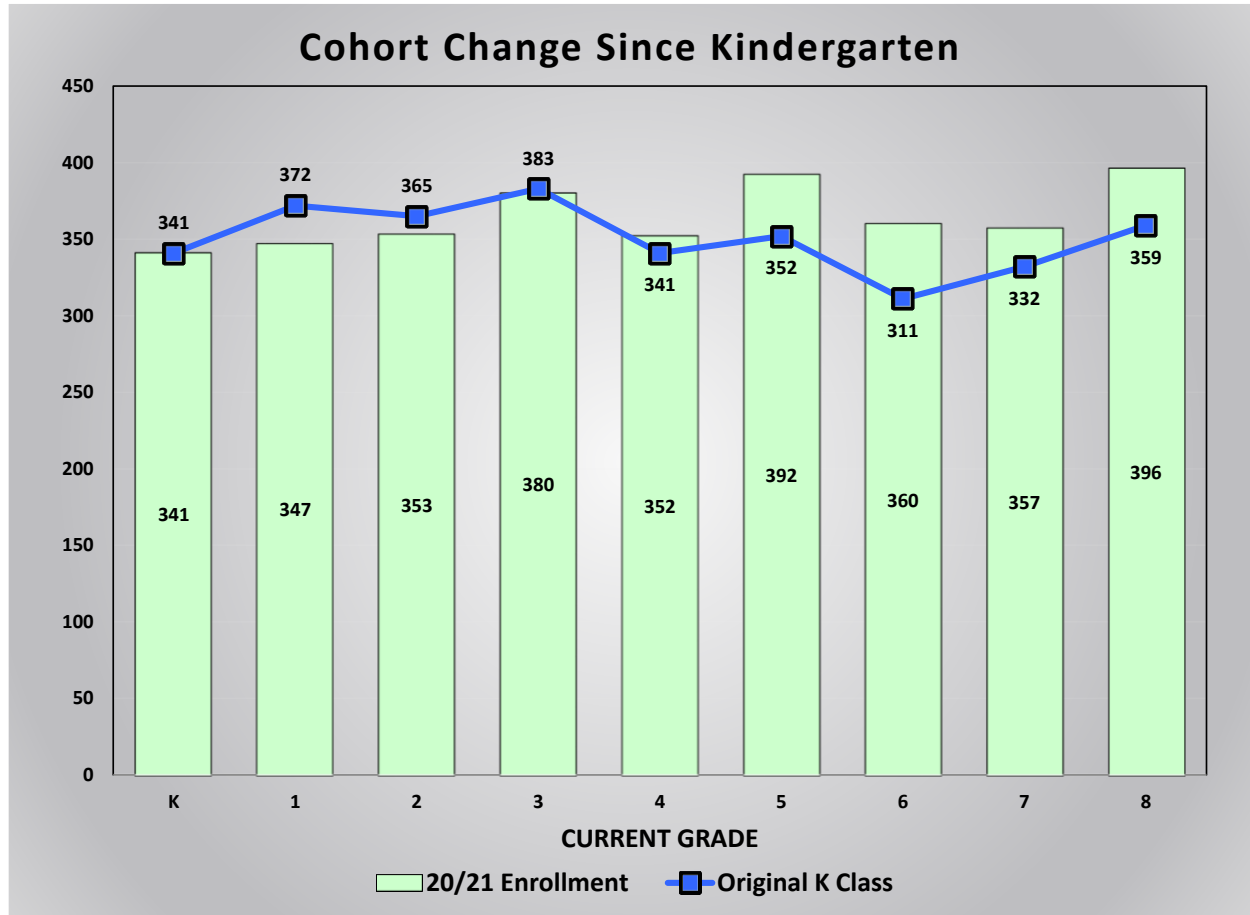


This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they arrived for kindergarten. Overall, the District has had a stable capture rate with a 12 year average of 93.49%.

Transitional Kindergarten

The Transitional Kindergarten (TK) program started in 2012 to provide an extra year for young children to get ready for kindergarten. Currently, the TK program allows four year-olds who will turn five between September 2 and December 2. Some districts allow parents with children just outside that window to also participate in the program. Since the window for the TK program is only three months, participation in the TK program is typically around 25% of the total kindergarten enrollment. In most current state processes, such as CalPADS reporting, the State Building Program, and ADA, TK students are included with the kindergarten numbers.

Retention Rates Since Kindergarten



This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 6th grade class has 360 students and six years ago the kindergarten class had 311 students. Overall the class sizes have increased since kindergarten.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Historic Enrollment and Trends

Galt Joint Union Elementary School District								
Historic Enrollment and Cohorts								
Grade	CalPADS Enrollment				Historic Cohorts			Weighted Average
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20	
TK	76	72	65	51	-4	-7	-14	-10.0
K	383	365	372	341	-18	7	-31	-16.2
1	349	386	372	347	3	7	-25	-9.7
2	382	354	391	353	5	5	-19	-7.0
3	347	390	369	380	8	15	-11	0.8
4	355	351	400	352	4	10	-17	-4.5
5	399	370	370	392	15	19	-8	4.8
6	411	403	380	360	4	10	-10	-1.0
7	448	423	407	357	12	4	-23	-8.2
8	481	461	413	396	13	-10	-11	-6.7
Totals	3,631	3,575	3,539	3,329	4.2	6.0	-16.9	-5.8
Annual Change:		-56	-36	-210				

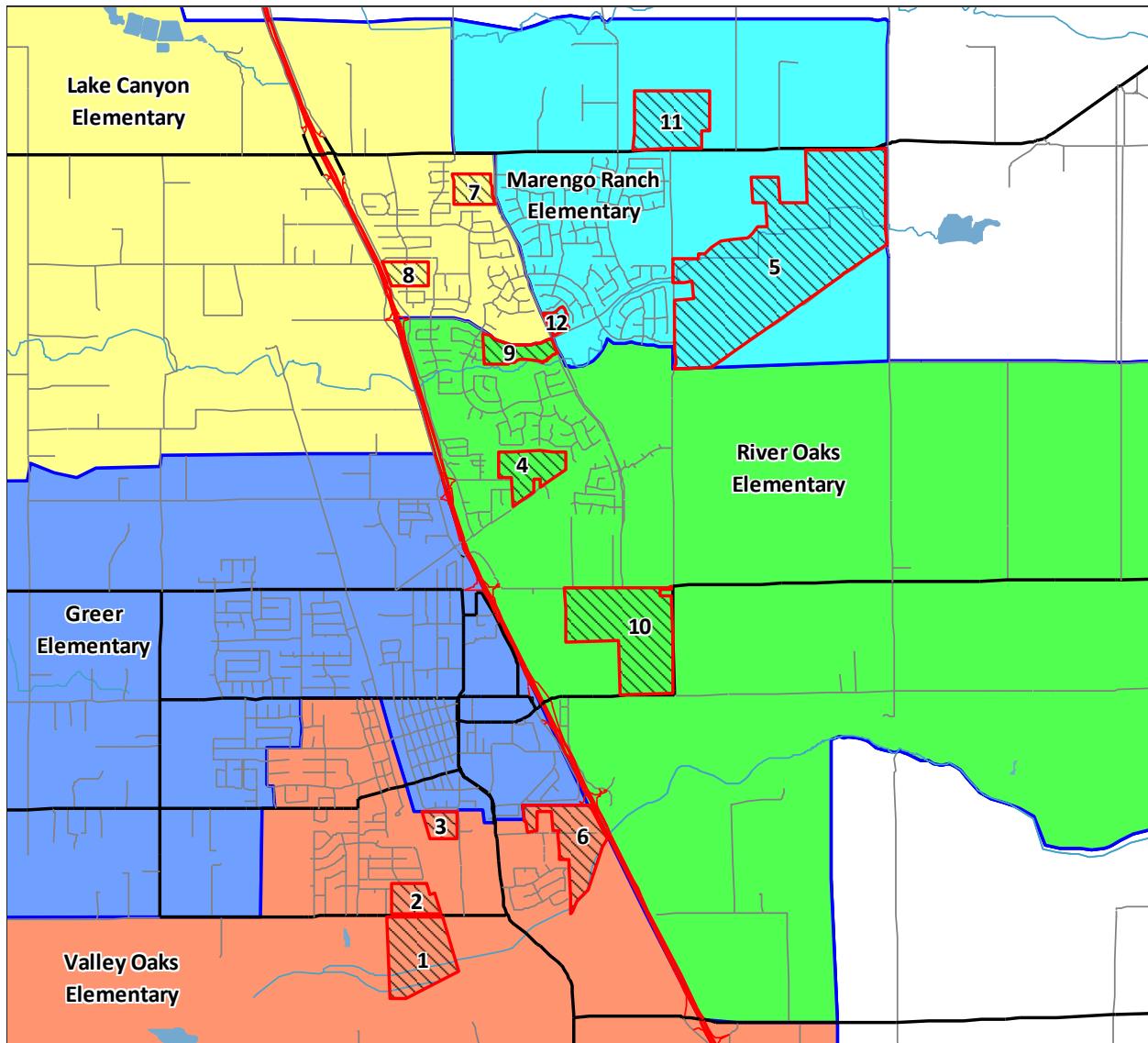
This chart shows the enrollment by grade level over the past four years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general, a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort, as there are some students that do not attend kindergarten at public schools but arrive in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.

NEW HOUSING DEVELOPMENTS



This close up view of the District shows the location of the projected new development areas.

The City and County Planning Departments within the school districts boundary were contacted for input on new housing developments. Two years of building permits were geocoded by address or APN to show the locations of active new developments.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

The projections used in this report are based on the following number of units projected from these developments:

<u>ID</u>	<u>Name</u>	<u>Remaining Units</u>	<u>6 Year Projection</u>	<u>Boundary</u>
1	Cardoso 2	87	87	Valley Oaks
2	Cardoso I/Pieridae	69	69	Valley Oaks
3	Caterina Estates	67	60	Valley Oaks
4	Cedar Flats Estates/Cedar Creek	112	112	River Oaks
5	Eastview SP/Liberty Ranch	1,494	0	Marengo Ranch
6	Fairway Oaks	173	0	Valley Oaks
7	Greenwood Cottages	226	95	Lake Canyon
8	Morali Estates	50	0	Lake Canyon
9	Parlin Oaks	224	100	River Oaks
10	Simmerhorn Ranch	429	50	River Oaks
11	Summerfield at Twin Cities Rd	211	50	Marengo Ranch
12	Veranda at River Oak	60	60	Marengo Ranch
Totals		3,202	683	

Assuming that 683 of the 3,202 planned units are completed over a six year period, there would be an average of 114 new housing units per year. To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently the District student yield rate is 0.458 students per housing unit. This breaks down as follows:

<u>Grade</u>	<u>2010 Students in District</u>	<u>2010 Housing Units</u>	<u>Student Yield Rate</u>
Total TK-6	2,997	8,896	0.349
Total 7-8	972	8,896	0.109
Total	3,969		0.458

Based on 2010 Census Data for school district.

The yield rate for TK-6 has been adjusted to reflect the impact of grade TK students which did not exist in the 2010 enrollment. The yield rate used for new construction eligibility determination in the State building program is 0.50 students per home for K-8 districts. The yield rate in the Galt Joint Union Elementary School District is lower than the State average.

Galt Joint Union Elementary School District
2020/21 Demographics and Enrollment Projections

Galt Joint Union Elementary School District							
New Development Construction							
Housing Units per Year							
School	21/22	22/23	23/24	24/25	25/26	26/27	Totals
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Lake Canyon Elem	0	0	15	25	25	30	95
Marengo Ranch Elem	17	30	13	10	15	25	110
River Oaks Elem	0	35	45	55	65	62	262
Valley Oaks Elem	0	35	50	49	35	47	216
Greer Elem	0	0	0	0	0	0	0
Elementary Totals	17	100	123	139	140	164	683
McCaffrey Middle	17	100	123	139	140	164	683
Middle Totals	17	100	123	139	140	164	683

Based on these estimated construction rates, the development will generate 8 students next year and a total of 313 students in the next six years.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

CLASSROOM COUNTS AND CAPACITY

It is important to understand that capacity and classroom counts may be viewed different ways for different purposes. The State School Facilities Program (SFP) considers all available teaching stations excluding physical education facilities and core facilities (e.g., libraries, multipurpose rooms, and administrative spaces), as part of the site capacity when calculating eligibility for new construction or modernization funding. The State also has its own loading standards per classroom as part of the eligibility determinations.

Another method for calculating capacity and number of classrooms is based on local District standards of class size and a definition of what is considered a full day teaching station. The District may set aside several classroom spaces defined by the SFP for specialized programs or pull-out spaces.

The classroom counts and capacities defined in this Demographics and Enrollment Projections Study represent the rooms that have been identified by Galt Joint Union Elementary School District administration as designated fulltime teaching stations. This count is a net count and may not take into consideration other rooms which could be used as fulltime teaching stations but are needed for other programs offered by the District.

The classroom counts are shown for each school and are used to determine the capacity. The classroom counts represent the rooms that can be used for teaching purposes at each school site. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding.

The summary below illustrates the difference between the Gross classroom count and the Net classroom count.

Galt Joint Union Elementary School District Classroom Count Summary

<u>Elementary Schools</u>	<u>Gross CR Count</u>	<u>Net CR Count</u>	<u>Excluded CR</u>
Lake Canyon Elem	26	23	3
Marengo Ranch Elem	38	34	4
River Oaks Elem	33	29	4
Valley Oaks Elem	39	35	4
Greer Elem	32	28	4
Sub-Totals	168	149	19
<u>Middle Schools</u>			
McCaffrey Middle	44	40	4
Sub-Totals	44	40	4
District Totals	212	189	23

SCHOOL PROJECTIONS

This Study provides a detailed analysis of student attendance patterns and enrollment for each school. This includes a boundary map illustrating that particular school's attendance patterns along with a chart showing the projected enrollment for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available, then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

<u>Grade</u>	<u>Loading Standard</u>
TK-K	20 (Double Session = 40)
1-3	20
4-6	30
7-8	32

These loading standards are based on the current loading factors used this year and may change based on the level of funding for schools in the future.

Backup data is provided below each projection chart that shows the calculations of the cohort factors used to determine the enrollment projections for each school.

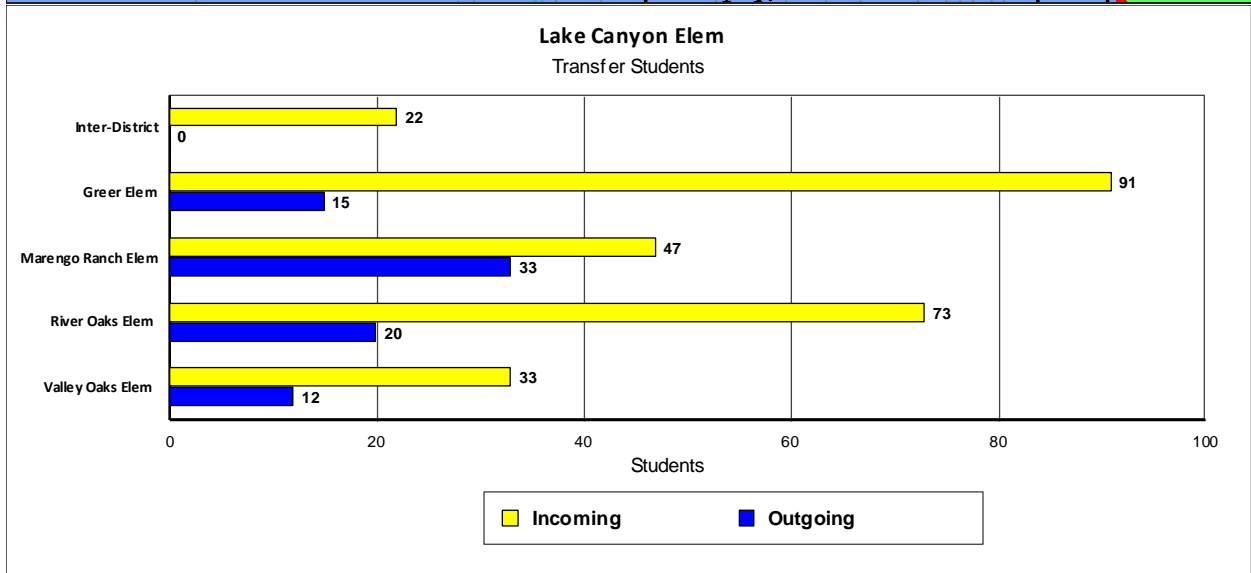
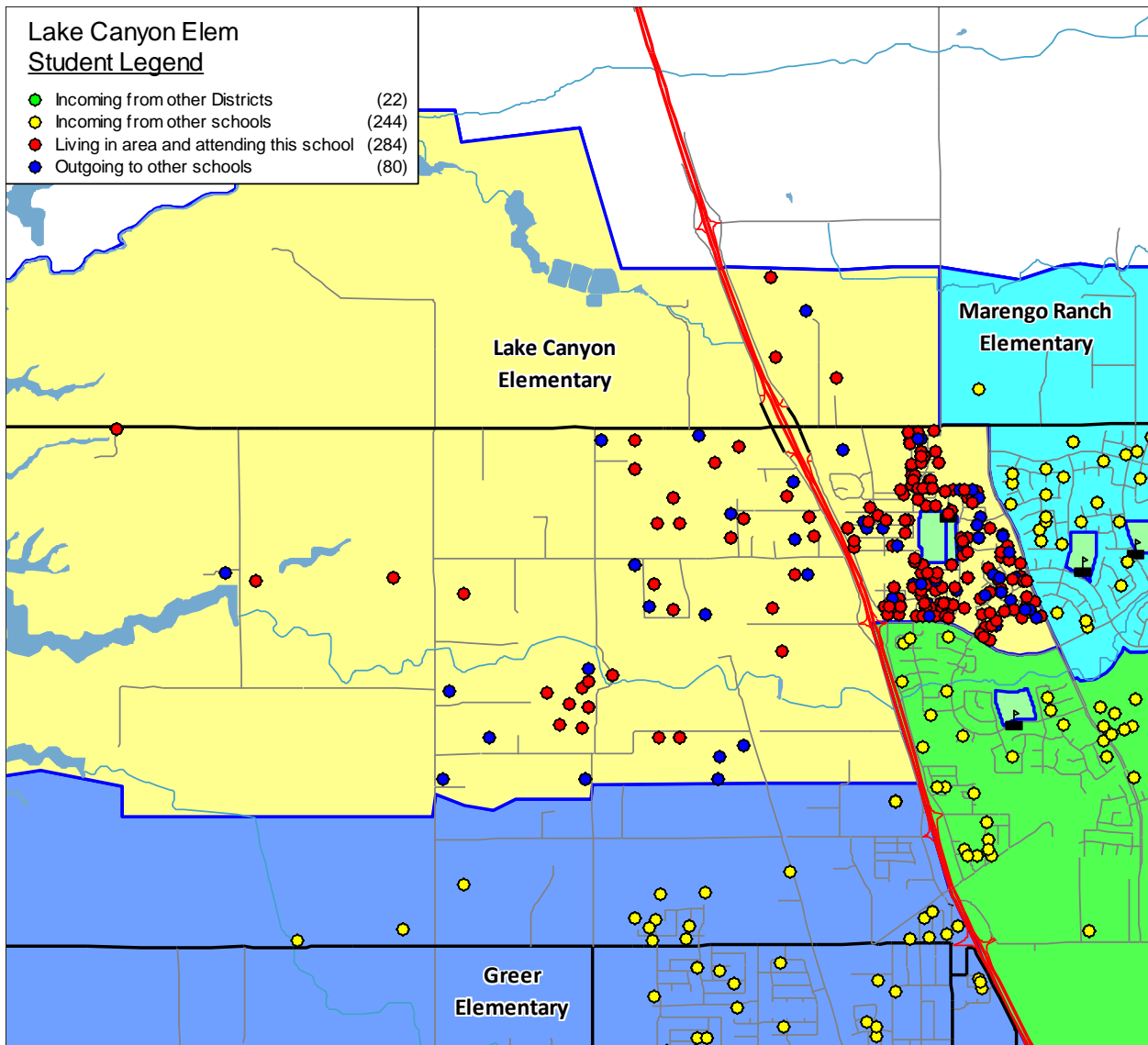
The number of students living in the boundary are shown, which are then used to generate the cohort factors. The non-weighted average of the three years was determined with each year weighted 33.3%. This reduces the current trends compared to the weighted model. This was done due to the impacts of the pandemic which should be a short-term adjustment. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. The kindergarten enrollment is projected using the birth data instead of the cohort factor shown here.

The Attendance Factors were determined by analyzing the current year of students to see how many Inter- and Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.

The last three columns in the chart, Current Enrollment, 21/22 Projection, and Net Change, show the current enrollment, next year's projection and net change in enrollment for next year. These are compared by grade to show the details needed for staffing and classroom needs.

Galt Joint Union Elementary School District

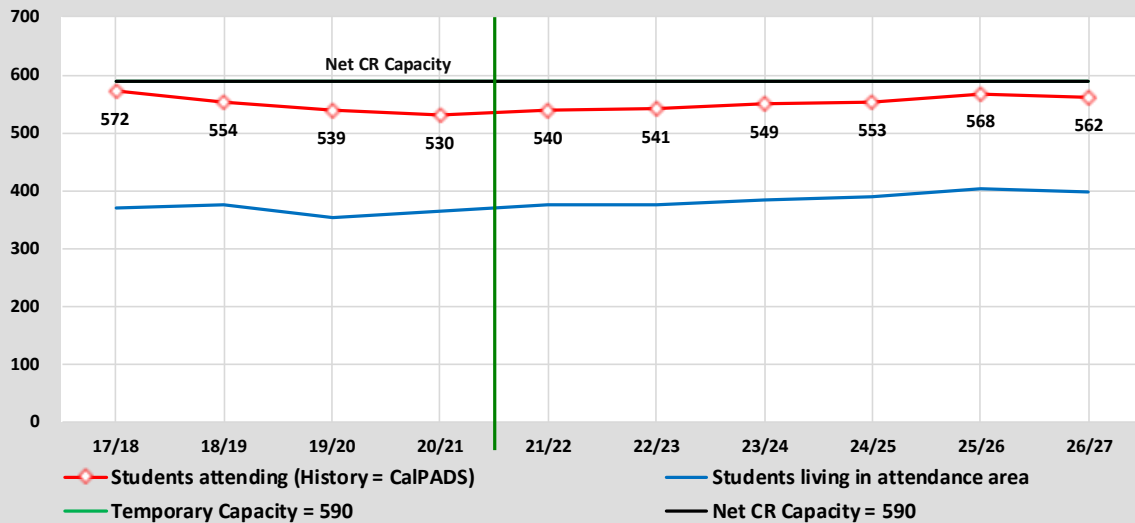
2020/21 Demographics and Enrollment Projections



Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Capacity & Projected Enrollment Lake Canyon Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 23
 Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
20/21	530	-9	0	590	0	0	-2	60	
21/22	540	10	0	590	0	0	-2	50	0
22/23	541	1	0	590	0	0	-2	49	0
23/24	549	8	0	590	0	0	-2	41	15
24/25	553	4	0	590	0	0	-2	37	25
25/26	568	15	0	590	0	0	-2	22	25
26/27	562	-6	0	590	0	0	-2	28	30

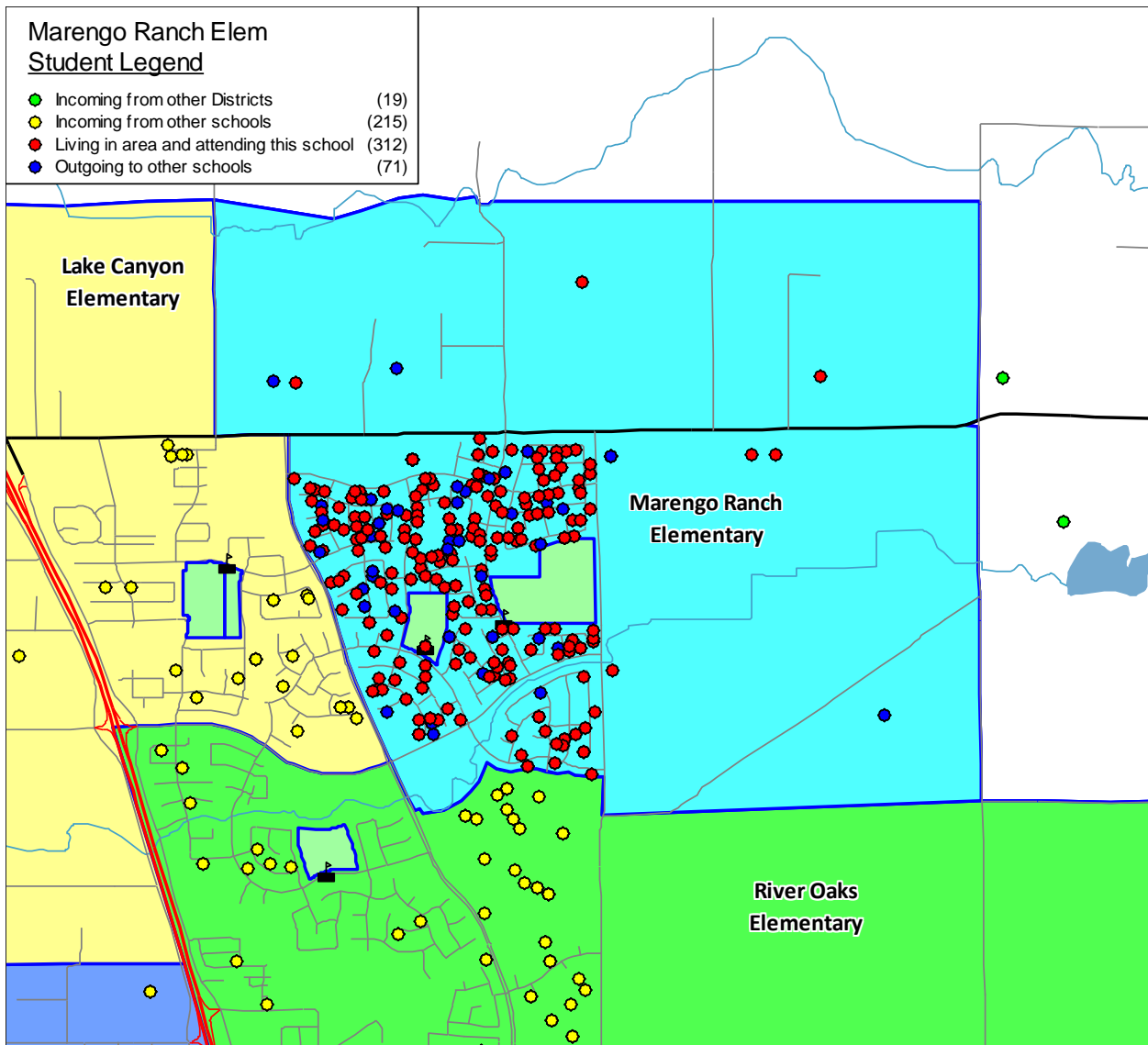
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 23

Lake Canyon Elem

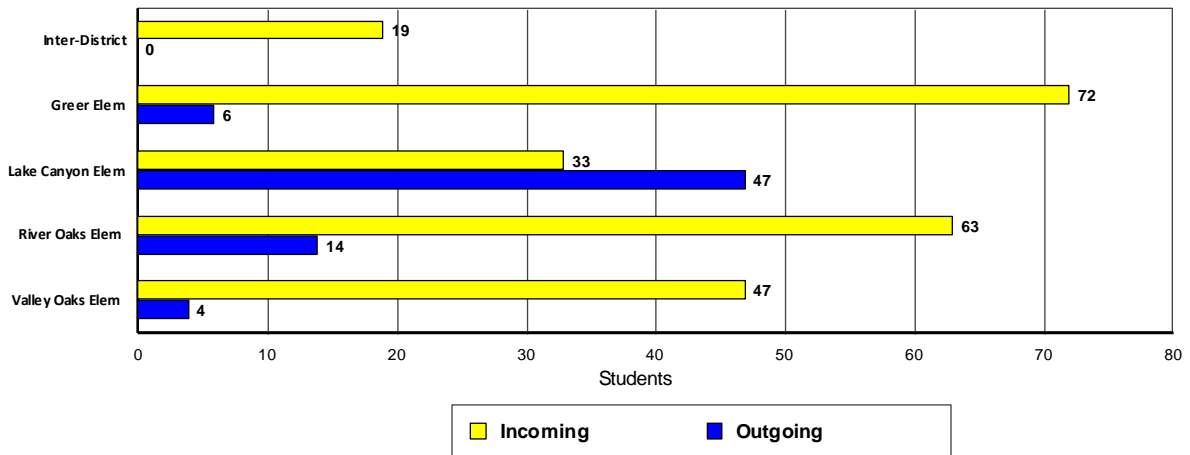
YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	21/22 Projection	Net Change
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20		Intra	Inter			
Grade													
TK	15	13	9	6	-2	-4	-3	0	83.3%	16.7%	12	16	4
K	57	53	60	44	-4	7	-16	0	40.9%	6.8%	65	73	8
1	48	51	43	63	-6	-10	3	-2	28.6%	4.8%	84	67	-17
2	55	51	53	44	3	2	1	2	40.9%	0.0%	62	83	21
3	40	54	49	55	-1	-2	2	0	34.5%	5.5%	77	66	-11
4	52	46	51	51	6	-3	2	2	68.6%	3.9%	88	94	6
5	56	49	50	52	-3	4	1	1	40.4%	11.5%	79	79	0
6	46	58	39	50	2	-10	0	-3	18.0%	8.0%	63	62	-1
Totals	369	375	354	365	-0.6	-2.0	-1.3	0.0	44.4%	7.1%	530	540	10

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections



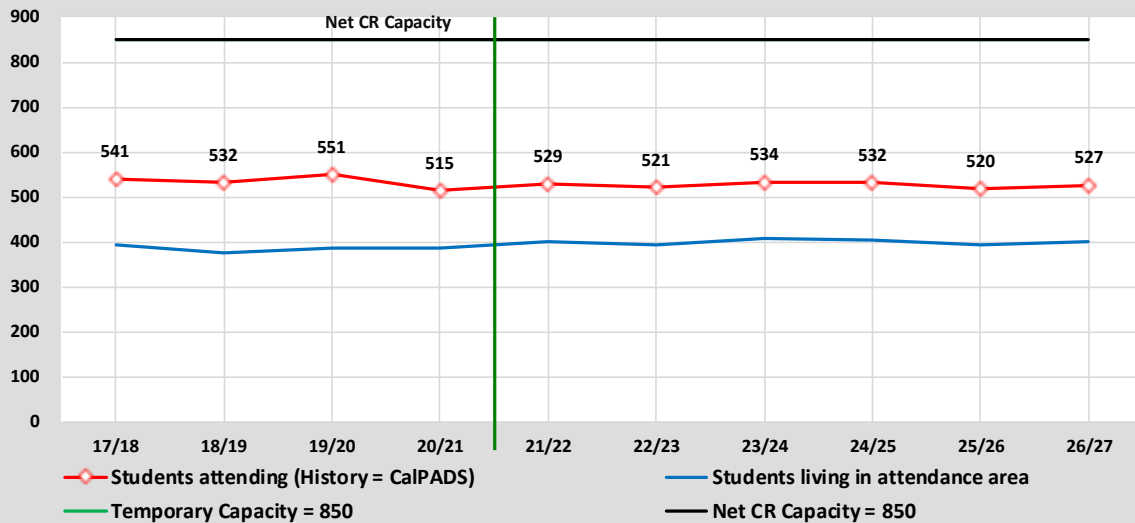
Marengo Ranch Elem
Transfer Students



Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Capacity & Projected Enrollment Marengo Ranch Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 34
 Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
20/21	515	-36	0	850	0	0	-12	335	
21/22	529	14	0	850	0	0	-11	321	17
22/23	521	-8	0	850	0	0	-11	329	30
23/24	534	13	0	850	0	0	-11	316	13
24/25	532	-2	0	850	0	0	-11	318	10
25/26	520	-12	0	850	0	0	-11	330	15
26/27	527	7	0	850	0	0	-11	323	25

* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 34

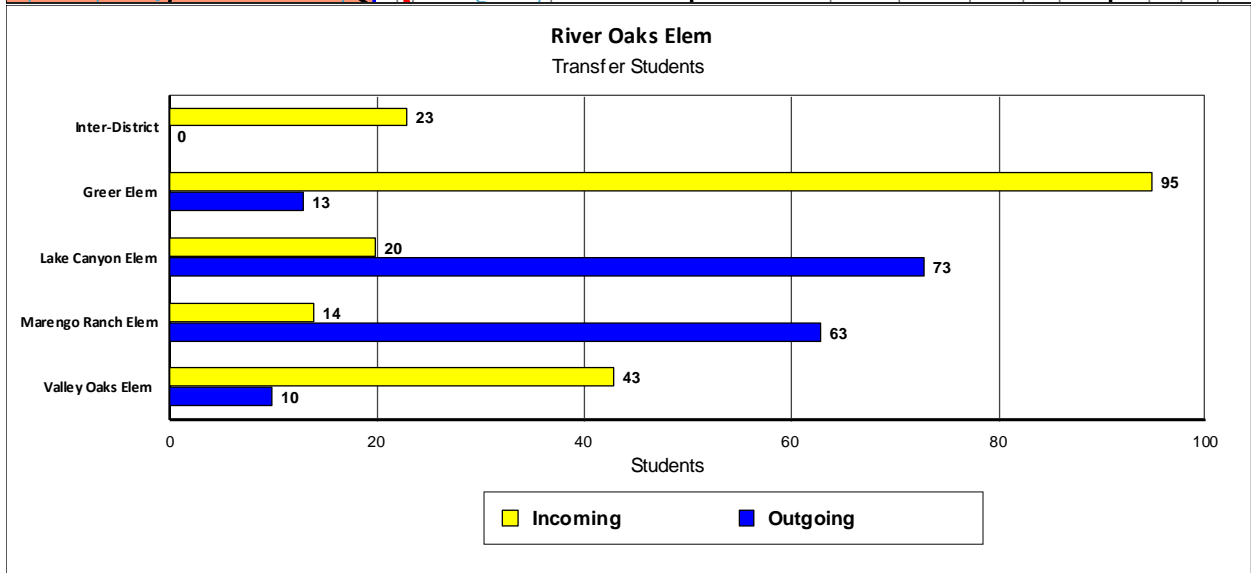
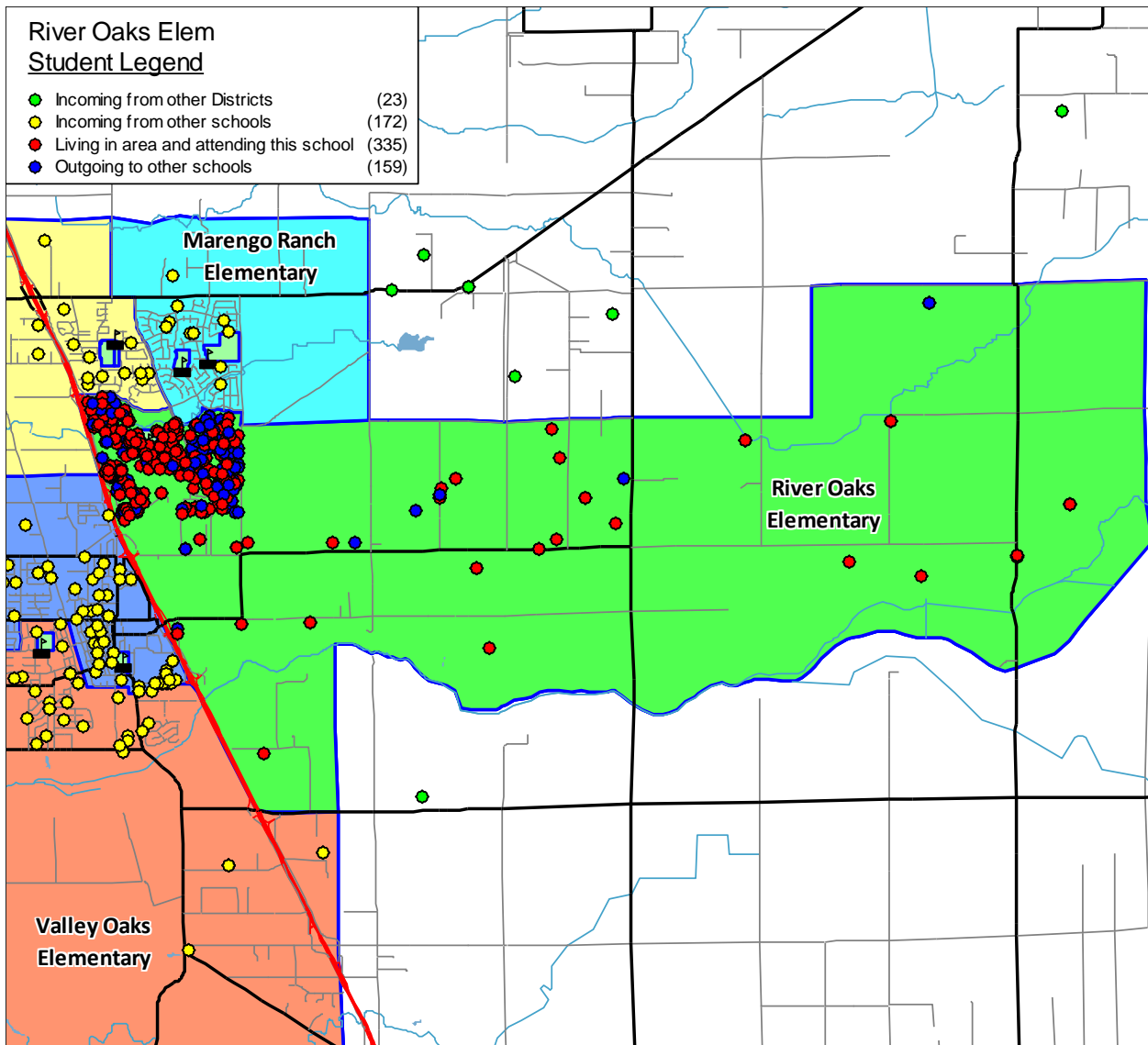
Marengo Ranch Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	21/22 Projection	Net Change
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20		Intra	Inter			
Grade													
T K	12	5	6	10	-7	1	4	0	50.0%	0.0%	15	12	-3
K	55	56	45	44	1	-11	-1	0	65.9%	9.1%	77	81	4
1	46	51	61	50	-4	5	5	2	12.0%	4.0%	58	59	1
2	59	43	55	64	-3	4	3	1	7.8%	6.3%	73	61	-12
3	49	61	46	56	2	3	1	2	33.9%	5.4%	78	89	11
4	55	50	64	45	1	3	-1	1	42.2%	0.0%	64	76	12
5	45	54	49	66	-1	-1	2	0	21.2%	4.5%	83	63	-20
6	73	56	59	52	11	5	3	6	23.1%	5.8%	67	88	21
Totals	394	376	385	387	0.0	1.1	2.0	1.5	32.0%	4.4%	515	529	14

Marengo Ranch is currently operating 2 full-day kindergarten classes.

Galt Joint Union Elementary School District

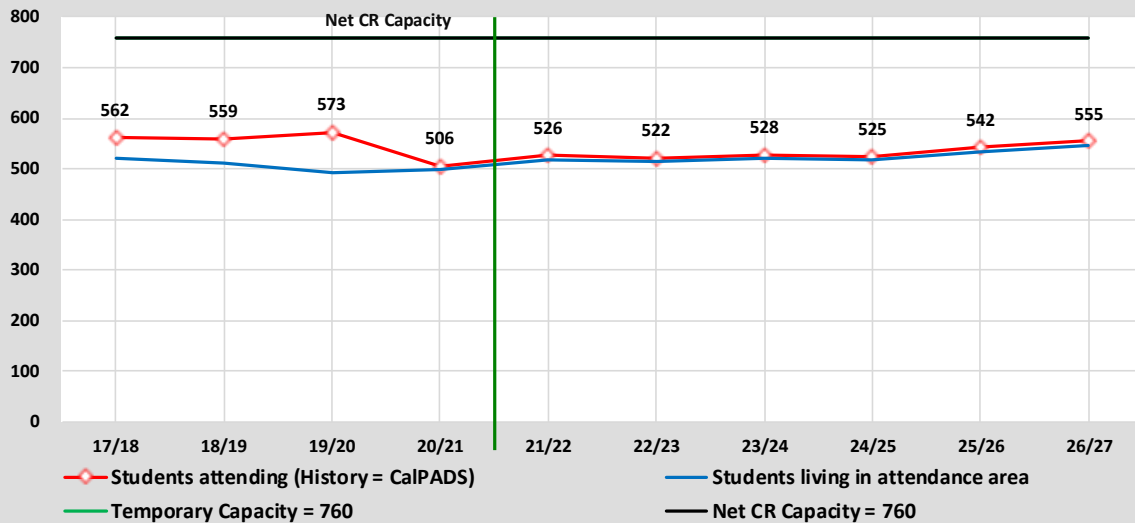
2020/21 Demographics and Enrollment Projections



Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Capacity & Projected Enrollment River Oaks Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 29
 Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
20/21	506	-67	0	760	0	0	-9	254	
21/22	526	20	0	760	0	0	-8	234	0
22/23	522	-4	0	760	0	0	-8	238	35
23/24	528	6	0	760	0	0	-8	232	45
24/25	525	-3	0	760	0	0	-8	235	55
25/26	542	17	0	760	0	0	-7	218	65
26/27	555	13	0	760	0	0	-7	205	62

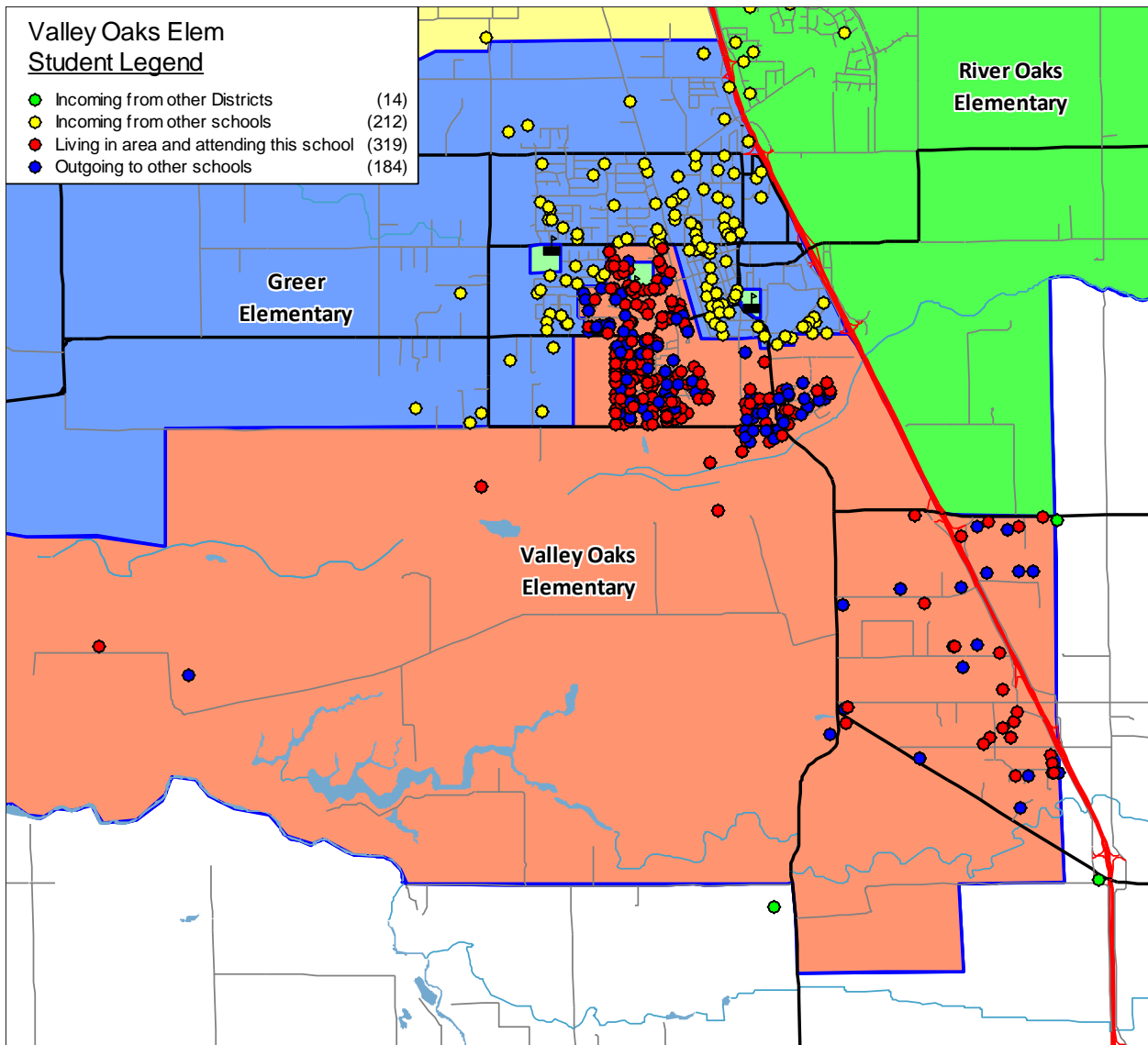
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 29

River Oaks Elem

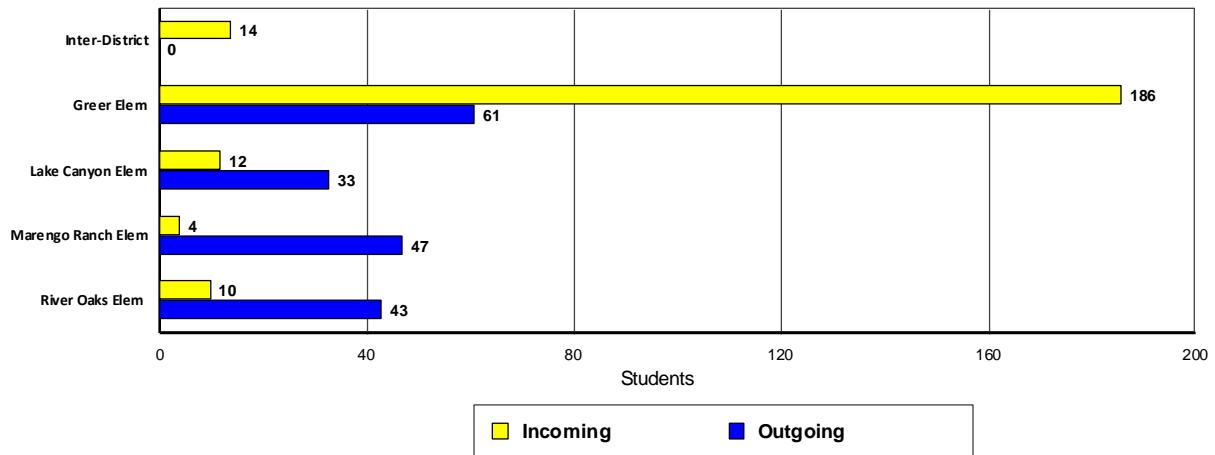
YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	21/22 Projection	Net Change
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20		Intra	Inter			
Grade													
T K	14	20	19	7	6	-1	-12	0	-14.3%	0.0%	6	15	9
K	63	62	55	63	-1	-7	8	-1	-12.7%	6.3%	59	55	-4
1	76	72	60	65	9	-2	10	6	4.6%	7.7%	73	82	9
2	78	72	77	63	-4	5	3	1	0.0%	4.8%	66	69	3
3	61	73	72	80	-5	0	3	-1	-2.5%	7.5%	84	66	-18
4	65	66	74	75	5	1	3	3	-13.3%	1.3%	66	74	8
5	83	67	61	79	2	-5	5	1	6.3%	2.5%	86	83	-3
6	82	79	74	66	-4	7	5	3	-3.0%	3.0%	66	82	16
Totals	522	511	492	498	1.0	-0.3	3.1	1.5	-4.4%	4.1%	506	526	20

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

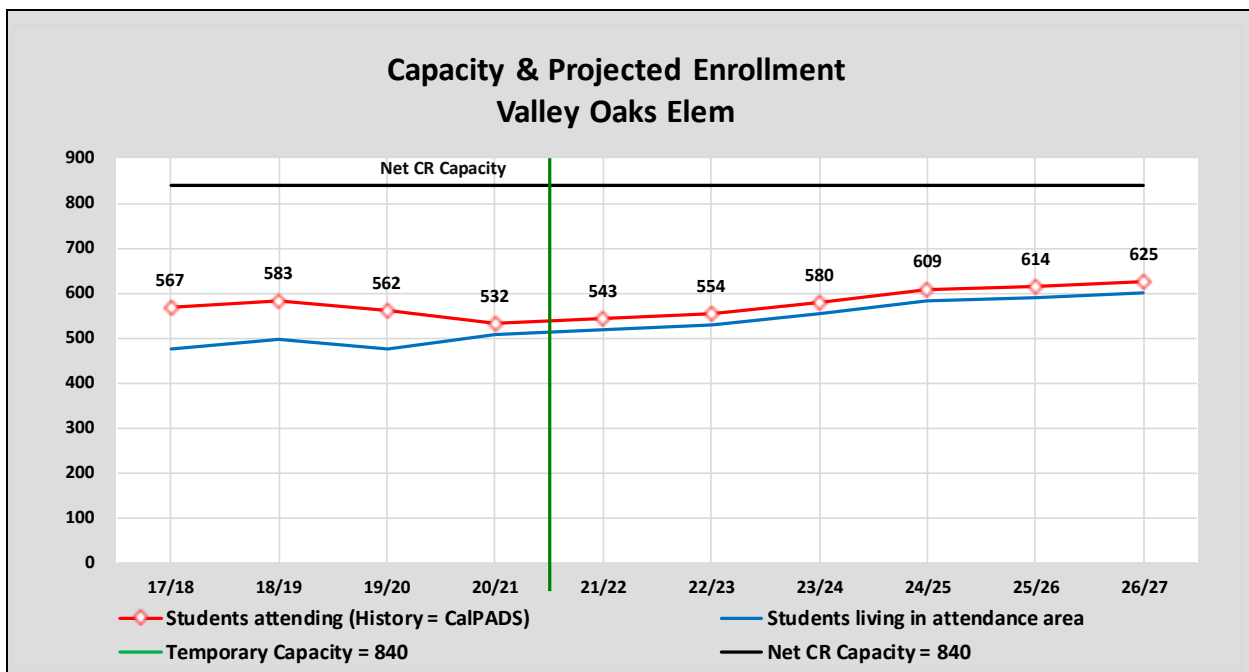


Valley Oaks Elem
Transfer Students



Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 35
 Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
20/21	532	-30	0	840	0	0	-12	308	
21/22	543	11	0	840	0	0	-12	297	0
22/23	554	11	0	840	0	0	-10	286	35
23/24	580	26	0	840	0	0	-10	260	50
24/25	609	29	0	840	0	0	-9	231	49
25/26	614	5	0	840	0	0	-9	226	35
26/27	625	11	0	840	0	0	-9	215	47

* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 35

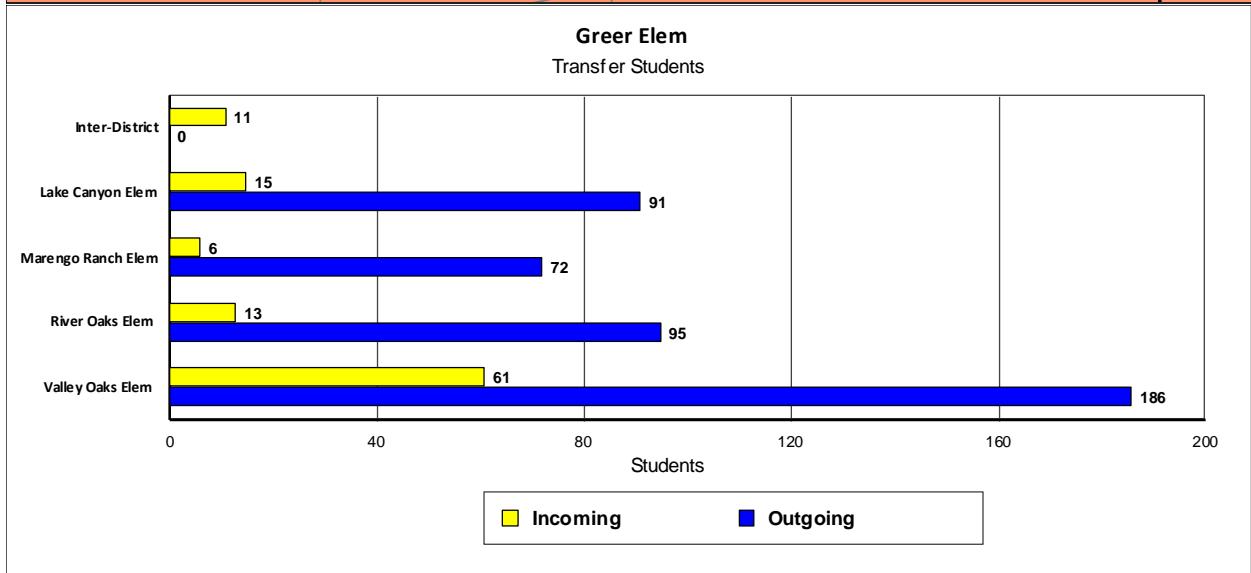
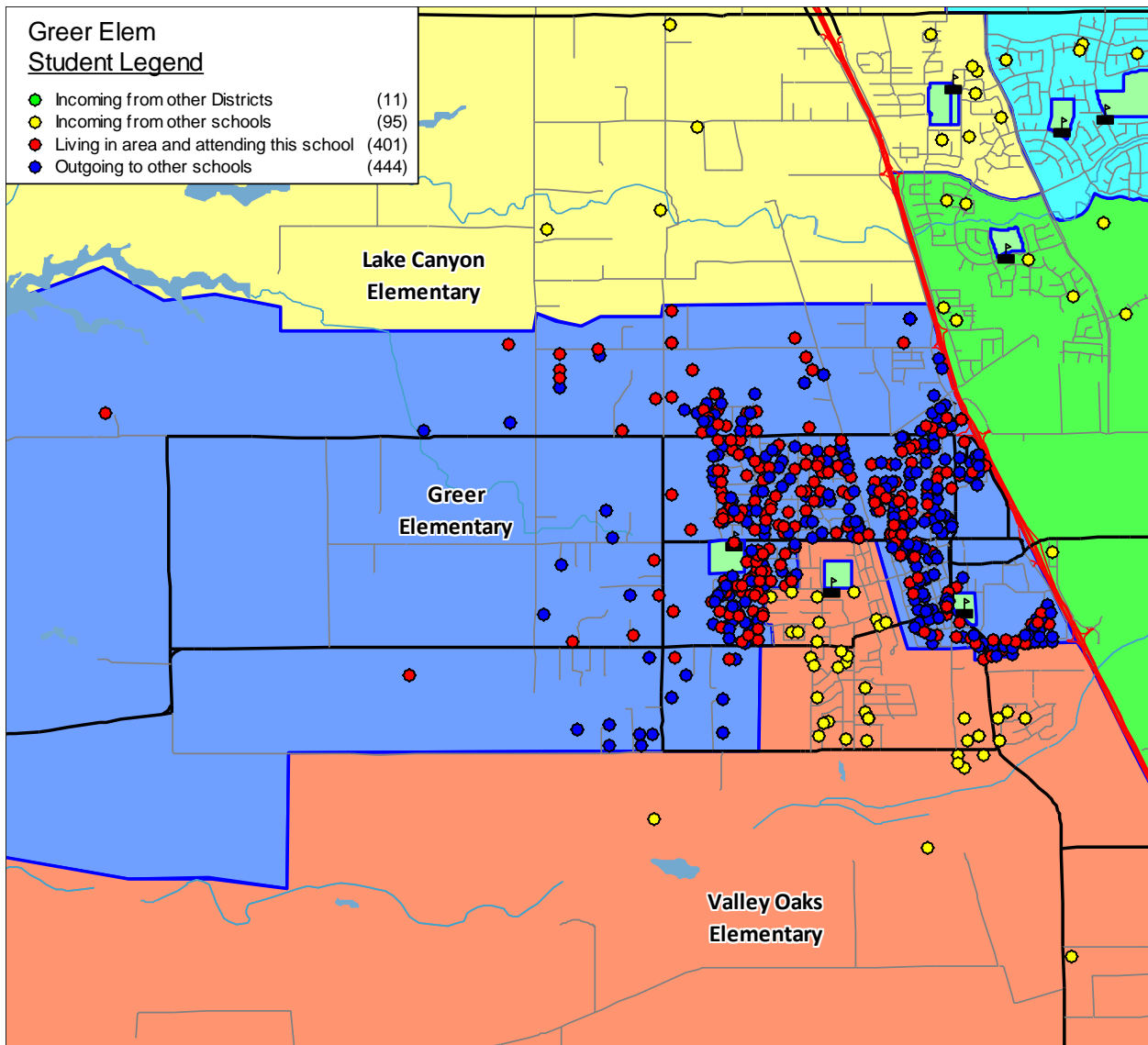
Valley Oaks Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	21/22 Projection	Net Change
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20		Intra	Inter			
Grade													
T K	9	12	14	5	3	2	-9	0	0.0%	0.0%	5	10	5
K	62	77	70	77	15	-7	7	-1	-15.6%	1.3%	66	62	-4
1	67	66	68	73	4	-9	3	0	-16.4%	1.4%	62	71	9
2	59	68	55	72	1	-11	4	-2	18.1%	2.8%	87	85	-2
3	66	67	69	61	8	1	6	5	23.0%	3.3%	77	92	15
4	63	67	71	71	1	4	2	2	11.3%	1.4%	80	71	-9
5	75	65	69	74	2	2	3	2	-8.1%	1.4%	69	67	-2
6	76	76	58	73	1	-7	4	-1	9.6%	8.2%	86	85	-1
Totals	477	498	474	506	4.4	-3.1	2.5	0.6	2.7%	2.5%	532	543	11

Valley Oaks is currently operating 3 full-day kindergarten classes.

Galt Joint Union Elementary School District

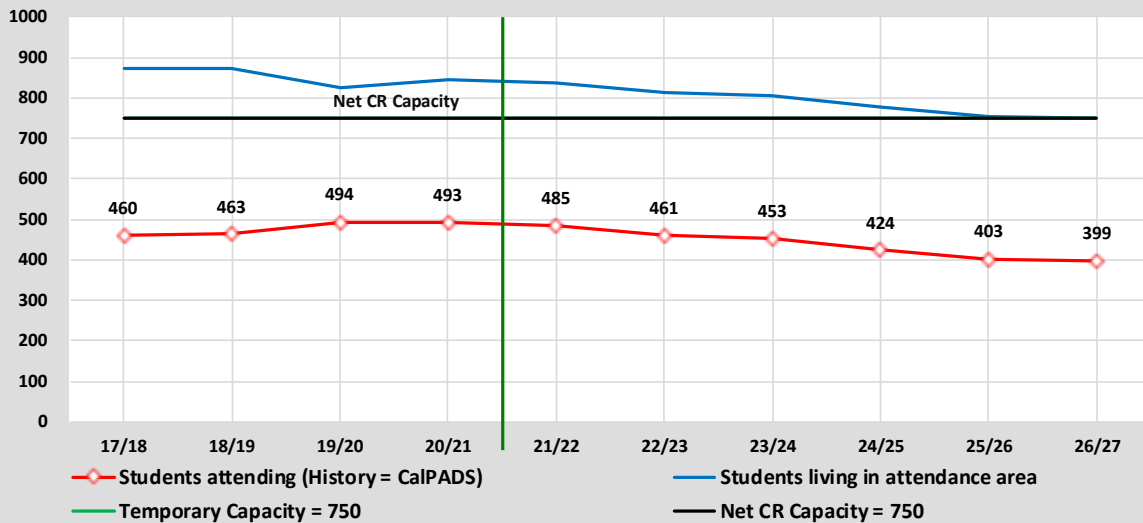
2020/21 Demographics and Enrollment Projections



Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Capacity & Projected Enrollment Greer Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 28
 Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
20/21	493	-1	0	750	0	0	-9	257	
21/22	485	-8	0	750	0	0	-10	265	0
22/23	461	-24	0	750	0	0	-11	289	0
23/24	453	-8	0	750	0	0	-11	297	0
24/25	424	-29	0	750	0	0	-12	326	0
25/26	403	-21	0	750	0	0	-12	347	0
26/27	399	-4	0	750	0	0	-12	351	0

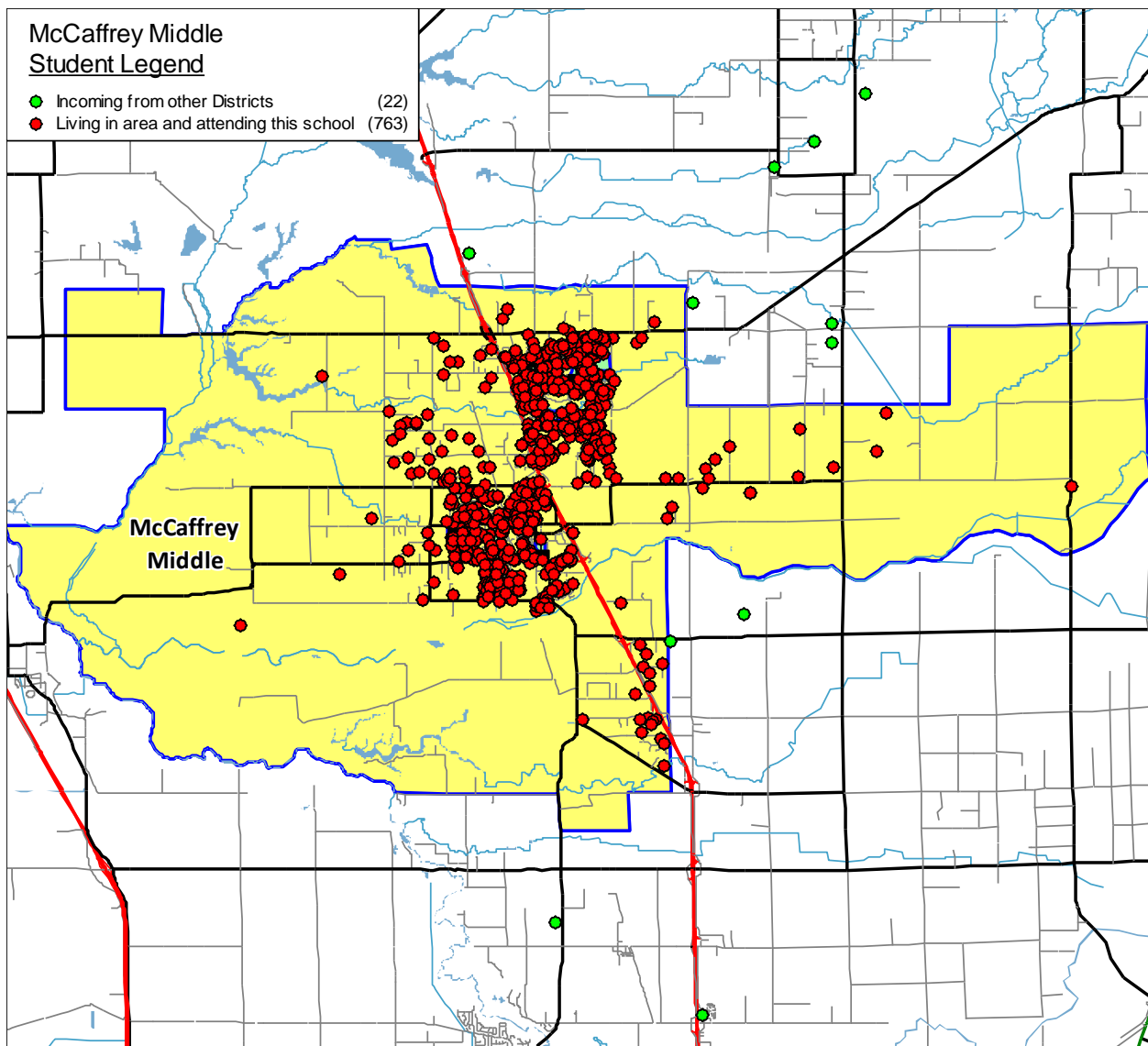
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 28

Greer Elem

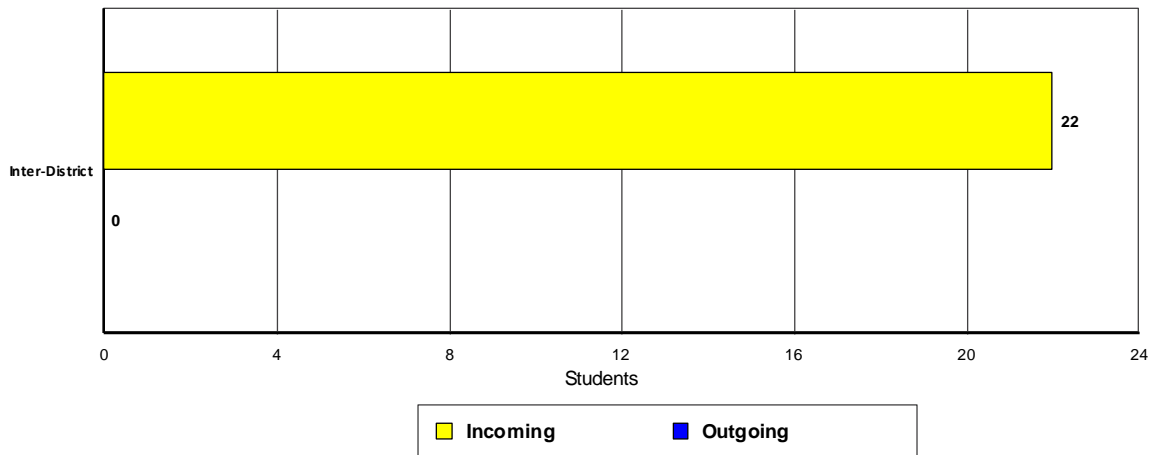
YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	21/22 Projection	Net Change
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20		Intra	Inter			
Grade													
T K	27	21	17	22	-6	-4	5	0	-40.9%	0.0%	13	10	-3
K	137	110	104	107	-27	-6	3	-1	-30.8%	0.0%	74	71	-3
1	108	137	118	104	0	8	0	3	-33.7%	1.0%	70	83	13
2	126	117	123	122	9	-14	4	0	-49.2%	2.5%	65	46	-19
3	119	125	108	130	-1	-9	7	-1	-53.1%	2.3%	64	54	-10
4	110	114	122	115	-5	-3	7	0	-53.9%	0.9%	54	68	14
5	125	127	115	129	17	1	7	8	-43.4%	1.6%	75	68	-7
6	122	122	117	117	-3	-10	2	-4	-34.2%	0.9%	78	85	7
Totals	874	873	824	846	-2.0	-4.6	4.4	0.6	-42.4%	1.1%	493	485	-8

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections



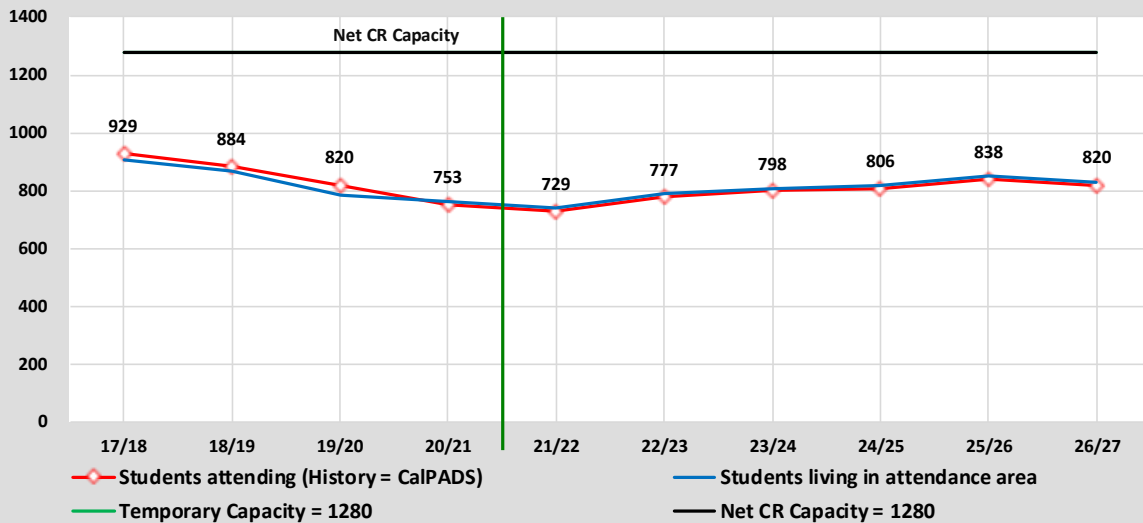
McCaffrey Middle
Transfer Students



Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Capacity & Projected Enrollment McCaffrey Middle



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 40
 Grades Served = 7 - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
20/21	753	-67	0	1280	0	0	-16	527	
21/22	729	-24	0	1280	0	0	-17	551	17
22/23	777	48	0	1280	0	0	-16	503	100
23/24	798	21	0	1280	0	0	-15	482	123
24/25	806	8	0	1280	0	0	-15	474	139
25/26	838	32	0	1280	0	0	-14	442	140
26/27	820	-18	0	1280	0	0	-14	460	164

* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 40

McCaffrey Middle

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	21/22 Projection	Net Change
	17/18	18/19	19/20	20/21	17 to 18	18 to 19	19 to 20		Intra	Inter			
Grade													
T K	77	71	65	50	-6	-6	-15	0	0.0%	0.0%	0	0	0
K	374	358	334	335	-16	-24	1	-3	0.0%	0.0%	0	0	0
1	345	377	350	355	3	-8	21	5	0.0%	0.0%	0	0	0
2	377	351	363	365	6	-14	15	2	0.0%	0.0%	0	0	0
3	335	380	344	382	3	-7	19	5	0.0%	0.0%	0	0	0
4	345	343	382	357	8	2	13	8	0.0%	0.0%	0	0	0
5	384	362	344	400	17	1	18	12	0.0%	0.0%	0	0	0
6	399	391	347	358	7	-15	14	2	0.0%	0.0%	0	0	0
7	437	415	374	367	16	-17	20	6	-4.9%	2.2%	357	353	-4
8	468	453	408	397	16	-7	23	11	-3.8%	3.5%	396	376	-20
Totals	3541	3501	3311	3366	5.4	-9.5	12.9	4.8	-4.3%	2.9%	753	729	-24

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

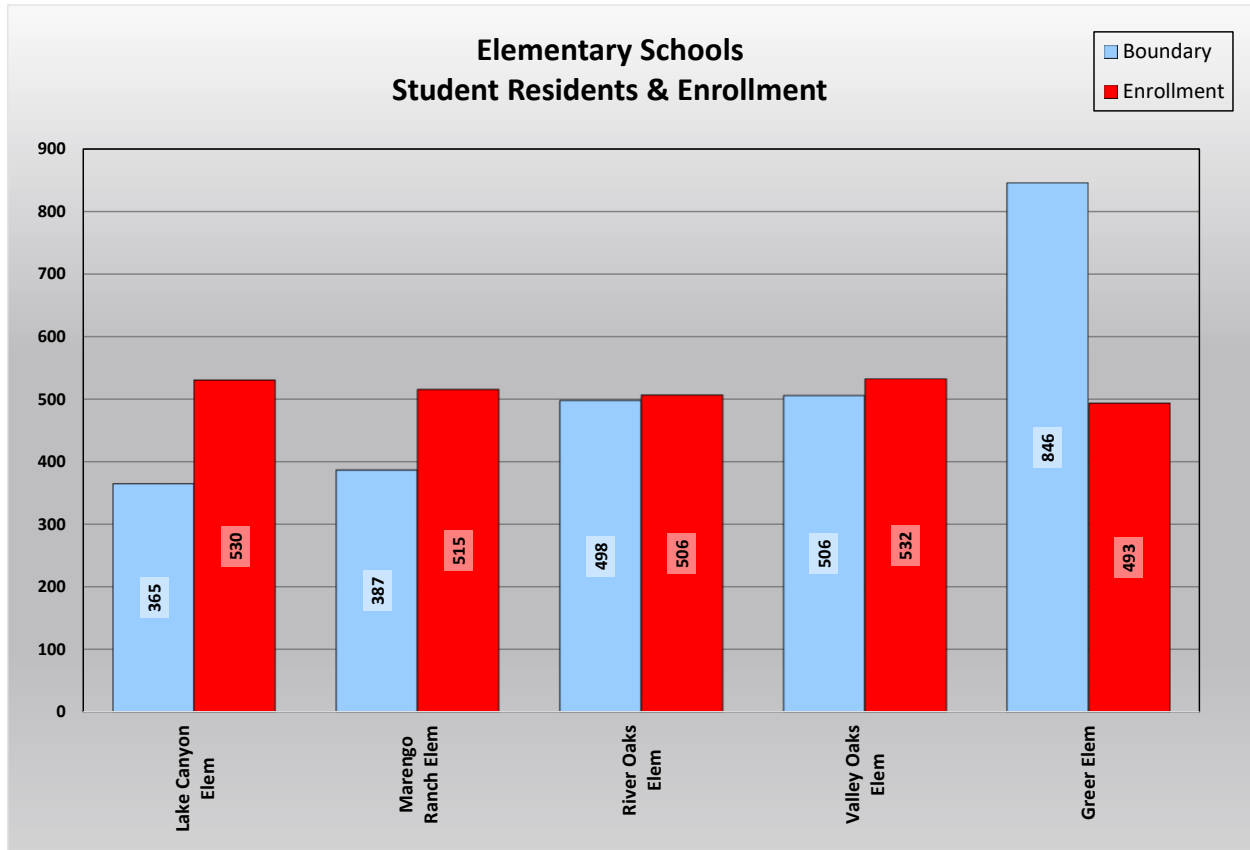
Student Attendance Matrix

ATTENDANCE MATRIX								
		SCHOOL OF ATTENDANCE					Total Residing	
		Lake Canyon Elem	Marengo Ranch Elem	River Oaks Elem	Valley Oaks Elem	Greer Elem		Mccaffrey Middle
R E S I D E N C E	SCHOOL:							
	AREA							
	Inter-District	22	19	23	14	11	22	111
	Lake Canyon Elem	284	33	20	12	15	0	364
	Marengo Ranch Elem	47	312	14	4	6	0	383
	River Oaks Elem	73	63	335	10	13	0	494
	Valley Oaks Elem	33	47	43	319	61	0	503
	Greer Elem	91	72	95	186	401	0	845
	McCaffrey Middle	0	0	0	0	0	763	763
	Correction Factor*	-20	-31	-24	-13	-14	-32	-134
Total Attending	530	515	506	532	493	753	3,329	
Intra-Ins		244	215	172	212	95	0	938
Inter-Ins		22	19	23	14	11	22	111
Total In-Flow		266	234	195	226	106	22	1,049
Intra-Outs		80	71	159	184	444	0	938
Net Transfers		186	163	36	42	-338	22	111
% In-Flow Students		50.2%	45.4%	38.5%	42.5%	21.5%	2.9%	31.5%
% Out-Flow Students		22.0%	18.5%	32.2%	36.6%	52.5%	0.0%	28.2%

* The correction factor represents the difference between the student data download counts and the actual CaIPADS counts.

This chart summarizes the transfers in and out of each elementary school as were seen by the yellow dots and blue dots on the school attendance maps. In addition, the data has been analyzed to determine the total in-flow and out-flow rates for each school. The school with the largest in-flow rate is Lake Canyon Elementary and the school with the largest out-flow rate is Greer Elementary.

Student Residency and Enrollment Comparison



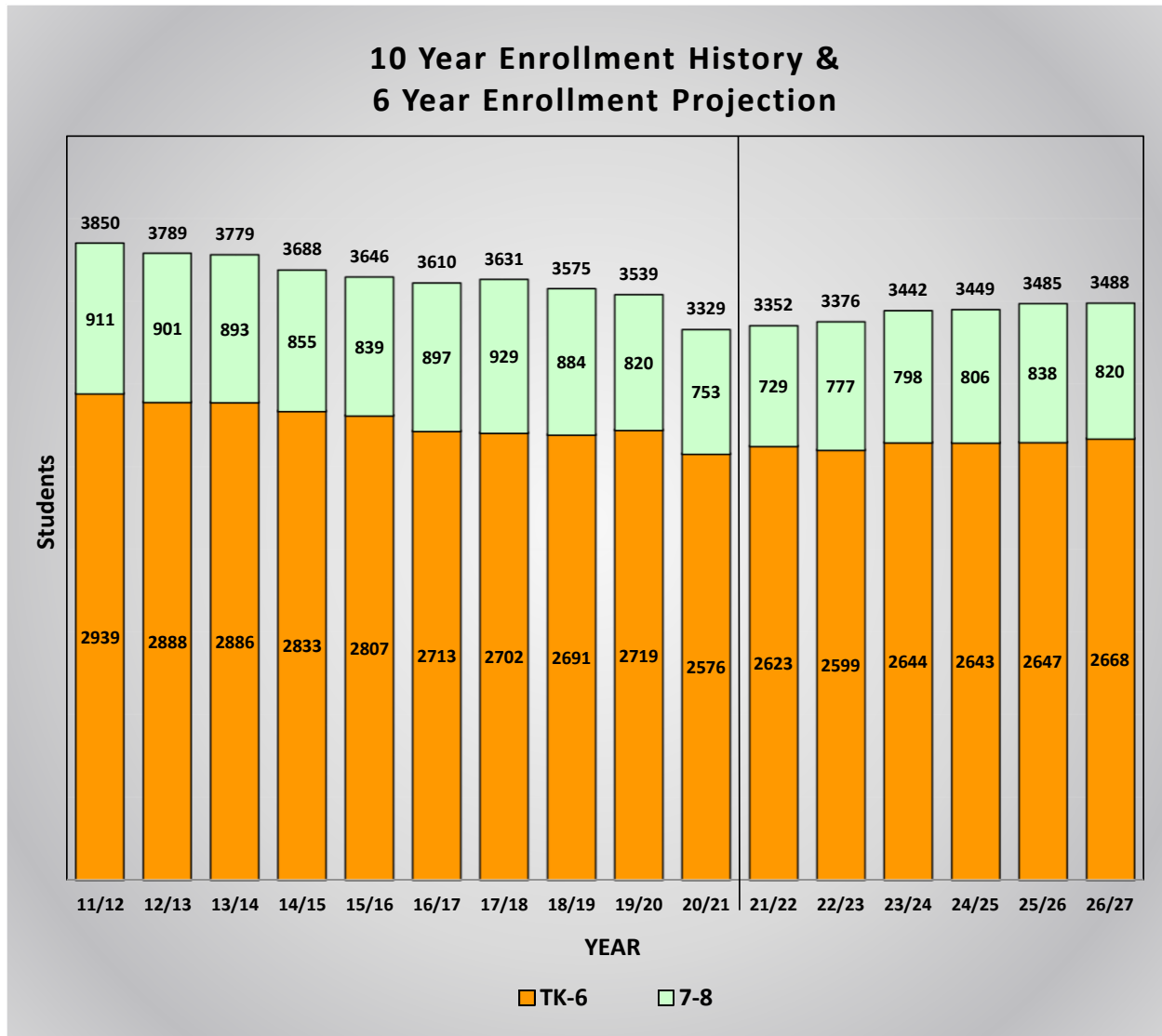
This chart compares each individual junior high school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual Immersion, schools housing students from overcrowded or Program Improvement (PI) schools, and schools with more capacity than the student population living in the boundary.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2020/21, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 3,488 students in the District in 2026/27.



The Galt Joint Union Elementary School District has declined in enrollment over the past ten years from 3,850 students in 2011/12 to the current enrollment of 3,329.

This graph is color coded by grade groupings:

Orange represents the historic and projected enrollment for the elementary school grades TK-6.

Green represents the historic and projected enrollment for the middle school grades 7-8.

The entire District enrollment is shown at the top of each bar.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Enrollment Projection Summary by Grade

The chart below shows three years of historic enrollment, the current enrollment, and six years of projected enrollment by grade.

Galt Joint Union Elementary School District Enrollment Projection Summary by Grade										
Grade	Historic Enrollment			Current Enrollment	Projected Enrollment					
	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>
TK	76	72	65	51	63	70	64	63	62	61
K	383	365	372	341	342	326	373	352	352	354
1	349	386	372	347	362	339	324	371	350	352
2	382	354	391	353	344	362	340	325	373	353
3	347	390	369	380	367	361	381	359	344	393
4	355	351	400	352	383	374	368	390	367	354
5	399	370	370	392	360	394	387	381	404	381
6	411	403	380	360	402	373	407	402	395	420
7	448	423	407	357	353	400	373	412	405	393
8	481	461	413	396	376	377	425	394	433	427
Total TK-6	2,702	2,691	2,719	2,576	2,623	2,599	2,644	2,643	2,647	2,668
Total 7-8	929	884	820	753	729	777	798	806	838	820
District Totals	3,631	3,575	3,539	3,329	3,352	3,376	3,442	3,449	3,485	3,488

Enrollment Projection Summary by School

Galt Joint Union Elementary School District Enrollment Projection Summary by School							
School	Current Enrollment						
	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>
Lake Canyon Elem	530	540	541	549	553	568	562
Marengo Ranch Elem	515	529	521	534	532	520	527
River Oaks Elem	506	526	522	528	525	542	555
Valley Oaks Elem	532	543	554	580	609	614	625
Greer Elem	493	485	461	453	424	403	399
Elementary Totals	2,576	2,623	2,599	2,644	2,643	2,647	2,668
McCaffrey Middle	753	729	777	798	806	838	820
Middle Totals	753	729	777	798	806	838	820
District Totals	3,329	3,352	3,376	3,442	3,449	3,485	3,488
Annual Change		23	24	66	7	36	3

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

2021/2022 One Year Enrollment Projection by School and Grade

Galt Joint Union Elementary School District											
Enrollment Projections											
YEAR 21/22, 1 Year Proj.											
School	<u>T</u> <u>K</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
Lake Canyon Elem	16	73	67	83	66	94	79	62	0	0	540
Marengo Ranch Elem	12	81	59	61	89	76	63	88	0	0	529
River Oaks Elem	15	55	82	69	66	74	83	82	0	0	526
Valley Oaks Elem	10	62	71	85	92	71	67	85	0	0	543
Greer Elem	10	71	83	46	54	68	68	85	0	0	485
McCaffrey Middle	0	0	0	0	0	0	0	0	353	376	729
Totals	63	342	362	344	367	383	360	402	353	376	3,352
Current CalPADS	51	341	347	353	380	352	392	360	357	396	3,329
Net Change	12	1	15	-9	-13	31	-32	42	-4	-20	23
Cohort Change			21	-3	14	3	8	10	-7	19	

Galt Joint Union Elementary School District has a current enrollment of 3,329 students. The projected enrollment for next year shows an increase of 23 students. This one year summary analyzes the net change between the current District enrollment by school and by grade, and the projected enrollment for 2021/22.

The students living in the boundary generate the cohort factors which are calculated for the past three years and the average is determined. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many Inter- and Intra-district transfers there are. The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

SCHOOL FACILITY UTILIZATION

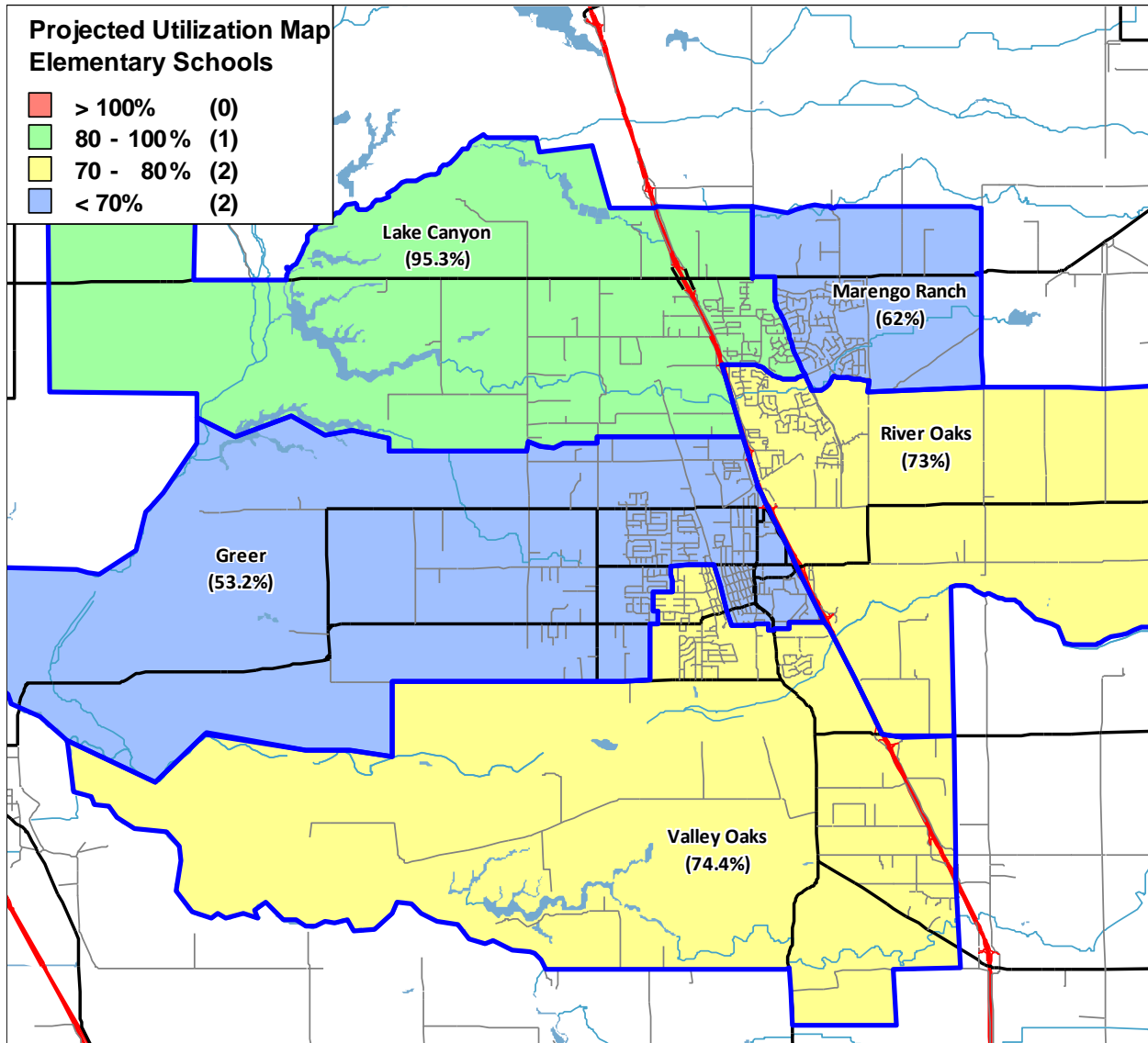
The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization. The utilization indicates the long term impacts of the changes in enrollment as compared to the school capacities.

School Facility Utilization			2020/21	2026/27	2020/21	2026/27
	Net	Net CR	Current	Projected	Current	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>
Lake Canyon Elem	23	590	530	562	89.8%	95.3%
Marengo Ranch Elem	34	850	515	527	60.6%	62.0%
River Oaks Elem	29	760	506	555	66.6%	73.0%
Valley Oaks Elem	35	840	532	625	63.3%	74.4%
Greer Elem	28	750	493	399	65.7%	53.2%
Sub-Totals	149	3,790	2,576	2,668	68.0%	70.4%
<u>Middle Schools</u>						
McCaffrey Middle	40	1,280	753	820	58.8%	64.1%
Sub-Totals	40	1,280	753	820	58.8%	64.1%
District Totals	189	5,070	3,329	3,488	65.7%	68.8%

For 2020, the school with the highest percentage of available space is McCaffrey Middle and the school that is impacted the most is Lake Canyon Elementary.

Galt Joint Union Elementary School District 2020/21 Demographics and Enrollment Projections

The color-coded map below shows the projected utilization for the elementary schools.





OTHER REPORTS

OTHER REPORTS

1. School Services of California 2021-22 Governor's Budget Workshop
2. Williams Uniform Complaint 3rd Quarter Report



2021 May Revision Workshop

May 20, 2021

Presented By:

Leilani Aguinaldo ▪ Danyel Conolley ▪ Brianna García
John Gray ▪ Dave Heckler ▪ Patti Herrera, EdD ▪ Kyle Hyland
Robert McEntire, EdD ▪ Matt Phillips, CPA ▪ Charlene Quilao
Suzanne Speck ▪ Kathleen Spencer ▪ Michelle McKay Underwood



1 Themes for the May Revision

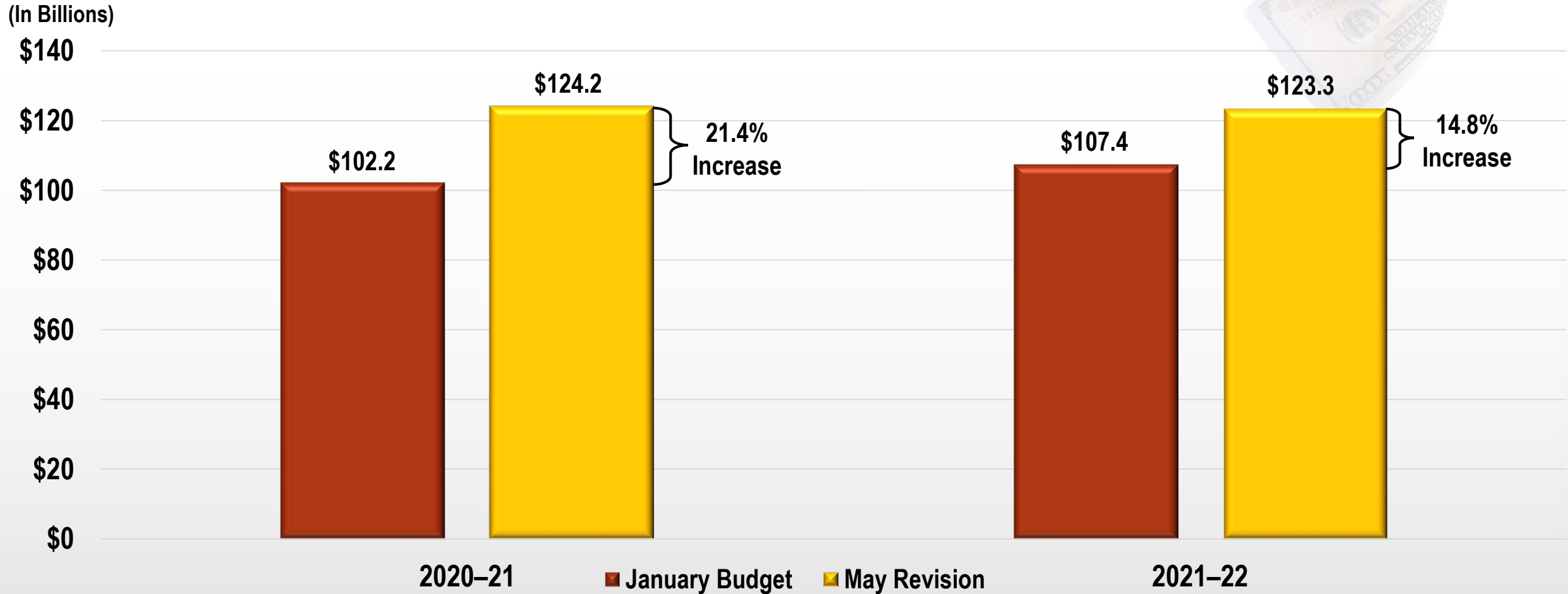
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- California is “roaring back” from the initial dark days of the health pandemic that has gripped the state for nearly a year and a half
- Governor Gavin Newsom balances his robust—and arguably aggressive—spending proposals with over \$24 billion in reserves, including an historic deposit into public education’s rainy day fund
- The significant investments in the May Revision—namely, the increased ongoing education spending obligations—can create out-year risks for the state and for local leaders if the economic assumptions underlying the May Revision prove tenuous
- Local educational leaders can look forward to increased revenues that will help them expand access to high-quality educational and support services to California’s six million students, including programs to accelerate and enrich academic learning



2 Estimate for Personal Income Tax

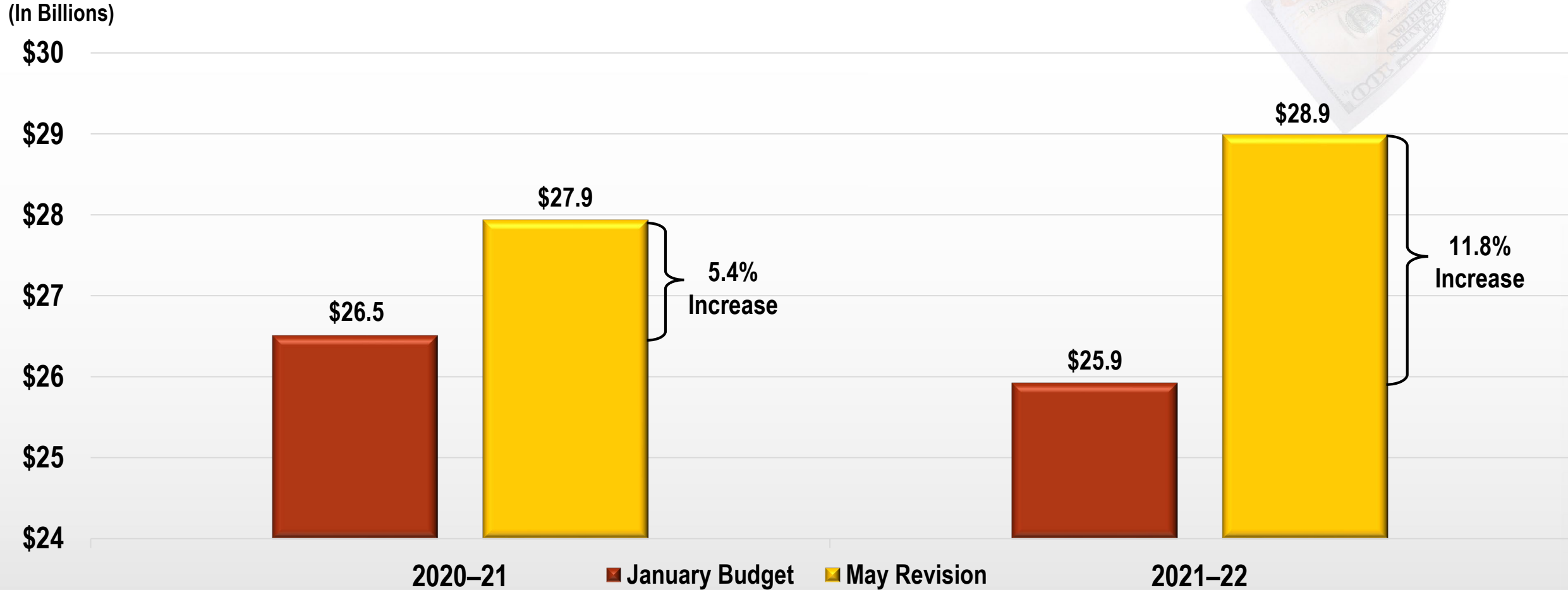
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Source: 2021-22 May Revision Budget Summary, page 18 and 2021-22 Governor's Budget Summary, page 18

3 Estimate for Sales and Use Tax

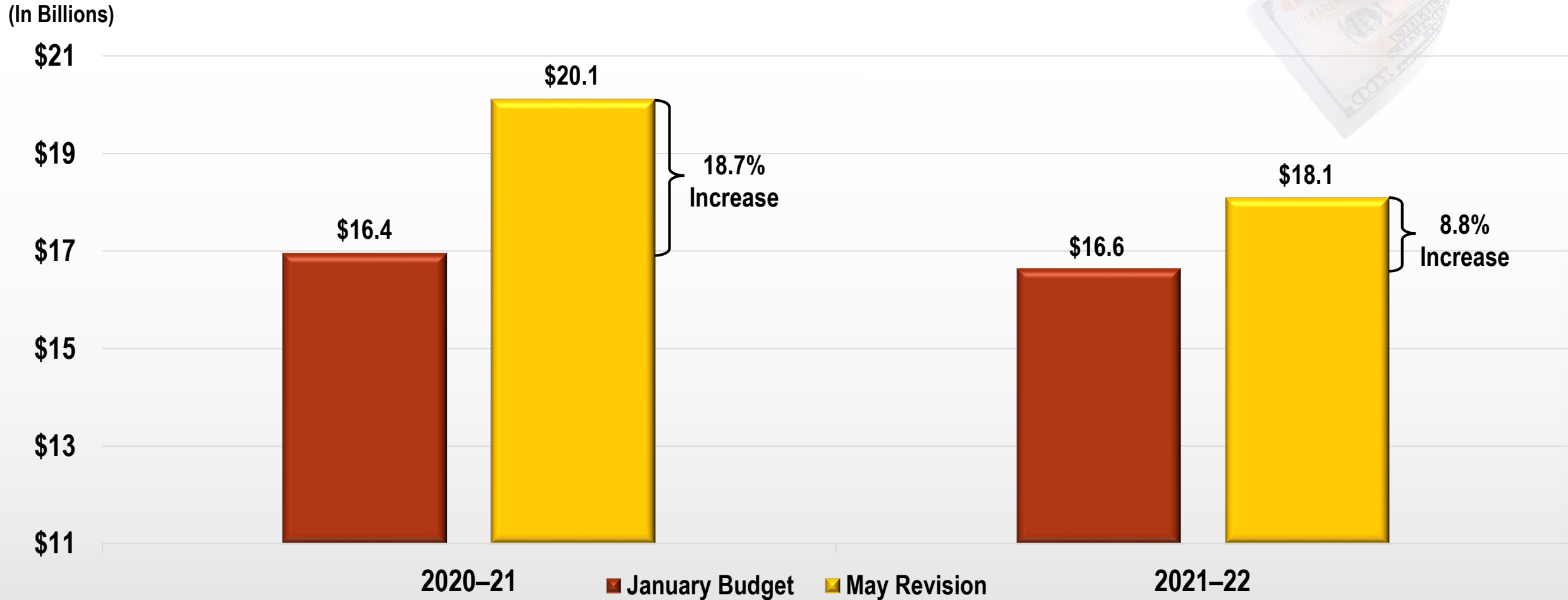
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Source: 2021-22 May Revision Budget Summary, page 18 and 2021-22 Governor's Budget Summary, page 18

4 Estimate for Corporate Tax

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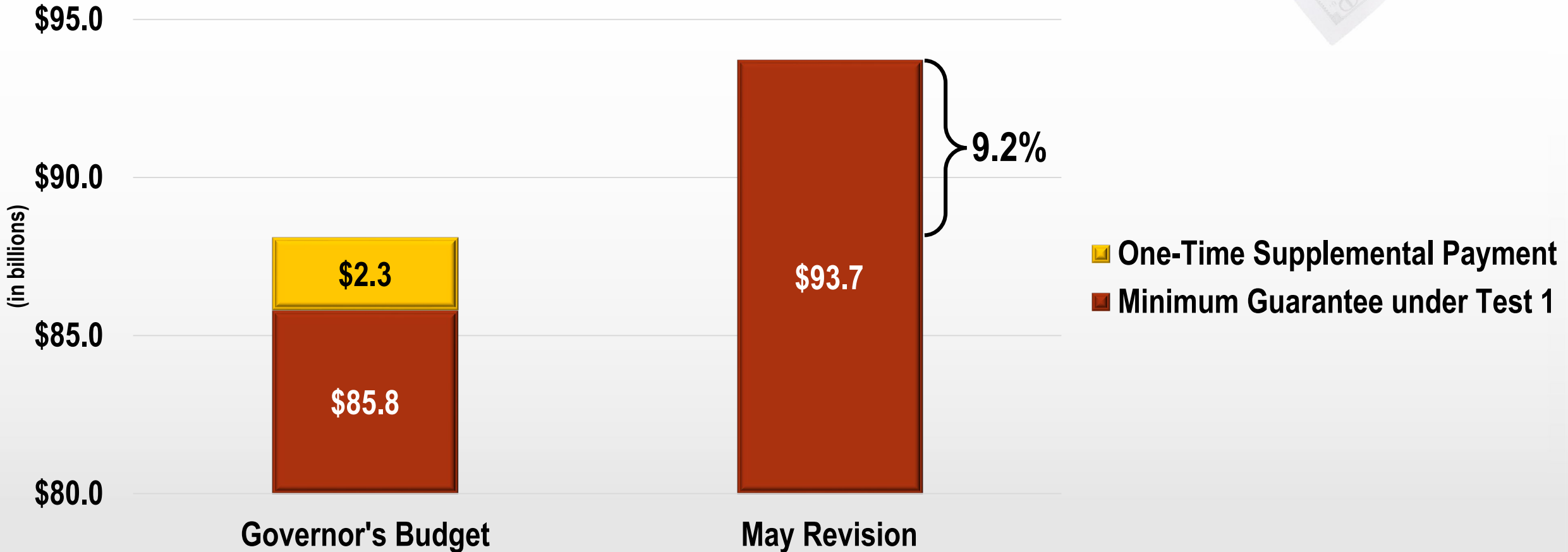
Source: 2021-22 May Revision Budget Summary, page 18 and 2021-22 Governor's Budget Summary, page 18

5 Education Funding for 2021–22

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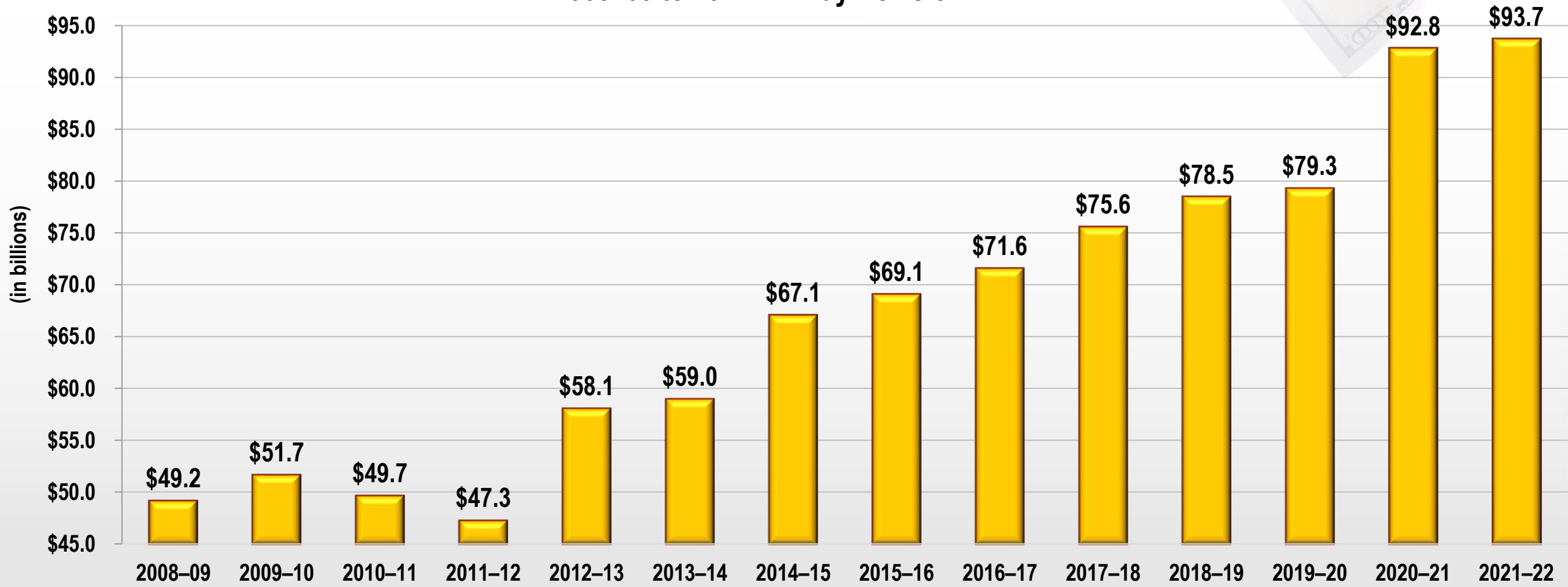
2021–22 Funding Governor's Budget vs. May Revision



6 Education Funding for 2021–22


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Proposition 98 Funding Over Time 2008–09 to 2021–22 May Revision



7 Governor's Budget vs. May Revision

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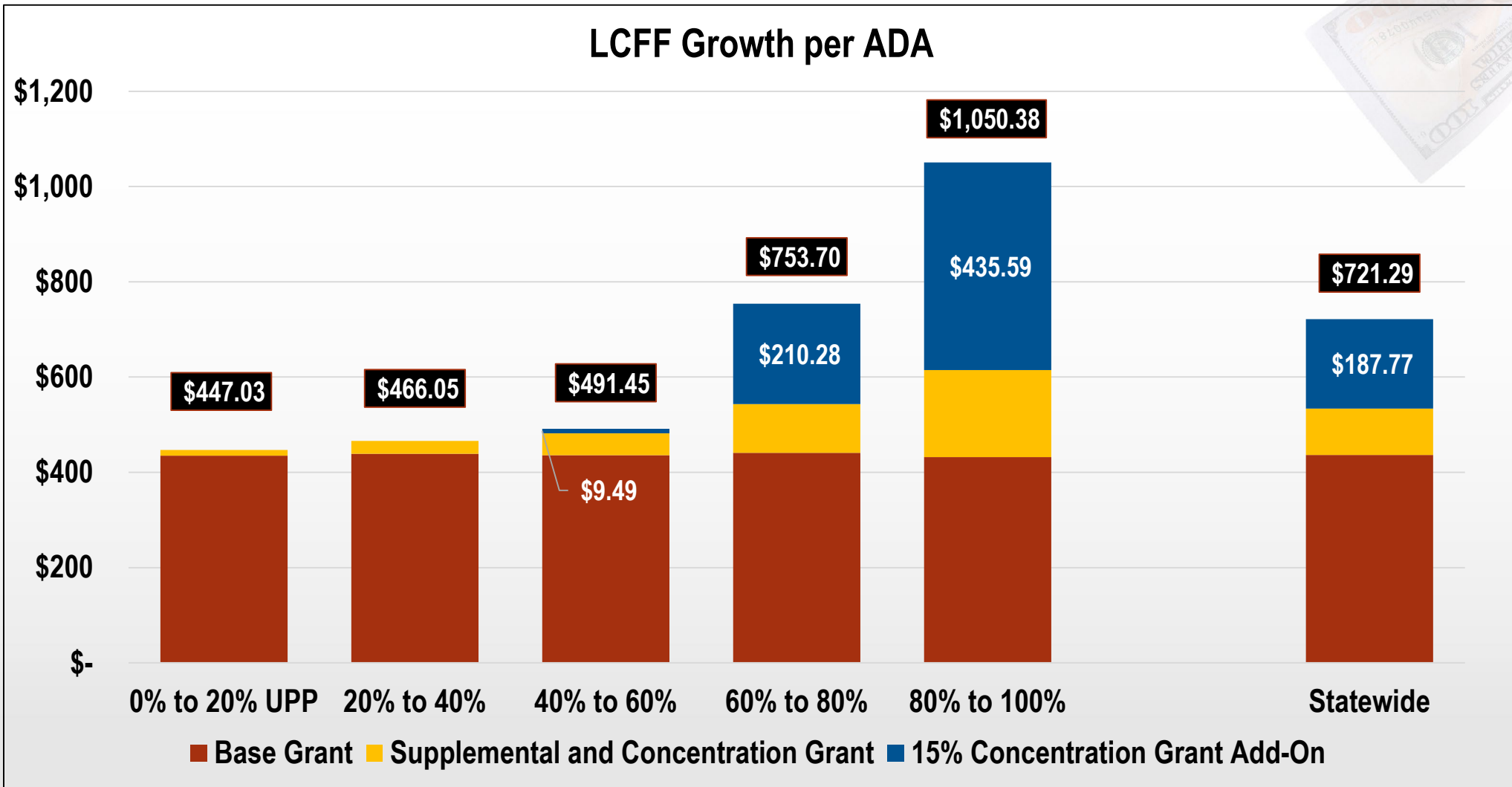


Item	Governor's Budget	May Revision
LCFF Funding Increase	\$2 billion	\$3.2 billion
Proposition 98 Minimum Guarantee		
2019–20	\$79.5 billion	\$79.3 billion
2020–21	\$82.8 billion	\$92.8 billion
2021–22	\$85.8 billion	\$93.7 billion
2021–22 Statutory COLA	1.5%	1.7%
2021–22 Compounded COLA	3.84%	4.05%*
2021–22 LCFF “Mega” COLA	N/A	5.07%

*Only the special education and community college funding formulas will receive the compounded COLA

8 LCFF Growth—Concentration Grant Proposal

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Cash Flow and Deferrals

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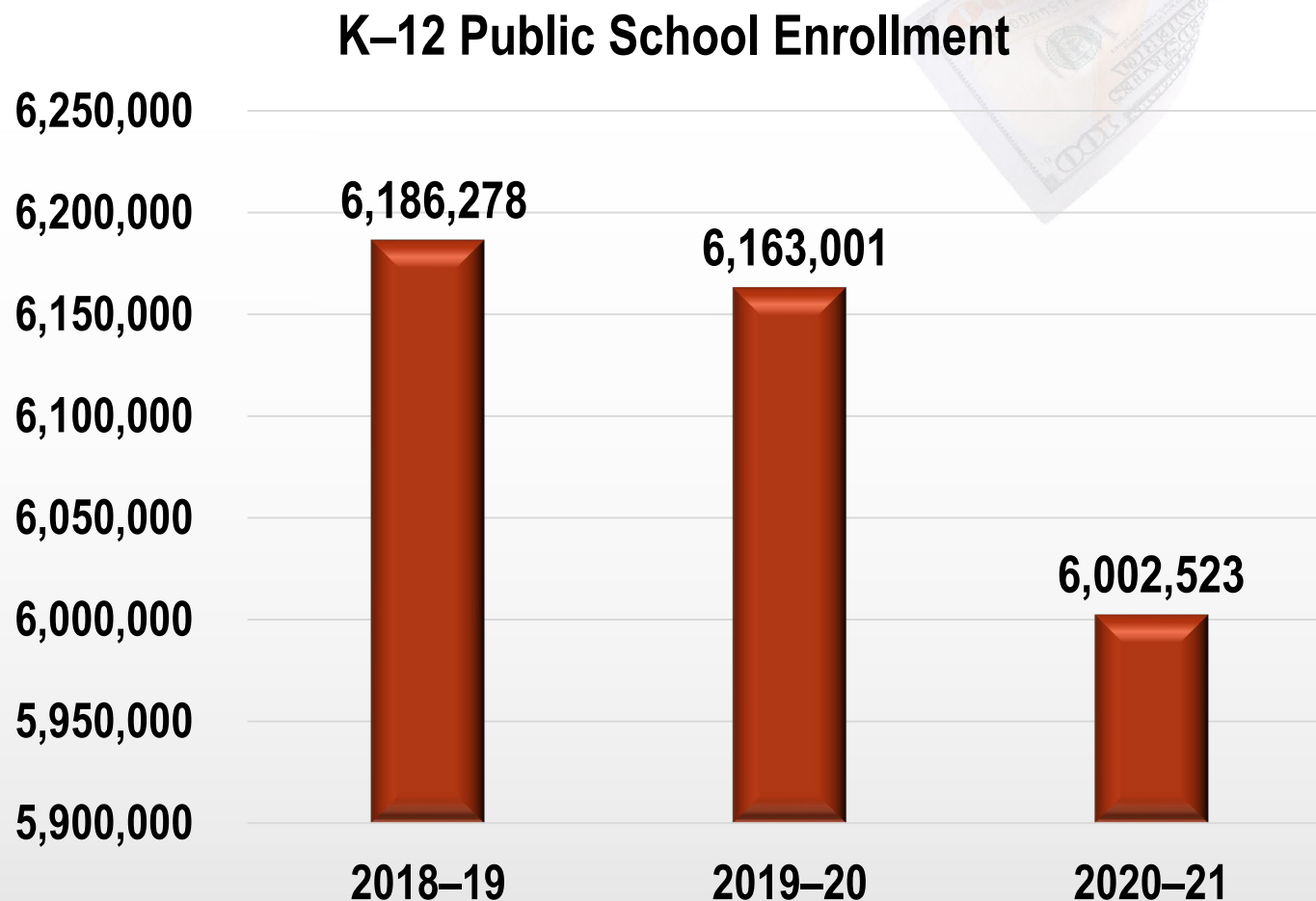
- The proposed pay down eliminates the ongoing deferrals scheduled for February through May 2022
- It does not impact current deferrals
 - In other words, it will not accelerate repayment of February through June 2021 deferrals that will be received in July through November 2021
- The June to July deferral once again encompasses the full apportionment, though only \$2.6 billion is scored for State Budget purposes



Managing Enrollment and ADA

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- The pandemic impacted learning in many ways, but perhaps the starkest example is the loss of K–12 students in 2020–21
- Based on state-certified data, the state’s K–12 student population declined by more than 160,000
- Sharp contrast to estimated loss of 20,000 to 30,000 annually



Source: DataQuest, California Department of Education (CDE)

11 Managing Enrollment and ADA

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The looming question for LEAs is how many of those students will return in 2021–22

The good news for school districts with no “dependent” charter schools is that the hold harmless provision of the 2020–21 Enacted Budget provides a one year safe-harbor

In 2021–22, school districts will be funded on the higher of 2019–20 ADA or 2021–22 ADA





- **The Governor’s May Revision proposes to apply the compounded COLA of 4.05% to special education funding, an increase compared to the statutory-COLA only in the Governor’s Budget**
 - **This will increase the special education base rate from \$625.00 in the current year to approximately \$650.31 per ADA**
 - **No structural changes are proposed to the special education funding formula and the out of home care formula will continue to be frozen in 2021–22**
- **At the Governor’s Budget, \$300 million ongoing was proposed for the Special Education Early Intervention Grant, which would provide funding to districts based on the number of preschoolers with disabilities**
 - **No significant changes were made to the proposal at the May Revision**

Targeted Intervention Grant

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\$2.6 billion for a new grant to supplement the Expanded Learning Opportunities Grant

Allocated in proportion to an LEA's LCFF entitlement

Shall be used for any purpose that supports targeted and research-tested academic interventions

High-dose tutoring

Intensive re-engagement for students and families

Close learning gaps and address barriers to learning

Supports for designated students

Increased instructional time

Uses one-time federal funds and one-time Proposition 98 funds, leading to different deadlines for use of the funds ranging from September 30, 2022, to June 30, 2024

14 In-Person Instruction Health and Safety Grant

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\$2 billion for a new grant to supplement the In-Person Instruction Grant

May be used for any purpose that supports health and safety in providing in-person instruction



Allocated in proportion to an LEA's LCFF entitlement

Shall be used from July 1, 2021, to June 30, 2023

- COVID-19 testing and vaccines
- Sanitation and cleaning
- Ventilation upgrades
- Additional space for social distancing
- Contact tracing
- Salaries for in-person instruction

15 Summer and Afterschool Programs

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New proposal to provide no-cost afterschool and summer programs for elementary school students in districts and charter schools with high concentrations of low-income students, English learners, and foster youth

Services

- **Must provide before or afterschool expanded learning that, when added to daily instructional minutes, amounts to no less than a nine-hour school day**
- **Must provide at least 30 days of summer school (or other intersessional period) with at least nine hours of expanded learning**
- **Builds on After School Education and Safety Program**
- **Requires 10:1 ratio for TK/K students and 20:1 for students in grades 1-6**

Funding

- **\$1 billion in 2021–22, growing to \$5 billion in 2025–26**
- **Phased implementation such that LEAs with highest proportion of low-income students, English learners, and foster youth access the funds first**
- **At full implementation, funds incorporated into the LCFF concentration grant**

16 Universal Transitional Kindergarten

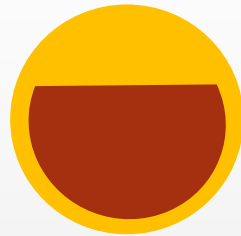
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- The May Revision proposes to achieve universal transitional kindergarten for all four-year-olds by 2024–25 with a permanent increase to Proposition 98, equaling \$900 million in 2022–23 and increasing to \$2.7 billion in 2024–25
- The proposal also includes cutting classroom ratios by half with an investment that grows from \$380 million in 2022–23 to \$740 million by 2024–25



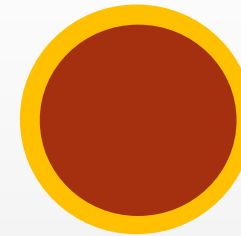
2022–23

Expand TK eligibility for four-year-olds whose fifth birthday occurs between **September 2 and March 2**



2023–24

Expand TK eligibility to four-year-olds whose fifth birthday occurs between **September 2 and June 2**



2024–25

Expand TK eligibility to four-year-olds whose fifth birthday occurs between **September 2 and September 1 of the following calendar year**

17 Educator Investments—Building the Teacher Pipeline

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- The Budget proposal reflects a commitment to strengthening recruitment efforts and increasing the number of qualified teacher candidates

Golden State Preparation Program—\$500 million (one-time General Fund)

- Provides students currently enrolled in special education teacher preparation program up to \$20,000 award
- Teachers must commit to work at a priority school for up to four years within five years

Roadmap to Pre-K through 12 Educational Employment Program—\$111.1 million (one-time Proposition 98 and General Fund)

Statewide recruitment effort to address long-term teacher recruitment needs through financial aid programs, and pathways to teaching

Classified School Employee Teacher Credentialing Program—\$125 million (one-time Proposition 98)

Grant program addresses the state's teacher shortage by supporting LEAs to recruit classified school employees into teaching careers



Educator Investments—Building the Teacher Pipeline

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Teacher Residency Programs—\$550 million over five years (one-time Proposition 98)

- Supports approximately 22,000 teacher candidates in local and regional residency programs
- Residency programs are alternative pathways to teaching, encourage learning through teaching

Credential Fee Waiver—\$20 million (one-time)

- Credential application fees waived in 2021–22 for new teachers entering the K–12 workforce



19 Educator Investments—Retention and Training

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- In support of the intensive training needs for LEA employees, educator investments provide funding which supports professional learning and encourages retention of staff

Funding to Support Computer Science Certification—\$15 million (one-time Proposition 98)

- Funding supports teachers in the completion of coursework required for state certification in computer science—builds capacity in science, technology, engineering and math

Incentives for Highly Trained Teachers—\$250 million (one-time Proposition 98)

- Incentives for 2,500 National Board-Certified teachers that teach in high poverty schools to attract and retain them as mentors for other instructional staff

Classified Summer Assistance Program—\$60 million (one-time Proposition 98)

- State matching funds provided to LEAs participating in the Classified School Employee Summer Assistance Program—to be paid out during the summer recess period to participating classified employees



Educator Investments—Retention and Training

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In support of the intensive training needs for LEA employees, educator investments provide funding which supports professional learning and encourages retention of staff

Educator Effectiveness Block Grant—\$1.5 billion over three years (one-time Proposition 98)

- Provides local educational agencies with training resources for classified, certificated, and administrative school staff in specified high-need topics, including accelerated learning, re-engaging students, restorative practices, and implicit bias training

21st Century Leadership Academy—\$25 million (one-time Proposition 98)

- Provides professional learning for administrators and other school leaders—training is free of charge, to LEAs that receive federal Title II funds on a statewide basis

Educator Training Areas—\$ 15.4 million additional one-time funds

- Educator training in the areas of early math, reading, science instruction, computer science, dyslexia, and LGBTQ+ cultural competency is supported through the appropriation one-time funding



21 Educator Investments—Early Education

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The May Revise provides targeted professional learning for educators in early education assignments with one-time investments


Early Education Professional Development Grants Program—\$50 million

Provides training in providing instruction in inclusive classrooms—funding available through June 30, 2024

Training intended to increase the number of highly qualified teachers in the State Preschool Program, Transitional Kindergarten, and Kindergarten Assignments

- Culturally responsive instruction
- Support for dual language learners
- Social-emotional learning
- Trauma informed practices
- Restorative practices
- Mitigating implicit biases
- Eliminate exclusionary discipline



- 
- **Additionally, \$100 million in one-time funding is proposed to provide school kitchen infrastructure upgrades and training for school cafeteria staff**
 - **\$80 million for kitchen infrastructure upgrades to increase student access to school meals improve the quality of the meals**
 - **Funds will be distributed as follows:**
 - **Base allocation of \$25,000 per ADA**
 - **After the base allocations are made, remaining funds will be provided to LEAs with at least 50% students eligible for free or reduced-price meals**
 - **Funds can be used for cooking and service equipment, refrigeration and storage, and transportation means for food and food products**
 - **LEAs will be required to report to CDE by June 30, 2022, how the funds were used to improve the quality of school meals or increase participation in the meal program**



- **\$20 million in funding for food service staff for training on:**
 - **Promoting nutritious foods including food preparation, healthy food marketing, and changing the school lunchroom environment**
 - **Funds will be allocated to LEAs based on the number of classified school employees employed by the LEA in the prior year**
 - **LEAs will receive a minimum allocation of \$2,000**
- **An additional \$20 million in one-time funds will be provided to the Farm to School Initiative proposed in the Governor’s Budget for a total investment of \$30 million**
- **The initiative proposes to improve access to California-grown food**

Assorted One-Time Proposals

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\$30 million for COEs to work with local partners to coordinate and provide direct services to foster youth students

\$7 billion to expand broadband and reliable internet service statewide, \$35 million to expand broadband access to underserved communities, and \$5.2 million for the Broadband Infrastructure Grant Program

More than \$3 billion over five years and a number of departments to identify and treat behavioral health needs early, including trauma, depression, anxiety, psychological disorders, and substance abuse in ages 0–25

25 Statewide Average Reserve Levels

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- The latest statewide data available on school district reserves is from 2019–20

2019–20 Average Unrestricted General Fund, Plus Fund 17; Ending Balances ¹	
Unified School Districts	18.82%
Elementary School Districts	22.70%
High School Districts	17.34%

¹As a percentage of total general fund expenditures, transfers, and other uses

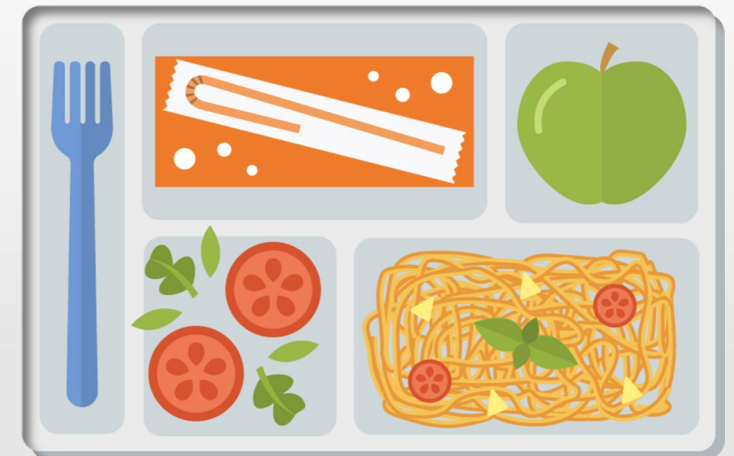
- The rise in ending balances is emblematic of the slowdown in new, ongoing revenues apportioned through the LCFF in 2020–21
 - LEAs also had temporary spending freezes as a result of an immediate and complete shutdown of in-person instruction

See *Fiscal Report* article “Fund Balances Rise in 2019–20” in the workshop resources.

Federal School Meal Waiver Extension

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- **U.S. Department of Agriculture granted another waiver extending the allowance for children to continue to receive free meals through the Seamless Summer Option through June 30, 2022**
 - **Previously sunset on June 30, 2021**
 - **Reimbursements are at the increased Summer Food Service Program rates**
 - **Extension applies to several waivers including for serving free meals via the summer meal programs, permits service outside normally required settings and times, waiver of meal pattern requirements, and allows parents and guardians to pickup their children's meals**
 - **After school snacks provided through the National School Lunch Program may be claimed at the free rate**
 - **Creates UPP hardship**
 - **Districts need to start planning now for how to substantiate UPP**




CalPERS Employer Contribution Rates

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- **The California Public Employees' Retirement System (CalPERS) Board adopted an employer contribution rate of 22.91% for 2021–22**
 - **2.21% higher than the current-year rate of 20.70%**
- **Post-PEPRA* members hired on or after January 1, 2013, will continue to contribute 7.00% into 2021–22**
 - **Classic member contribution rates are not subject to PEPRA and are set by statute—they will continue to contribute 7.00% of their salary**

*Public Employees' Pension Reform Act (PEPRA)




Year	Previously Released Employer Contribution Rate	New Projected Employer Contribution Rate*
2021–22	23.00%	22.91%*
2022–23	26.30%	26.10%
2023–24	27.30%	27.10%
2024–25	27.80%	27.70%
2025–26	27.80%	27.80%
2026–27	27.60%	27.60%

*2021–22 rate approved by CalPERS Board on April 19, 2021
 Note: All other rates beginning in 2022–23 through 2026–27 are projected rates

CalSTRS Employer Contribution Rates

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- Beginning in 2021–22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually—not to exceed 20.25% of creditable compensation
 - The CalSTRS Board is set to exercise its new rate-setting authority in an action at its June 2021 meeting
- SSC recommends that LEAs anticipate a CalSTRS employer contribution rate of 16.92% in 2021–22 based on the best information available to date from CalSTRS
 - An increase compared to what LEAs are currently expecting in 2021–22 at 15.92%



Year	Previously Released Employer Contribution Rate	New Projected Employer Contribution Rate*
2021–22	15.92%	16.92%*
2022–23	18.00%	19.10%
2023–24	18.00%	19.10%
2024–25	18.00%	19.10%

*2021–22 to be approved by CalSTRS Board on June 10, 2021
 Note: All other rates beginning in 2022–23 through 2024-25 are projected rates

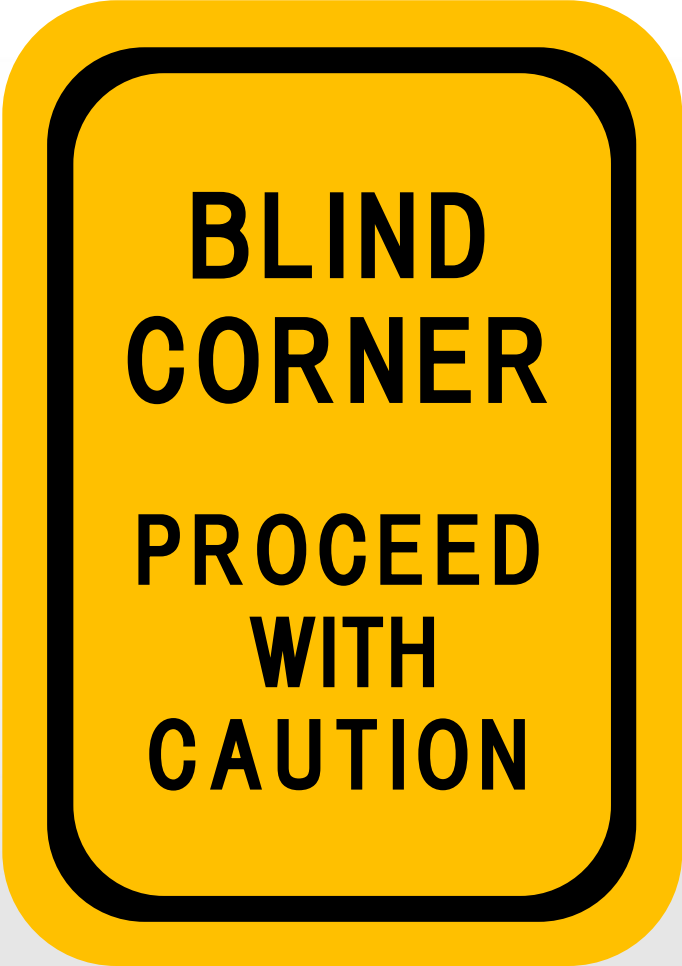
Minimum Wage

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- Increase to final step in the minimum wage for employers with 25+ employees
 - One-year delay for smaller employers
 - Increase in minimum wage also increases the minimum salary to be exempt from the Fair Labor Standards Act


Minimum Wage	Effective Date: > 25 Employees	Effective Date: ≤ 25 Employees
\$13.00/hour	January 1, 2020	January 1, 2021
\$14.00/hour	January 1, 2021	January 1, 2022
\$15.00/hour	January 1, 2022	January 1, 2023

Source: California Department of Industrial Relations, Labor Commissioner's Office



**BLIND
CORNER
PROCEED
WITH
CAUTION**

- 
- **Certainly, the May Revision gives education reason to celebrate**
 - **Proposition 98 is on fire**
 - **One-time investments are rich and plentiful**
 - **Scarcity is not a problem**
 - **But this is an aggressive budget with billions more in ongoing obligations, and we are approaching a blind corner**
 - **The minimum guarantee is not guaranteed in Test 1 years, meaning the next year does not build from the previous**
 - **The threat of inflation is real, which can cause a sharp turn in the economy if unmitigated**
 - **Wall Street's action will be key to state revenues**
 - **California's general fund is over-reliant on the income and capital gains of high-income earners, which is volatile**

- 
- **With state and federal revenues combined to provide over \$121 billion for K–12 education, the May Revision stirs both feelings of euphoria and anxiety**
 - **Collectively grateful that we are not facing the cuts we were looking at just a year ago**
 - **Grateful to have the resources necessary to serve our students with high-quality programs and justly compensate our staff, who have done yeoman’s work during a difficult year**
 - **Trepidatious about navigating the multitude of the different programs tied to state and federal funding while avoiding audit tripwires—it is becoming increasingly apparent that the days of subsidiarity may be behind us**
 - **Trying to figure out how to build and sustain fiscal resilience, particularly when soon our reserves will be capped**

We at SSC stand in admiration of all of you for confronting and overcoming the most difficult moment in education history to serve your students. You have redefined what “with great power comes great responsibility” means by demonstrating that when charged with a duty, you act for the good of others. *Thank you.*

School Services of California INC. TM

An Employee-Owned Company



Thank You!

in California by 2024–25. The Governor proposes increasing the Proposition 98 minimum guarantee by an estimated \$900 million in fiscal year 2022–23 and reaching a total of \$2.7 billion by full implementation in 2024–25 to pay for the costs of California’s new “14th grade.” He also proposes an additional \$380 million Proposition 98 investment, growing to \$740 million by 2024–25, to reduce TK classroom ratios by half.

The May Revision proposes repurposing the January Governor’s Budget one-time \$250 million TK incentive grant proposal to instead, provide LEAs resources to enable them to prepare for TK expansion beginning with the 2022–23 school year, as well as maintain a facilities proposal to help LEAs with their student housing needs when new TK students cross their campus gates beginning in 2022–23.

Community Schools

Governor Newsom significantly increased his \$275 million community schools proposal from January by investing \$3 billion in one-time Proposition 98 funding over several years to further expand the implementation and use of the community school model.

Child Nutrition

Governor Newsom proposes \$150 million in ongoing funding to increase LEA participation in federal universal meal provisions. Additionally, \$100 million in one-time funding is proposed to provide school kitchen infrastructure upgrades and training for school cafeteria staff.

Student Learning

Governor Newsom proposes an additional \$2 billion for health and safety activities associated with reopening schools to supplement the In-Person Instruction Grant. In addition, the Governor proposes to supplement the Expanded Learning Opportunities Grant with an additional \$2.6 billion to provide

interventions for students focused on accelerated learning.

Recognizing that some parents may still be hesitant to send their children back to school in the fall, the May Revision affirms that LEAs may serve these students outside the classroom using existing independent study statutes. To ensure these students receive a high-quality option for nonclassroom-based instruction, improvements to the independent study statutes are proposed.

Afterschool and Summer Programs

The Governor envisions robust afterschool and summer programs for elementary school students with a five-year plan. Funds are proposed to provide no-cost afterschool and summer programs with a priority for LEAs with the highest concentrations of low-income students, English language learners, and youth in foster care. The May Revision includes \$1 billion for this proposal in 2021–22, growing to \$5 billion in 2025–26.

Retirement Systems

Governor Newsom does not include any new funding for the California State Teachers’ Retirement System (CalSTRS) or the California Public Employees’ Retirement System (CalPERS) for LEAs. This reaffirms the current best CalSTRS employer rate estimate for 2021–22 of 16.92% based on the latest recommendation to date from the actuary—a 1.00% increase compared to what LEAs are currently expecting at 15.92%. In contrast, the CalPERS Board approved the employer contribution rate at its April 2021 meeting for 2021–22 at 22.91%—a 0.09% decrease compared to what LEAs are currently expecting at 23.00%.

POCKET BUDGET 2021–22

A Summary Analysis of the May Revision Proposal for the 2021–22 State Budget for California’s Schools

Prepared By:



May 2021

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

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SCHOOL SERVICES OF CALIFORNIA INC.

Overview of the 2021–22 Governor’s May Revision

Governor Gavin Newsom’s “California Comeback Plan” includes a mix of ongoing and one-time investments of \$100 billion made possible by an unanticipated surge in state revenues and robust federal stimulus funding. The K–14 public education investments include over \$121 billion in budget-year spending for K–12 and an over \$1 billion (or 5.7%) increase for community colleges from 2020–21 levels.

The Economy

The rate of the economic recovery is so strong that the Gann Limit has been triggered. The May Revision estimates that the Gann Limit could be exceeded for the 2020–21 and 2021–22 fiscal years by \$16.2 billion. The May Revision allocates the whole \$16.2 billion estimate, providing tax refunds through the Golden State Stimulus, and allocating the balance of \$8.1 billion to K–14 schools in 2022–23 as a supplement to Proposition 98 funds.

Proposition 98 Minimum Guarantee

Proposition 98 is estimated to increase by \$17.7 billion above Governor Newsom’s January estimates. Revised from January estimates, the Proposition 98 minimum guarantee increases during the three-year budget window as shown in Table 1 for each of fiscal years 2019–20, 2020–21, and 2021–22.

Fiscal Year	January Estimate	May Revision
2019–20	\$79.5	\$79.3
2020–21	\$82.8	\$92.8
2021–22	\$85.8	\$93.7

Public School System Stabilization Account

According to the May Revision, the state is required to set aside \$1.6 billion more than the January estimate of \$3.0 billion into the Public School System Stabilization Account, for a total reserve of \$4.6 billion. The reserve amount triggers the statutory cap on local reserves in fiscal year 2022–23.

Deferrals

The May Revision provides additional funding to further reduce the deferrals that were included in the 2020–21 Enacted Budget. The Governor’s Budget in January proposed paying down \$9.2 billion of the K–12 deferrals. The May Revision proposes paying down an additional \$1.1 billion, leaving a balance of \$2.6 billion at the end of the 2021–22 fiscal year.

Cost-of-Living Adjustment

Local educational agencies (LEAs) will need to keep three different cost-of-living adjustments (COLAs) in mind when calculating revenues for 2021–22:

COLA	Programs
5.07% (mega)	Local Control Funding Formula (LCFF)
4.05% (compounded)	Special education
1.70% (statutory)	Other categorical programs—Child Nutrition, State Preschool, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education Program

Local Control Funding Formula

Governor Newsom proposes a \$1.1 billion augmentation to the concentration grant for the purpose of increasing the number of adults providing direct

services to students. The effect of this infusion is an ongoing increase to the concentration grant factor.

Special Education

The May Revision proposes to apply the compounded COLA of 4.05% to special education funding. This will increase the special education base rate from \$625.00 in the current year to approximately \$650.31 per average daily attendance. There is also an increase of \$277.7 million one-time in federal funding to Individuals with Disabilities Act from the American Rescue Plan.

Educator Workforce

Governor Newsom invests in the educator workforce by providing \$3.3 billion in a multiyear package to support initiatives that build the teacher pipeline, encourage educator retention, and provide professional training in key areas for administrative, credentialed, and classified staff.

Child Care, Preschool, and Transitional Kindergarten

Governor Newsom increases the state’s child care and preschool reimbursement rates by the statutory 1.70% COLA. He is also proposing 100,000 new subsidized child care slots, as well as funding an additional 6,500 slots from Proposition 64 cannabis tax revenues. Governor Newsom’s child care package also includes continued protections for families through waived family fees and protections for providers through a variety of stipend and resource programs and continuing the hold harmless provision for direct contractors. Finally, the May Revision maintains current spending levels for the California State Preschool Program with the intention of achieving universal preschool access for all low-income three-year-olds in California.

The Governor also proposes to provide universal Transitional Kindergarten (TK) to all four-year-olds

SSC School District and Charter School Financial Projection Dartboard 2021–22 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor’s 2021–22 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2020–21	2021–22	2022–23	2023–24	2024–25
Department of Finance (DOF) Statutory COLA	2.31%	1.70% ¹	2.48%	3.11%	3.54%
SSC Estimated Planning COLA	0.00%	5.07% ²	2.48%	3.11%	3.54%

LCFF GRADE SPAN FACTORS FOR 2021–22				
Entitlement Factors per ADA*	K–3	4–6	7–8	9–12
2020–21 Base Grants	\$7,702	\$7,818	\$8,050	\$9,329
Mega COLA at 5.07%	\$390	\$396	\$408	\$473
2021–22 Base Grants	\$8,092	\$8,214	\$8,458	\$9,802
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$842	–	–	\$255
2021–22 Adjusted Base Grants ^{3,4}	\$8,934	\$8,214	\$8,458	\$10,057

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2020–21	2021–22	2022–23	2023–24	2024–25
California CPI		2.14%	3.84%	2.40%	2.23%	2.42%
California Lottery	Unrestricted per ADA	\$150	\$150	\$150	\$150	\$150
	Restricted per ADA	\$49	\$49	\$49	\$49	\$49
Mandate Block Grant (District)	Grades K–8 per ADA	\$32.18	\$32.79	\$33.60	\$34.64	\$35.87
	Grades 9–12 per ADA	\$61.94	\$63.17	\$64.74	\$66.75	\$69.11
Mandate Block Grant (Charter)	Grades K–8 per ADA	\$16.86	\$17.21	\$17.64	\$18.19	\$18.83
	Grades 9–12 per ADA	\$46.87	\$47.84	\$49.03	\$50.55	\$52.34
Interest Rate for Ten-Year Treasuries		1.30%	2.13%	2.40%	2.30%	2.40%
CalSTRS Employer Rate ⁵		16.15%	16.92%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵		20.70%	22.91%	26.10%	27.10%	27.70%
Unemployment Insurance Rate ⁶		0.05%	1.23%	0.20%	0.20%	0.20%

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 50% for each eligible student beyond the 55% identification rate threshold.

⁴May Revise proposes an augmentation to increase the 50% to 65%, with the condition that the additional 15% be used to increase the number of credentialed and/or classified staff that provide direct services to students on school campuses

⁵ California Public Employees’ Retirement System (CalPERS) rate in 2021–22 is final; whereas the California State Teachers’ Retirement System (CalSTRS) rate in 2021–22 is based on the most recent actuarial study, and is subject to board approval in June 2021. Rates in the following years are subject to change based on determination by the respective governing boards

⁶ Unemployment rate in 2021–22 is final, and the subsequent years’ rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

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

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

SUBMITTER INFORMATION

Name

Person submitting form

Job Title

Phone Number

Include area code

E-mail Address

DISTRICT INFORMATION

School District

Year Covered by This Report

Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

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

Emergency School Facilities Issues

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

Vacancy or Misassignment of Teachers

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

RESOLUTION OF COMPLAINTS

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

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

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

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

Includes All UCP Complaints

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

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

RETURN INSTRUCTIONS

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



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.197 Board Consideration of Approval of Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes: April 28, 2021 Regular Board Meeting c. Payment of Warrants: <u>Vendor Warrant Numbers:</u> 21400367-21400372; 21401091-21401142; 21404087-21404154; 21403490-21403561 <u>Certificated/Classified Payrolls Dated:</u> 05/14/21, 05/10/21, 04/30/21 d. Personnel <ul style="list-style-type: none"> 1. Resignations/Retirement 2. Leave of Absence Request 3. New Hires/Reclassifications e. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2021-22 Professional Services f. Agreement Between GJUESD and Laura Joseph, Board Policy Consultant, for remainder of 2020-21 and 2021-22 Professional Services g. Disposal of GJUESD Obsolete Materials 	

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT BOARD OF EDUCATION MINUTES

Regular Board Meeting
Zoom Teleconference

April 28, 2021
Webinar ID: 851 8682 9952

Board Members Present

Thomas Silva
Wesley Cagle
Traci Skinner
Grace Malson
Casey Raboy

Karen Schauer
Lois Yount
Ron Rammer
Jennifer Porter
Tina Homdus
Judi Hayes
Donna Gill

Administrators Present

Claudia Del Toro-Anguino
Donna Mayo-Whitlock
Laura Papineau
Leah Wheeler
Ron Rammer
Stephanie Simonich
Kuljeet Nijjar

- A.** Thomas Silva announced items to be discussed in closed session.
- B.** Present for Closed Session: Thomas Silva, Wesley Cagle, Traci Skinner, Grace Malson, Casey Raboy, Karen Schauer, David W. Gordon, Sacramento County Superintendent of Schools, Coleen Johnson, Chief Administrator, Human Resources, Sacramento County Office of Education, Chris Keiner, Attorney At Law
1. PUBLIC EMPLOYMENT, Government Code §54957
 - Superintendent

6:30 p.m. David W. Gordon and Coleen Johnson exited closed session.

6:35 p.m. Lois Yount, Claudia Del Toro-Anguino, Donna Mayo-Whitlock entered closed session.
 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguino
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

6:49 p.m. Chris Keiner exited closed session.

6:50 p.m. Addison Covert, Attorney at Law, entered closed session.
 3. CONFERENCE WITH LEGAL COUNSEL--Anticipated Litigation: significant exposure to litigation pursuant to paragraphs (2) or (3) of Subdivision (d) of Government Code section 54956.9
 - one case

C. Closed Session Adjourned at 7:10 p.m. The open meeting was called to order at 7:16 p.m. by Thomas Silva. He announced no action taken in closed session followed by the flag salute.

D. Karen Schauer, Superintendent, reviewed the Teleconference Board Meeting Protocol.

E. Recognition

1. Galt COVID-19 Vaccination Recognition: Cosumnes Services District (CSD), Fire Department, and GJUESD Health Services Staff

Karen Schauer, Superintendent, Joshua Green, CSD General Manager, and Felipe Rodriguez, CSD Fire Chief, recognized the efforts of GJUESD health services staff members instrumental in providing hundreds of Covid-19 vaccine to staff and the community of Galt: Rosa Perez, GJUESD Health Secretary, Araceli Gamez, Health Assistant II, Lake Canyon Elementary, Lori Burkett, Health Assistant II, Fairsite School Readiness Center, Sabrena Fry, Health Assistant II, McCaffrey middle, Cheryl Baglietto, Health Assistant II, Vernon E. Greer Elementary, Isabel Valencia, Health Assistant II, Marengo Rancy Elementary School, Rachelle Romero, Health Assistant II, Valley Oaks Elementary, Katrina Ordaz, Health Assistant II, River Oaks Elementary, Maria Carbonell, School District Registered Nurse, Fairsite Elementary School, Marty Cuevas-Ortega, Retired GJUESD and Currently Contracted Registered Nurse

F. Reports

LCAP GOAL 3

1. Local Control Accountability Plan (LCAP) Update

Karen Schauer, Superintendent, reported the LCAP serves as the strategic plan for the District and the agenda reports are aligned with the LCAP goals. She indicated goals have been updated and consolidated into two as the District transitions to the new 3-year cycle. The Sacramento County Office of Education provides support and oversight of the LCAP process and their guidance indicated 4 goals may be too many. In February, 2020 the Board held a study session to review and discuss the CalSCHLS survey and Social Emotional Learning (SEL) to consider stakeholder feedback on focus and priorities. The Board was narrowing in on whole learner equity, access and inclusion. That work has served the District well through the pandemic. The CalSCHLS survey is being administered again this year and is dependent on the type of learning the student is participating in. Currently there is more participation in the survey this year than last year with staff, parents and students in grades 5 through 8.

Dr. Schauer indicated the two goals at this point are 1) engaging learners through a focus on equity, access, and academic rigor with inclusive practices and 2) promoting whole learner development through social and emotional learning opportunities. Whether at school, home, in an after-school program, or in the cafeteria, staff have opportunities to connect with children and ensure academic rigor for every child. In addition to academic instruction children also grow in their learning with consideration to motivation, mental health factors and inspiration to not give up.

Dr. Schauer referenced the book, Permission To Feel by Mark Bracket, Author and Professor, Yale University, Yale Center for Emotional Intelligence. She indicated she and Tom Silva, Board President, were introduced to Dr. Bracket's work while attending a meeting at SCOE. Professor Brackett suggests an evidence-based approach for

integrating SEL into schools through the acronym RULER; 1) **R**ecognizing emotions in self and others, 2) **U**nderstanding their causes and consequences, 3) **L**abeling emotions with precise words, 4) Knowing how and when to **E**xpress emotions across contexts 5) Having a large repertoire of strategies to **R**egulate emotions.

Dr. Schauer indicated the District is looking to work in partnership with SCOE and Yale University to help engage children through SEL strategies. The District is also looking to pilot the Healthy Hearts and Minds Program this summer with possible implementation in the Fall. There will be actions that can be measured.

Donna Whitlock, Educational Services Director, stated that the District met with stakeholders throughout the year to determine what they would like to see in the LCAP. She indicated every action needs to have a metric because we need to be able to measure results.

Claudia Del-Toro Anguiano, Curriculum Director, reported the California Department of Education (CDE) took action to provide school districts with flexibility regarding the administration of state assessments. The Smarter Balanced Assessment Consortium (SBAC) is typically administered to grades 3-8 in the spring. GJUESD has determined that state assessments under current conditions are not a viable option. In the coming weeks, the District will administer the Measure of Academic Progress (MAP) assessments to all students grade 1-8 in reading and math to determine academic indicators for the current year. The state-required English Language Proficiency Assessments for California (ELPAC) falls under state and federal law requirements and will be administered accordingly.

Karen Schauer stated the District is considering two goals. She asked the Board for input on the goals to be sure the District is on the right track. She indicated that the Board could hold a study session on May 19 or study the LCAP as part of the regular May meeting. The LCAP will need to be posted on May 27 for public review and feedback and will be brought to the June 16 special meeting for a public hearing.

Board members indicated support for MAP assessments over SBAC and the two goals presented.

Karen Schauer stated that Dr. Leslie Poynor, Consultant, will review the results of the CalSCHLS survey with the Board in May and will be working with administrative teams on school results.

G. Routine Matters/New Business

Karen Schauer and Board Members acknowledged the District retirees.

**Consent
Calendar**

Karen Schauer recognized the donation.

202.187 A motion was made by Wesley Cagle to approve the Consent Calendar, seconded by Grace Malson and unanimously carried.

a. Approval of the Agenda

b. Minutes: March 24, 2021 Regular Board Meeting

Minutes: April 1, 2021 Special Board Meeting
 Minutes: April 15, 2021 Special Board Meeting

- c. Payment of Warrants:
Vendor Warrant Numbers: 21394791-21394834; 21395763-21395800;
 21396764-21396787; 21397320-21397321; 21397658-21397685;
 21398696-21398763; 21399304-21399325
Certificated/Classified Payrolls Dated: 03/31/21, 03/19/21, 04/09/21

d. Personnel

Retirements

Name	Position	Effective Date	Site
Burnett, Catherine	Teacher	6/30/21	Marengo Ranch
Byerly, Lynn	Teacher	6/30/21	Vernon E. Greer
Ernst, Kelly	Teacher	6/30/21	McCaffrey
Fluty, Lynne	Teacher	6/30/21	Marengo Ranch
Hunt, Judith	Cafeteria Cashier	6/04/21	Lake Canyon
Jackson, Laurie	Teacher	6/30/21	Marengo Ranch
Kenneweg, Debra	Teacher	6/30/21	Lake Canyon
Loesch, Kathy	Teacher	6/30/21	Valley Oaks
Madison, Amy	Teacher	6/30/21	Vernon E. Greer
Matherly, Barbara	Teacher	6/30/21	Valley Oaks
Mikalonis, Michael	Teacher	6/30/21	Lake Canyon
Raquel, Sherilyn	Teacher	6/30/21	Lake Canyon
Richman, Robin	Teacher	6/30/21	Lake Canyon
Seamons, Valerie	Teacher	6/30/21	Lake Canyon
Setberg, Catherine	Teacher	6/30/21	Vernon E. Greer
Severin, Nancy	Teacher	6/30/21	River Oaks
Woods, Barbara	Teacher	6/30/21	Valley Oaks
Wordlaw, Mary	Teacher	6/30/21	Valley Oaks

Leave of Absence Requests

Name	Position	Effective Date	Site
Dorheim, Robert	Instructional Assistant Special Education	3/25/21	McCaffrey Middle
Farren, Dereck	Instructional Assistant Special Education	3/25/21	McCaffrey Middle
Florez, Llizet	Instructional Assistant	3/18/21	Fairsite
Kluender, Karen	Food Service	4/29/21	Vernon E. Greer
Lopez, Veronica	Instructional Assistant	3/18/21	Fairsite
Mundy-McCook, Erin	Psychologist	5/26/21	Marengo/Lake Canyon
Partridge, Tamara	Teacher	4/9/21	Marengo Ranch
Patrick, Kirsten	Teacher	4/8/21	Valley Oaks
Williams, Janice	Instructional Assistant Special Education	4/5/21	Fairsite

New Hires/Reassignments/Reclassifications

Name	Position	Site
Alegria, Debbie (Reclassified)	Instructional Assistant Bilingual	Fairsite
Bachmann, Matthew	Substitute Classified	N/A
Ceja, Maritssa	Substitute Classified	N/A
Elefante-Gary, Gabrielle	Substitute Classified	N/A

Gomez, Mercedes	Instructional Assistant Bilingual	Fairsite
Gonzalez, Maria (Reclassified)	Instructional Assistant Bilingual	Fairsite
Gumm, Kaitlin	Substitute Classified	N/A
Gustafson, Kristen (Reassignment)	Instructional Assistant Special Education	Fairsite
Herrera, Beverly	Yard Supervisor	Vernon E.Greer
Lopez, Veronica (Reclassified)	Instructional Assistant Bilingual	Fairsite
Maravilla, Martha (Reclassified)	Instructional Assistant Bilingual	Fairsite
Morris, Ashley	Substitute Teacher	N/A
Nehmer, Carmen	Substitute Classified	N/A
Nehmer, Samantha	Substitute Classified	N/A
Norris, Michael	Substitute Teacher	N/A
Papineau, Trevor	Technology Assistant	District
Raygoza-Montes, Neyda	Yard Supervisor	Valley Oaks
Robles, Cristina (Reassignment)	Secretary II	River Oaks
Robles, Heather	Instructional Assistant Special Education	Fairsite
Robles, Marissa	Substitute Classified	N/A
Somers, Barbara (Reassignment)	Instructional Assistant Special Education	Valley Oaks
Soria, Rosa (Reassignment)	Secretary I	River Oaks
Stancil, Erica	Substitute Classified	N/A
Swain, Heather	Substitute Teacher	N/A
Villanueva, Maria (Reclassified)	Instructional Assistant Bilingual	Lake Canyon
Walker, Aleesa	Instructional Assistant	River Oaks

e. Donations

- f. KCB Investments LLC, Kent Brandon, Inspector of Record for Vernon E. Greer Elementary HVAC Upgrade and Roof Replacement 02-117322

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

CC
Items
Removed

202.189 Michael D. Ash, CPA, Partner, Christy White Associates, presented the Measure K Bond Audit. He indicated an unmodified opinion. The financial statements referred to present fairly, in all material respects, the financial position of the Measure K Bond Building Fund of the GJUESD as of June 30, 2020.

Measure K
Audit

Wesley Cagle thanked the Citizen Oversight Committee; Lorri St Claire, Melissa Pruitt, Anne Wood, Jim S Claire, Bonnie Rodriguez, and Carissa Cathey.

A motion was made by Traci Skinner to approve GJUESD 2019-20 Measure K Bond Audit Report by Christy White Associates, seconded by Casey Raboy and unanimously carried.

202.190 Thomas Silva asked for clarification on how developer fees can be used and how long the District can retain them.

MOU
Summerfield

Lois Yount stated developer fees can be used for any school improvement to house new students or complete projects that were never completed, such as the track at McCaffrey Middle School.

Addison Covert, Attorney at Law, stated it is unnecessary to spend developer fees within five years as long as long as it is budgeted for future projects.

A motion was made by Thomas Silva to approve the Memorandum of Understanding Between Sheldon Business Park Ltd and the Galt Joint Union Elementary School District Regarding Summerfield Development Project, seconded by Wesley Cagle and unanimously carried.

- 202.191** A motion was made by Grace Malson to approve the Memorandum of Understanding Between Arcadia Development Company and the Galt Joint Union Elementary School District Regarding Fairway Oaks Development Project, seconded by Traci Skinner and unanimously carried.

**MOU
Fairway
Oaks**

- 202.192** Addison Covert, Attorney at Law, provided an overview of this agreement and revision to paragraph seven. He indicated the project site is large enough that a school could be built within the project. The agreement maintains maximum flexibility to meet changing conditions over time.

**MOU
Simmerhorn**

Chad Roberts, Elliott Homes Inc., shared an understanding of the language being considered.

A motion was made by Grace Malson to approve the Memorandum of Understanding Between Elliott Homes Inc., and the Galt Joint Union Elementary School District Regarding Simmerhorn Development Project with revision to paragraph seven made at 3:22 p.m. on April 28, 2021, seconded by Casey Raboy and unanimously carried.

- 202.193** Karen Schauer provided an overview of this item that included a recap of the April 15, 2021, special board meeting.

**Blended
Learning**

Donna Whitlock, Educational Services Director, reviewed Health & Safety Data. She indicated that since transitioning to blended learning, schools report that they send very few students home during the school day with symptoms and have confirmed zero COVID-19 case infections.

Claudia Del Toro-Anguiano, Curriculum Director, reported the AM/PM model is providing students with 2.5 hours of uninterrupted learning time with smaller class sizes, giving teachers greater opportunity to meet and exceed learning targets. It is also reintroducing children to classroom norms in a calm and supportive way with immediate feedback.

Ms. Del Toro-Anguiano added that the current AM/PM model provides a unique opportunity to accelerate learning, re-engage students in a social setting and an opportunity to strengthen relationships. At this time, the AM/PM model is proving to be the best opportunity to provide children with what they need.

Donna Whitlock shared information on the multiple childcare options established for families and staff at all school locations.

Lois Yount reported transportation routes had been established to transport students to elementary and middle school. She indicated the AM/PM model maximizes the number of students the District can transport.

Jennifer Porter, Principal, shared school blended learning success stories at Marengo Ranch Elementary. She first thanked the Marengo Ranch community for their commitment to making this transition successful. She indicated there are different points of entry and exit based on grade levels. Students and staff are prescreened at home and classrooms are set up and sanitized according to health guidelines. Ms. Porter highlighted the well-being of students, kids are greeted by a yard supervisor at the entry gate and again by their teacher at the classroom door. The smaller class sizes provide much more personalized learning time as teachers are able to interact directly with each student daily for 1:1 support. Kids are developing friendships and they feel safe. Additionally, time for play is incorporated into the school day.

Ron Rammer, Principal, shared school blended learning success stories at McCaffrey Middle School. He mirrored comments from Jennifer Porter and spoke to the middle school experience. He indicated that 6th graders did not get the traditional orientation or shadow days that previous classes received. Most had not been on the middle school campus before. They are acclimating well due to the incredible staff at McCaffrey and support from the District. He added kids were incredibly anxious and nervous. They were very quiet, yet also excited. The small cohorts allow students to learn at an accelerated level and not been one child was sent to the office for behavior issues in 4 weeks. The kids are incredibly polite and friendly and cognizant of safety protocols. Mr. Rammer said the school is closely monitoring social and emotional needs with counselor check-ins monthly with some students. Teachers are also keeping a gauge on the social-emotional needs of students. The staff consensus is that this has been a great transition. At the end of two hours, students seem to be very tired. They are working to build up resiliency as we end the school year.

Claudia Del Toro-Anguiano added that under the current model, the District can address social emotional and academic needs due to smaller class sizes with uninterrupted time.

Karen Schauer stated that there are families who did not want their children to return to in-person learning, but when we returned in an AM/PM blended model, they chose to come back.

Donna Whitlock reported there is continuity of teacher/student assignments because approximately 75 teachers are teaching live concurrent instruction. If the District were to go back to a full-day model, it would be challenging for teachers to continue the concurrent model. The District has been able to match 550 GLEE 2.0 students with their teachers.

Lois Yount stated the District would not be able to transport all students to school given social distancing requirements in a full-day model.

Donna Whitlock added that the District would need to look at new schedules for childcare if we were to transition to a full-day model.

Karen Schauer stated that the Learning Continuity and Attendance Plan addresses how student learning continuity will be addressed during the pandemic crisis in the year 2020-21 school year. The District worked with stakeholders to sustain relationships with students and teachers and continue the learning no matter the conditions. With the AM/PM model, the District has kept children connected with staff. If the District were to move from this model, it isn't easy to sustain the relationships that have been built. Services would look different. She indicated district staff can do anything, they just can't do everything.

Dr. Schauer stated that when speaking to stakeholders, the theme was to have all students back in person as much as possible, but there is another theme; stability. She shared a parent's comment; one of her children receives special services and was part of a cohort, and one is a general education student. The parent said it is a hassle to go back and forth to school multiple times every day but she doesn't want any more changes right now. Additionally, some community members have indicated a desire for a five-day full-time model, but other parents don't want that. The recommendation allows the learning that is happening now to continue. The District would like to continue the blended learning model until the last day of school.

Public Comments: Sara Murray and Martha Vielma addressed the Board.

Wesley Cagle asked if there was an issue with hotspots at Valley Oaks elementary?

Lois Yount indicated she would follow up with David Nelson, Principal, as there are hotspots available.

Wesley Cagle said Ms. Murray brought up childcare and students being home alone. He asked if parents are aware that the District is offering childcare for those in need.

Donna Whitlock said there is limited childcare space available at Valley Oaks. However, she is not aware of a waiting list. She will follow up with David Nelson, Principal.

Public Comment: Kristi Ward addressed the Board.

Board members discussed the pros and cons of the recommendation.

A motion was made by Thomas Silva To Continue the Four-Day TK-8 AM/PM Blended Learning Model Through June 4, 2021, seconded by Casey Raboy and unanimously carried.

- 202.194** A motion was made by Grace Malson to approve Resolution No. 12 Approving a Site Lease, a Sublease, and Construction Services Agreement Relating to the Vernon Greer Elementary School HVAC Upgrades and Roof Replacement seconded by Traci Skinner and unanimously carried.

Res 12 GE
HVAC &
Roof

- 202.195** Kerri Gardner, Transportation Supervisor, answered clarifying questions from board members regarding plug-in stations, special needs equipment and future purchases.

Electric Bus
Agreement

A motion was made by Wesley Cagle to approve Agreement Between The Sacramento Metropolitan Air Quality Management District (SMAQMD) and the GJUESD To Purchase An Electric Bus And Be Fully Reimbursed For The Costs, seconded by Traci Skinner and unanimously carried.

- 202.196** A motion was made by Traci Skinner to approve the Memorandum Of Understanding 2020-2021 Summer School Extended Year Program (SSEYP) Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD, seconded by Casey Raboy and unanimously carried.

MOU
CSEA
Extended
Year

H. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics
3. Brown Act Updates

Traci Skinner, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations

Name	Position	Effective Date	Site
Carbonell, Maria	Registered School District Nurse	6/4/2021	District
Clare, Kathryn	Instructional Assistant Special Education	4/30/2021	Marengo Ranch
Winters, Zackery	Technology Assistant	4/23/2021	District

Leave of Absence Requests

Name	Position	Effective Date	Site
Flores, Sofia	Secretary I	5/17/2021	Vernon E. Greer
Hunt, Judith	Cashier	5/5/2021	Lake Canyon

New Hires

Name	Position	Site
Diosdado, Elizabeth	Yard Supervisor	McCaffrey Middle
Gonzalez, Rebecca	Substitute Classified	N/A
Besabe, Mariah	Instructional Assistant Special Education	Marengo Ranch
Mosqueda, Elvia	Yard Supervisor	Vernon E. Greer
Estrada, Alejandra	Instructional Assistant Preschool	Fairsite
Mendoza Mejia, Karla	Instructional AssistSpecial Education	McCaffrey Middle
Winters, Zackery	Technology Assistant	District

Reclassification

Name	Position	Reclassified	Site
Vacant	3.5 Cashier	3.5 Food Service Worker	Lake Canyon



CONSENT CALENDAR

Dannis Woliver Kelley, Attorney's At Law, Agreement

The legal advice and counseling services contract continues with Dannis Woliver Kelley.
The billing ranges have not changed for various services.



DANNIS WOLIVER KELLEY

Attorneys at Law

CHRISTIAN M. KEINER

Attorney at Law
ckeiner@DWKesq.com

Sacramento

April 26, 2021

VIA EMAIL

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

Re: 2021-22 Agreement for Professional Services

Dear Karen:

In the more than four decades we have been providing legal advice and counseling services to California school and community college districts, we have never felt more honored to be your partner over this last year in achieving your mission – in the face of extraordinary challenges - to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. We remain your steadfast allies and will support you with our full range of expertise to adapt, pivot and adjust to whatever the impending “new normal” may be in order to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for 2021-2022. In light of the economic uncertainty confronting us all, no changes have been made to the billing ranges. Individual attorney hourly rates, however, may be adjusted within the existing ranges.

We will continue to offer the Galt Joint Union Elementary School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to me via email.

Sincerely,

DANNIS WOLIVER KELLEY

Christian M. Keiner
CMK:fh

SAN FRANCISCO
268 Bush Street, #3234
San Francisco, CA 94104
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
444 W. Ocean Blvd.
Suite 1070
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

SAN LUIS OBISPO
1065 Higuera Street
Suite 301
San Luis Obispo, CA 93401
TEL 805.980.7900
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BERKELEY
2087 Addison Street
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www.DWKesq.com

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on April 26, 2021, by and between the Galt Joint Union Elementary School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2021, through and including June 30, 2022, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred sixty dollars (\$360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to two hundred ninety-five dollars (\$295) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty dollars (\$260) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred eighty dollars (\$180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be four hundred twenty-five dollars (\$425) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research (i.e. Westlaw). Any discount received on computerized legal research is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

Dr. Karen Schauer
Superintendent

Date

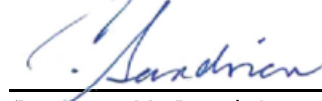
DANNIS WOLIVER KELLEY

Date: April 26, 2021

Date: April 26, 2021



Christian M. Keiner
Attorney at Law



Candace M. Bandoian
Attorney at Law

At its public meeting of _____, 2021, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



CONSENT CALENDAR

Laura Joseph, Board Policy Consultant, Agreement

Given the demands of the pandemic, coupled with changes with the CSBA policy management system, GJUESD plans to move forward with a one year \$5500 contract to update policies for the 2021-22 school year. In addition, the consultant will assist with the May 2021 CSBA policy packet for \$900. The consultant has provided a similar service for the High School District for multiple years.

LAURA JOSEPH

CONSULTING AGREEMENT

THIS AGREEMENT, made and entered into this _____, 2021 by and between GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT(hereinafter "GJUESD"), an Educational Organization, and Laura Joseph, Consultant (hereinafter "Consultant").

RECITALS

WHEREAS, California Government Code Section 53060 authorizes a school district to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters if such persons are specifically trained and experienced and competent to perform the special services required, and to pay from any available funds such compensation to such persons as it deems proper for the services rendered.

WHEREAS, Consultant has demonstrated training, experience, and competency to perform the special services required by this Agreement throughout his/her career in serving schools and school districts in California.

WHEREAS, Consultant represents that he/she has expertise in the area of BOARD POLICY Consulting and is ready, willing, and able to provide consulting assistance to GJUESD on the terms and conditions set forth herein; and

WHEREAS, GJUESD, in reliance on Consultant's representations, is willing to engage Consultant as an independent contractor, and not as an employee, on the terms and conditions set forth herein;

NOW THEREFORE, in consideration of the obligations herein made and undertaken, the parties, intending to be legally bound, covenant and agree as follows:

Article 1

SERVICES TO BE DELIVERED

- 1.1 Consultant shall provide consulting services in the area of Policy Review and Maintenance. Consultant shall render such services and deliver the required reports in accordance with the timetable and milestones set forth in Attachment
- 1.2 Consultant shall provide and make available to GJUESD such resources as shall be necessary to perform the services called for by this Agreement.
- 1.3 GJUESD shall, within 14 days of receipt of each Deliverable submitted to GJUESD, advise Consultant of GJUESD's acceptance or rejection of such Deliverable. Any rejection shall specify the nature and scope of the deficiencies in such Deliverable. Consultant shall, upon receipt of such a notice of rejection, act diligently to correct such deficiencies. The failure of GJUESD to provide such a notice of rejection within such period shall constitute acceptance by GJUESD of said Deliverable.

Article 2

AGREEMENT TERM

- 2.1 This Agreement shall cover the 2020-2021 academic year, and unless modified by mutual agreement of the parties or terminated earlier pursuant to the terms of this Agreement, shall continue until the satisfactory completion of the services set forth in Attachment A.

- 2.2 This Agreement may be terminated by either party upon 30 days' prior written notice.
- 2.3 Upon termination of this Agreement for any reason, Consultant shall promptly return to GJUESD all copies of any GJUESD data, records, or materials. Consultant shall also furnish to GJUESD all work in progress or portions thereof, including all incomplete work.
- 2.4 Within 14 days of termination of this Agreement for any reason, Consultant shall submit to GJUESD an itemized invoice for any fees or expenses theretofore accrued under this Agreement. GJUESD, upon payment of accrued amounts so invoiced, shall thereafter have no further liability or obligation to Consultant whatsoever for any further fees, expenses, or other payment.

Article 3

COMPENSATION AND PAYMENT

- 3.1 In consideration of the services to be performed by Consultant, GJUESD shall, within 30 days of acceptance of each of the Deliverables, pay Consultant the fees set forth in Attachment A attached hereto with respect to each such Deliverable.
- 3.2 GJUESD shall pay all fees and expenses owing to Consultant within 45 days after Consultant has submitted to GJUESD an itemized invoice.

Article 4

DELIVERABLE OWNERSHIP

- 4.1 All right, title, and interest in and to any programs, systems, data, and materials furnished to Consultant by GJUESD are and shall remain the property of GJUESD.

Article 5

AGREEMENT PRIVACY

- 5.1 Without the permission of GJUESD, for a period of 2 years from the date of termination of this Agreement, Consultant shall not disclose the nature of the effort undertaken for GJUESD or the terms of this Agreement to any other person or entity, except as may be necessary to fulfill Consultant's obligations hereunder.

Article 6

REPRESENTATIONS AND WARRANTIES

- 6.1 GJUESD warrants that it owns all right, title, and interest in and to any programs, systems, data, or materials furnished to Consultant hereunder.
- 6.2 Consultant represents and warrants that:
 - a. Consultant's performance of the services called for by this Agreement do not and shall not violate any applicable law, rule, or regulation; any contracts with third parties; or any third-party rights in any patent, trademark, copyright, trade secret, or similar right.

Article 7

LIABILITY LIMITs

7.1 In no event shall either party be liable to the other for any consequential damages or lost profits of the other party.

Article 8

MISCELLANEOUS

8.1 Consultant shall not assign, transfer, or subcontract this Agreement or any of its obligations hereunder without the prior written consent of GJUESD.

8.2 This Agreement shall be governed and construed in all respects in accordance with the substantive laws of the State of California.

8.3 The parties are and shall be independent contractors to one another, and nothing herein shall be deemed to cause this Agreement to create an agency, partnership, or joint venture between the parties. Except as expressly provided in this Agreement, GJUESD shall not be liable for any debts, accounts, obligations, or other liabilities whatsoever of Consultant, including (without limitation) Consultant's obligation to withhold Social Security and income taxes for itself or any of its employees.

8.4 This Agreement constitutes the entire agreement of the parties hereto and supersedes all prior representations, proposals, discussions, and communications, whether oral or in writing. This Agreement may be modified only in writing and shall be enforceable in accordance with its terms when signed by the party sought to be bound.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives, on the date and year first above written. This contract would cover the policy packet for May 2021 only.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

By: _____

Title: _____

Date: _____ 20_____

Laura Joseph Consultant

By: _____

Title: _____

Date: _____ 20_____

Attachment A

School Board Policy Review and Maintenance:

Effective policies are the core of successful school governance. Therefore, it is the recommendation that each district and county office of education work with CSBA (California School Board Association) to develop a customized policy manual that is compliant with state and federal mandates. Laura Joseph will contract with your district or county office of education to assist you in the review and maintenance of your policy manual according to the following schedule:

School Board Policy Maintenance and Review:

The process of reviewing and updating the files for a district/county office will include:

- ✓ A comparison of the policies with the most recent CSBA recommended updates for maintenance and review (generally issued July, October, December, March, and May)
- ✓ Presentation binder of suggested revisions, additions, or deletions with noted options requiring approval
- ✓ Five meetings with the Superintendent and/or Representative regarding option decisions, which are required
- ✓ One draft copy of proposed revisions suitable to be copied for presentation to the Board for each review process
- ✓ One digital clean copy of the proposed revisions suitable to be forwarded to CSBA for updates for each review process
- ✓ Intermediary facilitation with CSBA if necessary to facilitate Board approved changes
- ✓ It is expected that any changes to local policies made by the district outside of the CSBA timeline will be channeled through the office of the Superintendent.
- ✓ Any special or off-cycle revisions proposed by CSBA will be included in the next schedule revision for no extra fee. If the Superintendent deems it urgent and requires the revision sooner a separate binder can be prepared on the following pay scale, payable on the same 45-day invoice schedule. This schedule also applies to any special (outside of CSBA proposed) revisions the district may request my services on.
 - o 1-5 Off Cycle Policies \$250
 - o 6-10 Off Cycle Policies \$350
 - o 11-15 Off Cycle Policies \$450

The fee for School Board Policy Review and Maintenance for the remainder of the 2020-2021 academic year which covers the May CSBA policy packet for \$900.00. Invoices will be mailed to the district/county office accounts payable department upon completion of the binder.

_____ Initial
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

_____ Initial
Laura Joseph Consultant

LAURA JOSEPH

CONSULTING AGREEMENT

THIS AGREEMENT, made and entered into this _____, 2021 by and between GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT(hereinafter "GJUESD"), an Educational Organization, and Laura Joseph, Consultant (hereinafter "Consultant").

RECITALS

WHEREAS, California Government Code Section 53060 authorizes a school district to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters if such persons are specifically trained and experienced and competent to perform the special services required, and to pay from any available funds such compensation to such persons as it deems proper for the services rendered.

WHEREAS, Consultant has demonstrated training, experience, and competency to perform the special services required by this Agreement throughout his/her career in serving schools and school districts in California.

WHEREAS, Consultant represents that he/she has expertise in the area of BOARD POLICY Consulting and is ready, willing, and able to provide consulting assistance to GJUESD on the terms and conditions set forth herein; and

WHEREAS, GJUESD, in reliance on Consultant's representations, is willing to engage Consultant as an independent contractor, and not as an employee, on the terms and conditions set forth herein;

NOW THEREFORE, in consideration of the obligations herein made and undertaken, the parties, intending to be legally bound, covenant and agree as follows:

Article 1

SERVICES TO BE DELIVERED

- 1.1 Consultant shall provide consulting services in the area of Policy Review and Maintenance. Consultant shall render such services and deliver the required reports in accordance with the timetable and milestones set forth in Attachment
- 1.2 Consultant shall provide and make available to GJUESD such resources as shall be necessary to perform the services called for by this Agreement.
- 1.3 GJUESD shall, within 14 days of receipt of each Deliverable submitted to GJUESD, advise Consultant of GJUESD's acceptance or rejection of such Deliverable. Any rejection shall specify the nature and scope of the deficiencies in such Deliverable. Consultant shall, upon receipt of such a notice of rejection, act diligently to correct such deficiencies. The failure of GJUESD to provide such a notice of rejection within such period shall constitute acceptance by GJUESD of said Deliverable.

Article 2

AGREEMENT TERM

- 2.1 This Agreement shall cover the 2020-2021 academic year, and unless modified by mutual agreement of the parties or terminated earlier pursuant to the terms of this Agreement, shall continue until the satisfactory completion of the services set forth in Attachment A.

- 2.2 This Agreement may be terminated by either party upon 30 days' prior written notice.
- 2.3 Upon termination of this Agreement for any reason, Consultant shall promptly return to GJUESD all copies of any GJUESD data, records, or materials. Consultant shall also furnish to GJUESD all work in progress or portions thereof, including all incomplete work.
- 2.4 Within 14 days of termination of this Agreement for any reason, Consultant shall submit to GJUESD an itemized invoice for any fees or expenses theretofore accrued under this Agreement. GJUESD, upon payment of accrued amounts so invoiced, shall thereafter have no further liability or obligation to Consultant whatsoever for any further fees, expenses, or other payment.

Article 3

COMPENSATION AND PAYMENT

- 3.1 In consideration of the services to be performed by Consultant, GJUESD shall, within 30 days of acceptance of each of the Deliverables, pay Consultant the fees set forth in Attachment A attached hereto with respect to each such Deliverable.
- 3.2 GJUESD shall pay all fees and expenses owing to Consultant within 45 days after Consultant has submitted to GJUESD an itemized invoice.

Article 4

DELIVERABLE OWNERSHIP

- 4.1 All right, title, and interest in and to any programs, systems, data, and materials furnished to Consultant by GJUESD are and shall remain the property of GJUESD.

Article 5

AGREEMENT PRIVACY

- 5.1 Without the permission of GJUESD, for a period of 2 years from the date of termination of this Agreement, Consultant shall not disclose the nature of the effort undertaken for GJUESD or the terms of this Agreement to any other person or entity, except as may be necessary to fulfill Consultant's obligations hereunder.

Article 6

REPRESENTATIONS AND WARRANTIES

- 6.1 GJUESD warrants that it owns all right, title, and interest in and to any programs, systems, data, or materials furnished to Consultant hereunder.
- 6.2 Consultant represents and warrants that:
 - a. Consultant's performance of the services called for by this Agreement do not and shall not violate any applicable law, rule, or regulation; any contracts with third parties; or any third-party rights in any patent, trademark, copyright, trade secret, or similar right.

Article 7

LIABILITY LIMITs

7.1 In no event shall either party be liable to the other for any consequential damages or lost profits of the other party.

Article 8

MISCELLANEOUS

8.1 Consultant shall not assign, transfer, or subcontract this Agreement or any of its obligations hereunder without the prior written consent of GJUESD.

8.2 This Agreement shall be governed and construed in all respects in accordance with the substantive laws of the State of California.

8.3 The parties are and shall be independent contractors to one another, and nothing herein shall be deemed to cause this Agreement to create an agency, partnership, or joint venture between the parties. Except as expressly provided in this Agreement, GJUESD shall not be liable for any debts, accounts, obligations, or other liabilities whatsoever of Consultant, including (without limitation) Consultant's obligation to withhold Social Security and income taxes for itself or any of its employees.

8.4 This Agreement constitutes the entire agreement of the parties hereto and supersedes all prior representations, proposals, discussions, and communications, whether oral or in writing. This Agreement may be modified only in writing and shall be enforceable in accordance with its terms when signed by the party sought to be bound.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives, on the date and year first above written. This contract would cover the 2021-2022 policy packets.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

By: _____

Title: _____

Date: _____ 20_____

Laura Joseph Consultant

By: _____

Title: _____

Date: _____ 20_____

Attachment A

School Board Policy Review and Maintenance:

Effective policies are the core of successful school governance. Therefore, it is the recommendation that each district and county office of education work with CSBA (California School Board Association) to develop a customized policy manual that is compliant with state and federal mandates. Laura Joseph will contract with your district or county office of education to assist you in the review and maintenance of your policy manual according to the following schedule:

School Board Policy Maintenance and Review:

The process of reviewing and updating the files for a district/county office will include:

- ✓ A comparison of the policies with the most recent CSBA recommended updates for maintenance and review (generally issued July, October, December, March, and May)
- ✓ Presentation binder of suggested revisions, additions, or deletions with noted options requiring approval
- ✓ Five meetings with the Superintendent and/or Representative regarding option decisions, which are required
- ✓ One draft copy of proposed revisions suitable to be copied for presentation to the Board for each review process
- ✓ One digital clean copy of the proposed revisions suitable to be forwarded to CSBA for updates for each review process
- ✓ Intermediary facilitation with CSBA if necessary to facilitate Board approved changes
- ✓ It is expected that any changes to local policies made by the district outside of the CSBA timeline will be channeled through the office of the Superintendent.
- ✓ Any special or off-cycle revisions proposed by CSBA will be included in the next schedule revision for no extra fee. If the Superintendent deems it urgent and requires the revision sooner a separate binder can be prepared on the following pay scale, payable on the same 45-day invoice schedule. This schedule also applies to any special (outside of CSBA proposed) revisions the district may request my services on.
 - o 1-5 Off Cycle Policies \$250
 - o 6-10 Off Cycle Policies \$350
 - o 11-15 Off Cycle Policies \$450

The fee for School Board Policy Review and Maintenance for the 2021-2022 academic year is \$5,500.00 divided into 5 invoices of \$1100.00. Invoices will be mailed to the district/county office accounts payable department upon completion of the binder.

_____ Initial
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

_____ Initial
Laura Joseph Consultant



CONSENT CALENDAR

Disposal of Obsolete Materials

Instructional materials are considered obsolete when they have been replaced by more recent editions and they have no foreseeable value in other instructional areas. Obsolete materials may be donated or may be posted for possible sale with less than \$40.00 expected in proceeds.

- California Math, Grades 1-6, student textbooks and teacher editions
- Scott Foresman California Science, Grades 1-5, student textbooks and teacher editions
- California Vistas, Grades K-5, student textbooks and teacher resource packages
- World History Ancient Civilizations, Grade 6, student textbooks and teacher resource packages
- Eureka Math, Grades K-5, student workbooks
- Eureka Math Spanish, Grades K and 5th, student workbooks
- Eureka Math- Additional teacher resources

Curriculum Title	Grade Level	Description	ISBN	Publishing Year
California Math	1	Student Textbooks	978-0-618-82737-4	2008
California Math	1	Teacher Editions	978-0-618-82704-6	2008
California Math	2	Student Textbooks	978-0-618-82738-1	2008
California Math	2	Teacher Editions	978-0-618-82705-3	2008
California Math	3	Student Textbooks	978-0-618-82739-8	2008
California Math	3	Teacher Editions	978-0-618-82706-0	2008
California Math	4	Student Textbooks	978-0-618-82740-4	2008
California Math	4	Teacher Editions	978-0-618-82707-7	2008
California Math	5	Student Textbooks	978-0-618-82741-1	2008
California Math	5	Teacher Editions	978-0-618-82708-4	2008
California Math	6	Student Textbooks	978-0-618-82742-8	2008
California Math	6	Teacher Editions	978-0-618-82709-1	2008
Scott Foesman California Science	1	Student Textbooks	0-328-18837-9	2007
Scott Foesman California Science	1	Teacher Editions	0-328-24134-2	2007
Scott Foesman California Science	2	Student Textbooks	0-328-18838-7	2007
Scott Foesman California Science	2	Teacher Editions	0-328-24135-0	2007
Scott Foesman California Science	3	Student Textbooks	0-328-18839-5	2007
Scott Foesman California Science	3	Teacher Editions	0-328-24136-9	2007
Scott Foesman California Science	4	Student Textbooks	0-328-18840-9	2007
Scott Foesman California Science	4	Teacher Editions	0-328-24137-7	2007
Scott Foesman California Science	5	Student Textbooks	0-328-18841-7	2007
Scott Foesman California Science	5	Teacher Editions	0-328-24138-5	2007
California Vistas	K	Student Textbooks	0-02-150751-1	2007
California Vistas	K	Teacher Resource Package	0-02-150780-5	2007
California Vistas	1	Student Textbooks	0-02-150508-X	2007
California Vistas	1	Teacher Resource Package	0-02-150781-3	2007
California Vistas	2	Student Textbooks	0-02-150509-8	2007
California Vistas	2	Teacher Resource Package	0-02-150813-5	2007
California Vistas	3	Student Textbooks	0-02-150814-3	2007
California Vistas	3	Teacher Resource Package	0-02-150783-X	2007
California Vistas	4	Student Textbooks	0-02-150815-1	2007
California Vistas	4	Teacher Resource Package	0-02-150621-3	2007
California Vistas	5	Student Textbooks	0-02-150816-X	2007

California Vistas	5	Teacher Resource Package	0-02-150785-6	2007
World History, Ancient Civilizations	6	Student Textbooks	0-02-150817-8	2007
World History, Ancient Civilizations	6	Teacher Resource Package	0-02-150786-	2007

Eureka Math	K	Student Workbook	978-1-63255-882-4	2015
Eureka Math	1	Student Workbook	978-1-63255-664-6	2015
Eureka Math	2	Student Workbook	978-1-63255-665-3	2015
Eureka Math	3	Student Workbook	978-1-63255-666-0	2015
Eureka Math	4	Student Workbook	978-1-63255-654-7	2015
Eureka Math	5	Student Workbook	978-1-63255-655-4	2015
Eureka Math	6	Student Workbook	978-1-63255-725-4	2015
Eureka Math	4	SAP	978-1-63255-723-0	2015
Eureka Math	5	SAP	978-1-63255-724-7	2015
Eureka Math	6	SAP	978-1-63255-725-4	2015
Eureka Math Spanish	5	SAP	978-1-68386-585-8	2015
Eureka Math Spanish	5	Student Workbook	978-1-68386-221-5	2015
Eureka Math Spanish	K	Student Workbook	978-1-68386-556-8	2015

Total of 25 pallets



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.198 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

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



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.199 Board Consideration of Approval of Resolution No. 13- Resolution to Reduce or Eliminate Classified Staff Due to Lack of Work/Lack of Funds
Presenter: Karen Schauer Donna Whitlock	Action Item: XX Information Item:

Based upon lack of work or lack of funding, the district is eliminating the following two positions:

1. Two 6-hour Special Education Instructional Assistants (McCaffrey Middle School)
2. One 3.92 hour Special Education Instructional Assistant (Marengo Ranch)
3. One 3.75 hour Preschool Instructional Assistant (Fairsite)

The two 1:1 positions at McCaffrey are being eliminated due to the students promoting to high school.

The position at Marengo Ranch has been vacant for the 2020-21 school year.

The position at Fairsite is being closed due to a staffing change to 3.92 Special Education Instructional Assistant.

Fiscal Impact: \$52,000 savings

Board approval is recommended.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 13**

**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 the following positions in the District not later than July 27, 2021 due to lack of work or lack of funds:

<u>Classifications:</u>	<u>Number of Positions</u>	<u>Hours</u>
Instructional Assistant, Preschool	1	3.75
Instructional Assistant, Special Educ.	1	3.92
Instructional Assistant, Special Educ.	2	6.00

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on July 27, 2021, 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 28, 2021, 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 26, 2021, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

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

Attested:

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



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.200 Board Consideration of Approval of GJUESD Expanded Learning Opportunities Grant Plan
Presenter: Karen Schauer Donna Whitlock	Action Item: XX Information Item:

Board approval is recommended for the district plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional and other supports including meals and snack. The plan is organized throughout the school year and begins this summer:

1. Summer 2021: District program at all schools
2. 2021-22 Regular year: Site-based & coordinated
 - a. Extended Day (Acceleration Blocks)
 - b. Afterschool Enrichment (BFLC Clubs)
3. Summer 2022: District program offered at 2-3 schools

The June 2021 Summer School program compensation reflects the extension of the school year through the month of June with a full day program.

1. Teachers will receive \$9000 for two planning days and sixteen days of instruction. The educator compensation is based on the average teacher daily pay rate of \$500 per day.
2. Principals will receive a \$10,000 stipend with the breakdown that includes \$3500 for planning, \$5000 for program operation and \$1500 for program evaluation. The stipend is based upon the past summer school Migrant Education coordinator stipend with additional requirements.
3. Assistant principals will receive a \$6000 stipend that reflects \$3000 for planning efforts and an additional 6 days at \$500 per day beyond the contract.
4. Classified staff will receive an additional \$7.00 per hour for accepting a summer program contract.
5. 11-month classified employees will receive an additional \$5.00 per hour for added summer program efforts.
6. 12-month classified employees will receive a one time \$500 bonus for added summer program efforts.

The AB 86 Expanded Learning Opportunities plan is separate from the LCAP and is organized by a plan description and expenditure plan for summer program 2021, regular school year and summer program 2022.

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Karen Schauer Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The following stakeholder committees are comprised of parents, teachers and school staff:
 District Advisory Committee (DAC) & District English Learning Advisory Committee (DELAC) and Special Education Parent Advisory Committee (PAC) Dates: 02/08/21, 04/12/21, 05/10/21
 Classified and Certificated Bargaining Units: 04/19/21, 05/11/21, 04/20/21, 05/18/21

Priorities discussions and feedback included:
 Social Emotional Learning (SEL) supports and services
 Cradle to career engagement, expanded learning, and opportunities
 Resources and budget alignment.
 Feedback for June 2021 Summer School Program Ideas.

In March and April stakeholders were asked to consider the two proposed LCAP Goals areas: 1) Engaging learners through a focus on equity, access, and academic rigor with inclusive practices and 2) Promoting whole learner development through social and emotional learning opportunities. Groups focussed on the question: "What is key to support learner engagement and acceleration in the short and long term?"

Parents, teachers, and school staff offered actions and services that centered on the following areas to support learners:
 1.Motivation, Goal Setting, Hope Building

2. SEL Supports and Opportunities: learner, staff, family
3. Scheduling and Calendar Considerations: Summer/School Year
4. Programs, Clubs, Interventions, Training

During the stakeholder meetings held in May, summative feedback was shared along with responses and where the feedback would be incorporated into the District's strategic plans for student services

A description of how students will be identified and the needs of students will be assessed.

The voluntary 2021 extended year summer program and the 2021-22 extended day services will be offered at every school site in the GJUESD. Site Administrators will identify the "priority for services" students.

Students will be identified and needs addressed by the following:

1. Spring 2021 and Fall 2021 Measures of Academic Progress (MAP) results in reading and Mathematics
2. Spring 2021 and Fall 2021 District Reading Assessment (DRA) results for grades TK-2
3. 2021 and 2022 Summative ELPAC results
4. 2020-21 & 2021-22 school year chronic absenteeism data
5. Suspension data
6. Student demographic data that identifies English Learners (EL), socioeconomic status (SES), Foster/homeless
7. Teacher recommendation/grades

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The entire school community at each school will receive the information through a variety of formats: school/district website, emails, recorded school messages, hard-copy flyers and personal phone calls to alert families of the various supplemental instruction and social emotional learning supports that are being offered afterschool and during summer break. Bilingual Community Outreach Assistants (BCOAs) will also contact identified families to alert them to the opportunities.

A description of the LEA's plan to provide supplemental instruction and support.

The Galt Joint Union Elementary School District will provide a well-rounded and robust supplemental instruction and support services beginning with the extended year summer 2021 program and extending through summer of 2022. The following supplemental instruction and support strategies will be incorporated into the District's plan:

1. Extending instructional learning time that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps

3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
6. Training for school staff on strategies to engage students and families in addressing students' social emotional health needs and academic needs.

Summer 2021:

The District will offer a full day (8:00-2:00pm) district-wide "Extended Year Summer Program" through the month of June

- Summer Components Include:
 - + Priority enrollment will be given to at-risk learners
 - + The program will support learning continuity for all participating students with added services for high needs learners.
 - + Staff training on student engagement strategies
 - + Use of Pre/post assessment data and progress monitoring
 - + Class sizes will be kept small to maximize learner support
 - + Math, Language Arts and Science acceleration
 - + Instructional Assistants to provide additional small group support
 - + Physical fitness, Social Emotional Learning (SEL), Art Integration, Enrichment activities
 - + School Social Workers/Counselors will provide integrated student supports
 - + Free Breakfast & Lunch
 - + Hands-on Learning and Interaction with peers
 - + Assemblies
 - + limited transportation (following COVID safety guidelines)

2021-22 Regular School Year:

The district will offer two types of supplemental support services after school

- Extended Day Program (Acceleration Block) for 1 hour daily, 2-4 days per week;
 - + Offered at every site
 - + Enrollment will focus on at-risk learners
 - + Staff training on student engagement strategies
 - + 4-week sessions will be offered
 - + Instruction will be delivered in small groups of 5-8 learners
 - + Focussed academic instruction and progress monitoring based on student-need as identified by MAP, DRA and formative assessment data
 - + Instruction will be provided as an extension to the school day

+ Transportation will be offered

- Expanded Learning and Enrichment Program 1-4 days per week

+ Offered at every site

+ Enrollment offered to all students

+ Bright Future Learning Centers (BFLCs) as learning hubs, will provide students with technology and academic support

+ Clubs will offer a variety of social emotional, physical fitness and culturally relevant opportunities in an after school setting

+ The expanded learning opportunities may include: Sports, Visual And Performing Arts (VAPA), Science-Tech-Engineering-Art-Math (STEAM) Makerspace, music, SEL, youth development, mentoring, etc...

+ School Social Workers/Counselors will provide integrated student supports

+ Field Trips & Guest Speakers

+ Clubs will vary in length (from 2 weeks to a semester)

+ Transportation will be offered

Summer 2022

The district will offer two types of supplemental support services during summer break

- Summer Academy: Mornings for a 4-week session

+ The program will support learning continuity for at-risk learners.

+ Class sizes will be kept small

+ Math, Language Arts and Science acceleration with project-based learning

+ Instructional Assistants to provide additional small group support

+ Physical fitness, Social Emotional Learning, Arts integration

+ Field Trips & Assemblies/Guest Speakers

+ Free Breakfast & Lunch

+ Hands-on Learning and Interaction with peers

+ Transportation will be offered

- Summer Enrichment Clubs: Afternoons with multiple sessions

+ BFLC Clubs will offer a variety of social emotional, physical fitness and culturally relevant opportunities

+ Clubs may include: Sports, VAPA, STEAM Makerspace, music, SEL, youth development, mentoring, etc...

+ Field Trips & guest speakers

+ Transportation will be offered

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	1,500,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	150,000	
Integrated student supports to address other barriers to learning	120,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	250,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	not applicable	
Additional academic services for students	355,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	Federal ESSER	
Total Funds to implement the Strategies	2,375,007	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

While the ELO Grant funds are used to provide the majority of supplemental learning and support services in 2021-2022, Federal Elementary Relief Funds will be braided into the regular and expanded school day programs to provide greater continuity of instruction and ensure the services are well-rounded. The federal funds will also create new personnel positions, partnerships and professional learning opportunities. Together the ELO and federal emergency relief funds support the implementation of the District's two goal areas: 1) Engaging learners through a focus on equity, access and academic rigor with inclusive practices and, 2) Promoting whole learner development through social and emotional learning opportunities in the expanded learning settings.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.201 Board Consideration of Approval of Agreement Between GJUESD And Galt Elementary Faculty Association (GEFA) Regarding Compensation and Class Size
Presenter: Karen Schauer	Action Item: XX Information Item:

An agreement for the 20/21 school year has been reached with GEFA. The agreement reflects:

- 2% ongoing salary increase retroactive to July 1, 2020
- One-year pilot for “tiered” class size overage compensation

The agreement has been reviewed by the Sacramento County Office of Education fiscal team and ratified by GEFA.

Fiscal Impact: \$405,357

Board approval is recommended.

Attachments:

1. MOU
2. Public Disclosure

Tentative Agreement
Between Galt Joint Union Elementary School District (District)
And
Galt Elementary Faculty Association (GEFA)
May 3, 2021

This is a Tentative Agreement (TA) between Galt Joint Union Elementary School District (District) and Galt Elementary Faculty Association (GEFA).

The Parties agree to the following items resolved through a blended Interest Based Bargaining (IBB) Negotiations process:

1. Compensation (Appendix A): The 2020-2021 salary schedule shall be increased by 2.0% across the board for all GEFA represented bargaining employees, retroactive to July 1, 2020.
2. Class Size Compensation (Article XIII): For the 2021-2022 school year only, the compensation for class size overage will be paid as follows.
 - a. In grades TK-3, if class size limits are exceeded for ten (10) or more days the affected teachers will be compensated.
 - i. At class size of 22-23 students, compensation of one-hundred fifty dollars (\$150) per month.
 - ii. At class size of 24 students, compensation of two-hundred fifty dollars (\$250) per month.
 - b. In grades 4-6, if class size limits are exceeded for ten (10) or more days the affected teachers will be compensated.
 - i. At class size of 31-32 students, compensation of one-hundred fifty dollars (\$150) per month.
 - ii. At class size of 33 students, compensation of two-hundred fifty dollars (\$250) per month.
 - c. In grades 7-8, class size is an average of 32 students over (5) five periods. If class size average is exceeded for ten (10) or more days the affected teachers will be compensated.
 - i. At class size average of 33-34 students, compensation of one-hundred fifty dollars (\$150) per month.
 - ii. At class size average of 35 students, compensation of two-hundred fifty dollars (\$250) per month.
3. The Parties agree that this Agreement regarding Class Size Compensation (Article XIII) for class size overage is a pilot program for the 2021-2022 school year and shall expire on June 30, 2022. Representatives from the District and GEFA will meet to evaluate the benefits and related impacts of this Agreement to determine

if any changes are necessary. This pilot evaluation will occur prior to the end of March 2022. At that time, the Parties shall meet and negotiate any changes to Article XIII prior to the beginning of the 2022-2023 school year.

The Parties recognize this Tentative Agreement is subject to ratification through GEFA processes and by the governing Board after the required AB 1200 review by the Sacramento County Office of Education.

Tentative agreement has been reached on May 3, 2021. All other terms and conditions of employment shall remain the same.

Date: 05/06/2021

Date: 05/06/2021

Karen Schauer
On behalf of the District

Heather Wetzel
On behalf of GEFA

Name: Karen Schauer

Name: Heather Wetzel

Title: Superintendent

Title: GEFA President

SACRAMENTO COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Galt Joint Union Elementary School District
Name of Bargaining Unit: GEFA
Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2020 **and ending:** June 30, 2021
 (date) (date)

The Governing Board will act upon the agreement on: May 26, 2021
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation	Annual	Fiscal Impact of Proposed Agreement		
	Cost Prior to	Year 1	Year 2	Year 3
	Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
	FY 20-21	FY 20-21	FY 21-22	FY 22-23
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$16,063,866.00	\$321,277.00	\$0.00	\$0.00
		2.00%	0.00%	0.00%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$70,000.00	\$0.00	\$22,900.00	\$0.00
		0.00%	32.71%	0.00%
Description of other compensation	Longevity/Bonus			
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$3,184,862.00	\$56,340.00	\$4,840.00	\$0.00
		4 1.77%	0.15%	0.00%
4 Health/Welfare Plans	\$1,035,940.00	\$0.00	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$20,354,668.00	\$377,617.00	\$27,740.00	\$0.00
		1.86%	0.13%	0.00%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$220,996.00	\$220,996.00	\$220,996.00	\$220,996.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	196.92	196.92	196.92	196.92
8 Total Compensation <u>Average</u> Cost per Employee	103,365.16	1,917.62	140.87	0.00
		1.86%	0.13%	0.00%

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**

2% on the salary schedule

21-22 School Year only class size overage will be paid as follows:

TK-3 10 days or more size of 22-23 students compensation of \$150 per month

TK-3 10 days or more size of 24 students compensation of \$250 per month

4-6 10 days or more size of 31-32 students compensation of \$150 per month

4-6 10 days or more size of 33 students compensation of \$250 per month

7-8 average of 32 students over 5 periods, 10 days or more compensation of \$150 per month

7-8 average of 35 students over 5 periods, 10 days or more compensation of \$250 per month

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**

No additional steps, columns or ranges were added to the schedules.

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes No

If yes, please describe the cap amount.

\$635 per month for an annual cap of \$7620

- B. **Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

No impact is expected on instructional and support programs.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

NA

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

NA

G. Source of Funding for Proposed

1. Current Year

General Fund.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

Funded with Reserve and Federal Funding

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

NA

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **GEFA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,561,700			\$32,561,700
Remaining Revenues (8100-8799)	\$987,353			\$987,353
TOTAL REVENUES	\$33,549,053	\$0	\$0	\$33,549,053
EXPENDITURES				
Certificated Salaries (1000-1999)	\$14,207,737	\$243,438		\$14,451,175
Classified Salaries (2000-2999)	\$4,827,681			\$4,827,681
Employee Benefits (3000-3999)	\$5,946,324	\$42,689		\$5,989,013
Books and Supplies (4000-4999)	\$1,020,599			\$1,020,599
Services, Other Operating Expenses (5000-5999)	\$2,385,914			\$2,385,914
Capital Outlay (6000-6999)	\$111,969			\$111,969
Other Outgo (7100-7299) (7400-7499)	\$96,618			\$96,618
Direct Support/Indirect Cost (7300-7399)	-\$441,627			-\$441,627
Other Adjustments				\$0
TOTAL EXPENDITURES	\$28,155,215	\$286,127	\$0	\$28,441,342
OPERATING SURPLUS (DEFICIT)	\$5,393,838	-\$286,127	\$0	\$5,107,711
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000			\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943			-\$87,943
CONTRIBUTIONS (8980-8999)	-\$4,456,628	-\$74,712		-\$4,531,340
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$864,267	-\$360,839	\$0	\$503,428
BEGINNING BALANCE	\$3,872,458			\$3,872,458
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$4,736,725	-\$360,839	\$0	\$4,375,886
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$96,280			\$96,280
Reserved for Economic Uncertainties (9770)	\$4,640,445	-\$360,839		\$4,279,606
Designated Amounts (9775-9780)	\$0			\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **GEFA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$0
Remaining Revenues (8100-8799)	\$11,520,703			\$11,520,703
TOTAL REVENUES	\$11,520,703	\$0	\$0	\$11,520,703
EXPENDITURES				
Certificated Salaries (1000-1999)	\$4,563,541	\$73,411		\$4,636,952
Classified Salaries (2000-2999)	\$2,787,644			\$2,787,644
Employee Benefits (3000-3999)	\$3,945,569	\$12,873		\$3,958,442
Books and Supplies (4000-4999)	\$2,291,643			\$2,291,643
Services, Other Operating Expenses (5000-5999)	\$2,588,118			\$2,588,118
Capital Outlay (6000-6999)	\$165,457			\$165,457
Other Outgo (7100-7299) (7400-7499)				\$0
Direct Support/Indirect Cost (7300-7399)	\$331,937			\$331,937
Other Adjustments				\$0
TOTAL EXPENDITURES	\$16,673,909	\$86,284	\$0	\$16,760,193
OPERATING SURPLUS (DEFICIT)	-\$5,153,206	-\$86,284	\$0	-\$5,239,490
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$0
TRANSFERS OUT & OTHER USES (7610-7699)				\$0
CONTRIBUTIONS (8980-8999)	\$4,456,628	\$74,712		\$4,531,340
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$696,578	-\$11,572	\$0	-\$708,150
BEGINNING BALANCE	\$708,150			\$708,150
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$11,572	-\$11,572	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$11,572	-\$11,572		\$0
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: GEFA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,561,700	\$0	\$0	\$32,561,700
Remaining Revenues (8100-8799)	\$12,508,056	\$0	\$0	\$12,508,056
TOTAL REVENUES	\$45,069,756	\$0	\$0	\$45,069,756
EXPENDITURES				
Certificated Salaries (1000-1999)	\$18,771,278	\$316,849	\$0	\$19,088,127
Classified Salaries (2000-2999)	\$7,615,325	\$0	\$0	\$7,615,325
Employee Benefits (3000-3999)	\$9,891,893	\$55,562	\$0	\$9,947,455
Books and Supplies (4000-4999)	\$3,312,242	\$0	\$0	\$3,312,242
Services, Other Operating Expenses (5000-5999)	\$4,974,032	\$0	\$0	\$4,974,032
Capital Outlay (6000-6999)	\$277,426	\$0	\$0	\$277,426
Other Outgo (7100-7299) (7400-7499)	\$96,618	\$0	\$0	\$96,618
Direct Support/Indirect Cost (7300-7399)	-\$109,690	\$0	\$0	-\$109,690
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$44,829,124	\$372,411	\$0	\$45,201,535
OPERATING SURPLUS (DEFICIT)	\$240,632	-\$372,411	\$0	-\$131,779
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$0	\$0	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	\$0	\$0	-\$87,943
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$167,689	-\$372,411	\$0	-\$204,722
BEGINNING BALANCE	\$4,580,608			\$4,580,608
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$4,748,297	-\$372,411	\$0	\$4,375,886
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$107,852	\$0	\$0	\$107,852
Reserved for Economic Uncertainties (9770)	\$4,640,445	-\$360,839	\$0	\$4,279,606
Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	10.4%			9.5%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: **GEFA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$677,468	\$0	\$0	\$677,468
TOTAL REVENUES	\$677,468	\$0	\$0	\$677,468
EXPENDITURES				
Certificated Salaries (1000-1999)	\$227,430	\$4,428	\$0	\$231,858
Classified Salaries (2000-2999)	\$206,839	\$0	\$0	\$206,839
Employee Benefits (3000-3999)	\$140,940	\$777	\$0	\$141,717
Books and Supplies (4000-4999)	\$26,965	\$0	\$0	\$26,965
Services, Other Operating Expenses (5000-5999)	\$38,517	\$0	\$0	\$38,517
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$34,497	\$0	\$0	\$34,497
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$675,188	\$5,205	\$0	\$680,393
OPERATING SURPLUS (DEFICIT)	\$2,280	\$0	\$0	\$2,280
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$2,280	\$0	\$0	\$2,280
BEGINNING BALANCE	\$55,407			-\$2,529
Prior-Year Adjustments/Restatements (9793/9795)	-\$2,529			-\$2,529
CURRENT-YEAR ENDING BALANCE	\$57,936	\$0	\$0	\$57,936
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$60,216	-\$5,205	\$0	\$55,011
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: _____
Enter Bargaining Unit: _____

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: GEFA

	Total Current Budget After Settlement as of May 26, 2021	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,561,700	\$33,784,039	\$32,434,244
Remaining Revenues (8100-8799)	\$12,508,056	\$11,927,879	\$8,493,457
TOTAL REVENUES	\$45,069,756	\$45,711,918	\$40,927,701
EXPENDITURES			
Certificated Salaries (1000-1999)	\$19,088,127	\$19,019,176	\$19,245,534
Classified Salaries (2000-2999)	\$7,615,325	\$7,785,288	\$7,884,593
Employee Benefits (3000-3999)	\$9,947,455	\$9,934,705	\$10,529,822
Books and Supplies (4000-4999)	\$3,312,242	\$2,158,729	\$2,158,729
Services, Other Operating Expenses (5000-5999)	\$4,974,032	\$4,318,099	\$4,341,856
Capital Outlay (6000-6999)	\$277,426		
Other Outgo (7100-7299) (7400-7499)	\$96,618		
Direct Support/Indirect Cost (7300-7399)	-\$109,690	-\$109,690	-\$109,690
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$45,201,535	\$43,106,307	\$44,050,844
OPERATING SURPLUS (DEFICIT)	-\$131,779	\$2,605,611	-\$3,123,143
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	-\$87,943	-\$87,943
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$204,722	\$2,532,668	-\$3,196,086
BEGINNING BALANCE	\$4,580,608	\$4,375,886	\$6,908,554
CURRENT-YEAR ENDING BALANCE	\$4,375,886	\$6,908,554	\$3,712,468
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$107,852	\$0	\$0
Reserved for Economic Uncertainties - Unrestricted (9770)	\$4,279,606	\$4,830,152.00	\$2,131,781.00
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$1,982,122	\$1,484,407
Board Designated Amounts (9775-9780)	\$0	\$96,280	\$96,280
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund

Enter Bargaining Unit: **GEFA**

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,561,700	\$33,784,039	\$32,434,244
Remaining Revenues (8100-8799)	\$987,353	\$987,353	\$987,353
TOTAL REVENUES	\$33,549,053	\$34,771,392	\$33,421,597
EXPENDITURES			
Certificated Salaries (1000-1999)	\$14,451,175	\$14,027,376	\$14,977,240
Classified Salaries (2000-2999)	\$4,827,681	\$4,990,942	\$5,300,423
Employee Benefits (3000-3999)	\$5,989,013	\$5,868,911	\$6,649,127
Books and Supplies (4000-4999)	\$1,020,599	\$1,020,599	\$1,020,599
Services, Other Operating Expenses (5000-5999)	\$2,385,914	\$2,385,914	\$2,385,914
Capital Outlay (6000-6999)	\$111,969	\$0	
Other Outgo (7100-7299) (7400-7499)	\$96,618	\$0	
Direct Support/Indirect Cost (7300-7399)	-\$441,627	-\$441,627	-\$441,627
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$28,441,342	\$27,852,115	\$29,891,676
OPERATING SURPLUS (DEFICIT)	\$5,107,711	\$6,919,277	\$3,529,921
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	-\$87,943	-\$87,943
CONTRIBUTIONS (8980-8999)	-\$4,531,340	-\$6,104,170	-\$6,104,170
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$503,428	\$742,164	-\$2,647,192
	\$0		
BEGINNING BALANCE	\$3,872,458	\$4,375,886	\$5,118,050
CURRENT-YEAR ENDING BALANCE	\$4,375,886	\$5,118,050	\$2,470,857
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$0		
Reserved for Economic Uncertainties - Unrestricted (9770)	\$4,279,606	\$5,021,770	\$2,374,577
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	\$0	\$96,280	\$96,280
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund

Enter Bargaining Unit: GEFA

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$11,520,703	\$10,940,526	\$7,506,104
TOTAL REVENUES	\$11,520,703	\$10,940,526	\$7,506,104
EXPENDITURES			
Certificated Salaries (1000-1999)	\$4,636,952	\$4,991,799	\$4,268,293
Classified Salaries (2000-2999)	\$2,787,644	\$2,794,346	\$2,584,170
Employee Benefits (3000-3999)	\$3,958,442	\$4,065,794	\$3,880,696
Books and Supplies (4000-4999)	\$2,291,643	\$1,138,130	\$1,138,130
Services, Other Operating Expenses (5000-5999)	\$2,588,118	\$1,932,185	\$1,955,942
Capital Outlay (6000-6999)	\$165,457		
Other Outgo (7100-7299) (7400-7499)	\$0		
Direct Support/Indirect Cost (7300-7399)	\$331,937	\$331,937	\$331,937
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$16,760,193	\$15,254,191	\$14,159,168
OPERATING SURPLUS (DEFICIT)	-\$5,239,490		
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0		
TRANSFERS OUT & OTHER USES (7610-7699)	\$0		
CONTRIBUTIONS (8980-8999)	\$4,531,340	\$6,104,170	\$6,104,170
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$708,150	\$1,790,505	-\$548,894
	\$0		
BEGINNING BALANCE	\$708,150	\$0	\$1,790,505
CURRENT-YEAR ENDING BALANCE	\$0	\$1,790,505	\$1,241,611
COMPONENTS OF ENDING BALANCE:	\$0		
Reserved Amounts (9711-9740)	\$0	\$1,790,505	\$1,241,611
Reserved for Economic Uncertainties - Unrestricted (9770)	\$0		
Reserved for Economic Uncertainties - Restricted (9770)	\$0		
Board Designated Amounts (9775-9780)	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21	2021-22	2022-23
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$45,113,592	\$43,018,364	\$43,962,901
b.	State Standard Minimum Reserve Percentage for this District 3 enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,353,408	\$1,290,551	\$1,318,887

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$4,279,606	\$5,021,770	\$2,374,577
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$4,279,606	\$5,021,770	\$2,374,577
h.	Reserve for Economic Uncertainties Percentage	9.5%	11.7%	5.4%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 20-21	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 21-22	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 22-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A

6. Please include any additional comments and explanation of Page 4 if necessary:

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LCFF

(a) Current-Year LCFF per ADA:	\$ <u> 0</u> (Estimated)
(b) Prior-Year LCFF per ADA:	\$ <u> 0</u> (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ <u> 0</u>
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	0.00% %
(e) Deficit:	<u> </u> %
(f) Percentage Increase in LCFF after deficit:	<u> </u> %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	1.86%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union Elementary School (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the GEFA Bargaining Unit, during the term of the agreement from July 1, 2020 to June 30, 2021.


The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>405,357</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(405,357)</u>

N/A _____ (No budget revisions necessary)



District Superintendent
(Signature)



Date



Chief Business Officer
(Signature)



Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Lois Yount

Contact Person

209-744-4545 ext 311

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.202 Board Consideration of Approval of 2020-2021 Reopener Negotiations Between GJUESD And California School Employees Association and its Galt Chapter #362 (CSEA) Regarding Compensation, Article XXIII (Yard Supervisors) and Continuation of 2020-2021 Negotiations
Presenter: Karen Schauer	Action Item: XX Information Item:

A tentative agreement for a 2.5% on-going salary increase retroactive to July 1, 2020 for classified employees has been reached with CSEA. The 2.5% salary increase reflects alignment with the advancement of one salary range level on the current salary schedule.

Effective January 1, 2021, the Yard Supervisor salary schedule will begin at \$14.00 with a 2.5% step increase up to step 6.

The 2021-22 work calendar for Instructional Assistants will be increased by 5 workdays.

The compensation increase has been reviewed with the Sacramento County Office of Education (SCOE) as part of the public disclosure process.

Board approval is recommended that will follow with CSEA ratification.

Fiscal Impact: \$241,589

Attachments:

1. MOU
2. Public Disclosure

2020-2021 REOPENER NEGOTIATIONS
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)
TENTATIVE AGREEMENT (TA)

The following is a Tentative Agreement (“TA”) between the Galt Joint Union Elementary School District (“District”) and the California School Employees Association and its Galt Chapter #362 (“CSEA”). The District and CSEA agree to the following terms and conditions pertaining to 2020-2021 reopener negotiations:

• **COMPENSATION**

- Effective July 1, 2020, except for Yard Supervisors, the District agrees to provide a two and a half percent (2.5%) ongoing salary increase for all bargaining unit employees as reflected in Attachment “A” of this TA.
- Effective January 1, 2021, the Yard Supervisors salary schedule shall begin at \$14.00 with two and a half percent (2.5%) step increases as reflected in Attachment “B” of this TA.
- Effective July 1, 2021, the work calendar for all Instructional Assistants shall be increased by five (5) workdays for the 2021-2022 fiscal year. The parties agree to revisit this provision during 2021-2022 negotiations for future fiscal years.

• **ARTICLE XXIII: YARD SUPERVISORS**

The parties agree to strike the following language from the Collective Bargaining Agreement.

- ~~1. All newly hired employees or promoted employees are required to satisfactorily complete the nine (9) month probationary period.~~

~~a. Employees hired between August 22, 2011 and October 30, 2012 will begin their nine month probationary period on October 31, 2012. Employees hired during this period will only be evaluated on the period that begins on October 31, 2012, not on the period that is retroactive to August 22, 2011.~~

- ~~2. Employees shall be considered permanent only after successful completion of the probationary period.~~

• **CONTINUATION OF 2020 – 2021 NEGOTIATIONS**

- This TA shall close 2020 – 2021 negotiations on the following Articles:
 - Article XIX – Fringe Benefits
 - Article XX – Wages
 - Article XXIII – Yard Supervisors

- The parties agree to continue negotiations on all outstanding Articles opened during 20-21 reopener negotiations. This TA shall not close negotiations on the following Articles:
 - Article V – Hours and Overtime
 - Article XV – Transportation
 - Article XVIII – Professional Growth Program
 - Article XXVIII – School Social Workers



Lori Jones, Chapter President
CSEA Chapter #362

5-4-2021


Date



Karen Schauer, Superintendent
Galt Joint Union Elementary School District

5-4-2021

Date



Mauricio Vides, Labor Relations Representative
CSEA

5/12/21

Date

Attachment “A”

**APPENDIX A
2020-21**

CLASSES/POSITIONS	RANGE
District Personnel	
Accounts Payable Clerk	U
Accounts Receivable	AA
Budget Technician	AA
Business Services Clerk	Q
Central Office Clerk	L
Curriculum Clerk – effective 7/1/06	U
District Office Clerk I	Q
District Office Clerk II	U
Information Systems Technician – effective 7/1/06	W
Payroll Technician – effective 7/1/06	AA
Personnel Clerk	Q
Personnel Technician – effective 7/1/06	U
Receptionist/Clerk	M
Technology Assistant – effective 7/1/07	W
Food Service	
Cafeteria Cashier	G
Food and Nutrition District Clerk	U
Food Service Lead	Q
Food Service Worker	G
Health	
Health Assistant I – effective 7/1/07	K
Health Assistant II – effective 7/1/07	Q
Health Secretary	T
Library	
Bright Futures Center Technician – effective 7/1/13	P
Library Technician	N
Maintenance/Operations	
Custodian – effective 7/1/2019	R
Groundskeeper	Q
Maintenance Technician	CC
Warehouse Worker/Delivery Driver	Q
School Site Clerical	
Bilingual Office Assistant	M

Bilingual Office Assistant Special Programs	N
Office Assistant	K
School Secretary I – effective 7/1/06	P
School Secretary II – effective 7/1/06	T
Student Support	
Bilingual Community Outreach Assistant	M
Early Childhood Home Visitor	I
Educational Interpreter	L
Family Advocate	G
Instructional Assistant	I
Instructional Assistant/ASES	I
Instructional Assistant/Behavior Management	N
Instructional Assistant Bilingual – effective 7/1/19	J
Instructional Assistant/Health	I
Instructional Assistant/Physical Education	I
Instructional Assistant/Preschool	I
Instructional Assistant/Special Education	K
Instructional Assistant/Title 1	I
Mathematics Technician	J
Parent Liaison	G
Prevention Specialist	L
Transportation	
Bus Driver Instructor	X
Dispatcher	Y
Mechanic	CC
School Bus Driver – effective 7/1/2019	U
Trainer/Dispatcher	BB
Student Supervision	
Campus Monitor Lead	Q
Crossing Guards	Yard Schedule
Yard Supervisor	Yard Schedule

**APPENDIX B
HOURLY WAGE SCHEDULE
2020-2021 RETRO**

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
A	14.35	14.35	14.35	14.35	14.35	14.35
B	14.35	14.35	14.35	14.35	14.35	14.64
C	14.35	14.35	14.35	14.35	14.64	15.01
D	14.35	14.35	14.35	14.35	15.01	15.38
E	14.35	14.35	14.35	14.64	15.38	15.76
F	14.35	14.35	14.35	15.01	15.76	16.16
G	14.35	14.35	14.64	15.38	16.16	16.56
H	14.35	14.35	15.01	15.76	16.56	16.98
I	14.35	14.64	15.38	16.16	16.98	17.40
J	14.35	15.01	15.76	16.56	17.40	17.84
K	14.64	15.38	16.16	16.98	17.84	18.28
L	15.01	15.76	16.56	17.40	18.28	18.74
M	15.38	16.16	16.98	17.84	18.74	19.21
N	15.76	16.56	17.40	18.28	19.21	19.69
O	16.16	16.98	17.84	18.74	19.69	20.18
P	16.56	17.40	18.28	19.21	20.18	20.68
Q	16.98	17.84	18.74	19.69	20.68	21.20
R	17.40	18.28	19.21	20.18	21.20	21.73
S	17.84	18.74	19.69	20.68	21.73	22.28
T	18.28	19.21	20.18	21.20	22.28	22.83
U	18.74	19.69	20.68	21.73	22.83	23.40
V	19.21	20.18	21.20	22.28	23.40	23.99
W	19.69	20.68	21.73	22.83	23.99	24.59
X	20.18	21.20	22.28	23.40	24.59	25.20
Y	20.68	21.73	22.83	23.99	25.20	25.83
Z	21.20	22.28	23.40	24.59	25.83	26.48
AA	21.73	22.83	23.99	25.20	26.48	27.14
BB	22.28	23.40	24.59	25.83	27.14	27.82
CC	22.72	23.86	25.05	26.30	27.62	29.00

LONGEVITY:

10 years	\$750
15 years	\$1,250
20 years	\$2,000
25 years	\$2,500

Board Approved: December 18, 2019

**Galt Joint Union School District
School Social Worker/Outreach Consultant
Salary Schedule
2020-21 RETRO**

Steps	Class I BA + 45	Class II BA + 60	Class III BA + 90
1	47,364	49,496	51,723
2	49,496	51,723	54,050
3	51,723	54,050	56,483
4	54,050	56,483	59,024
5	56,483	59,024	61,681
6	59,024	61,681	64,456
7	61,681	64,456	67,357
8	64,456	67,357	70,388
9	67,357	70,388	73,555
10	70,388	73,555	76,865
11	70,388	73,555	76,865
12	73,555	76,865	80,324
13	73,555	76,865	80,324
14	76,865	80,324	83,939

Masters: \$1,000

Longevity:

- 2% at 5 years of District service
- 2.5% at 10 years of District service
- 3% at 15 years of District service
- 3.5% at 20 years of District service
- 4% at 25 years of District service

Board approved: December 13, 2019

Attachment “B”

YARD SUPERVISOR SALARY SCHEDULE

2020-2021 RETRO

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
14.00	14.35	14.71	15.08	15.45	15.84

Effective: 1/1/2021

**SACRAMENTO COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Galt Joint Union Elementary School District**

Name of Bargaining Unit: **CSEA**

Certificated, Classified, Other: **Classified**

The proposed agreement covers the period beginning: **July 1, 2020** and ending: **June 30, 2021**
(date) (date)

The Governing Board will act upon the agreement on: **May 26, 2021**
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation	Annual	Fiscal Impact of Proposed Agreement		
	Cost Prior to	Year 1	Year 2	Year 3
	Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
	FY 20-21	FY 20-21	FY 21-22	FY 22-23
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$6,025,873.00	\$167,310.00	\$0.00	\$0.00
		2.78%	0.00%	0.00%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.			\$26,720.00	\$0.00
Description of other compensation			5 days added to Cal 259	
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$1,675,483.00	\$43,645.00	\$3,914.00	\$0.00
		2.60%	0.23%	0.00%
4 Health/Welfare Plans	\$674,514.00	\$0.00	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$8,375,870.00	\$210,955.00	\$30,634.00	\$0.00
		2.52%	0.36%	0.00%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$99,305.00	\$99,305.00	\$99,305.00	\$99,305.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	\$ 204.50	204.5	204.5	204.5
8 Total Compensation <u>Average</u> Cost per Employee	40,957.80	1,031.56	149.80	0.00
		2.52%	0.36%	0.00%

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**

2.5% on the salary schedule effective 7/1/2020

Effective Jan 1, 2021, the Yard Supervisors salary schedule shall begin at \$14 with 2.5% step increases up to step 6

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**

Effective July 1, 2021 Calendar 259 will increase by 5 workdays for the 21/22 fiscal year
This effects all IA's and BIA's

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes No

If yes, please describe the cap amount.

\$700 per month for an annual cap of \$8400

- B. **Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

None

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

Additional 5 days for all BIA's and IA's will increase support to students and and classrooms

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

NA

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

NA

G. Source of Funding for Proposed

1. Current Year

General Fund.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

Funded with Reserve and Federal Funding

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

NA

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 5/26/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,561,700			\$32,561,700
Remaining Revenues (8100-8799)	\$987,353			\$987,353
TOTAL REVENUES	\$33,549,053	\$0	\$0	\$33,549,053
EXPENDITURES				
Certificated Salaries (1000-1999)	\$14,451,175			\$14,451,175
Classified Salaries (2000-2999)	\$4,827,681	\$104,349		\$4,932,030
Employee Benefits (3000-3999)	\$5,989,013	\$26,563		\$6,015,576
Books and Supplies (4000-4999)	\$1,020,599			\$1,020,599
Services, Other Operating Expenses (5000-5999)	\$2,385,914			\$2,385,914
Capital Outlay (6000-6999)	\$111,969			\$111,969
Other Outgo (7100-7299) (7400-7499)	\$96,618			\$96,618
Direct Support/Indirect Cost (7300-7399)	-\$441,627			-\$441,627
Other Adjustments				\$0
TOTAL EXPENDITURES	\$28,441,342	\$130,912	\$0	\$28,572,254
OPERATING SURPLUS (DEFICIT)	\$5,107,711	-\$130,912	\$0	\$4,976,799
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000			\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943			-\$87,943
CONTRIBUTIONS (8980-8999)	-\$4,531,340	-\$57,889		-\$4,589,229
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$503,428	-\$188,801	\$0	\$314,627
BEGINNING BALANCE	\$3,872,458			\$3,872,458
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$4,375,886	-\$188,801	\$0	\$4,187,085
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$96,280			\$96,280
Reserved for Economic Uncertainties (9770)	\$4,279,606	-\$188,801		\$4,090,805
Designated Amounts (9775-9780)	\$0			\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 5/26/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$0
Remaining Revenues (8100-8799)	\$11,520,703			\$11,520,703
TOTAL REVENUES	\$11,520,703			\$11,520,703
EXPENDITURES				
Certificated Salaries (1000-1999)	\$4,636,952			\$4,636,952
Classified Salaries (2000-2999)	\$2,787,644	\$45,525		\$2,833,169
Employee Benefits (3000-3999)	\$3,958,442	\$12,364		\$3,970,806
Books and Supplies (4000-4999)	\$2,291,643			\$2,291,643
Services, Other Operating Expenses (5000-5999)	\$2,588,118			\$2,588,118
Capital Outlay (6000-6999)	\$165,457			\$165,457
Other Outgo (7100-7299) (7400-7499)				\$0
Direct Support/Indirect Cost (7300-7399)	\$331,937			\$331,937
Other Adjustments				\$0
TOTAL EXPENDITURES	\$16,760,193	\$57,889	\$0	\$16,818,082
OPERATING SURPLUS (DEFICIT)	-\$5,239,490	-\$57,889	\$0	-\$5,297,379
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$0
TRANSFERS OUT & OTHER USES (7610-7699)				\$0
CONTRIBUTIONS (8980-8999)	\$4,531,340	\$57,889		\$4,589,229
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$708,150	\$0	\$0	-\$708,150
BEGINNING BALANCE	\$708,150			\$708,150
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0			\$0
Reserved for Economic Uncertainties (9770)	\$0			\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 5/26/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,561,700	\$0	\$0	\$32,561,700
Remaining Revenues (8100-8799)	\$12,508,056	\$0	\$0	\$12,508,056
TOTAL REVENUES	\$45,069,756	\$0	\$0	\$45,069,756
EXPENDITURES				
Certificated Salaries (1000-1999)	\$19,088,127	\$0	\$0	\$19,088,127
Classified Salaries (2000-2999)	\$7,615,325	\$149,874	\$0	\$7,765,199
Employee Benefits (3000-3999)	\$9,947,455	\$38,927	\$0	\$9,986,382
Books and Supplies (4000-4999)	\$3,312,242	\$0	\$0	\$3,312,242
Services, Other Operating Expenses (5000-5999)	\$4,974,032	\$0	\$0	\$4,974,032
Capital Outlay (6000-6999)	\$277,426	\$0	\$0	\$277,426
Other Outgo (7100-7299) (7400-7499)	\$96,618	\$0	\$0	\$96,618
Direct Support/Indirect Cost (7300-7399)	-\$109,690	\$0	\$0	-\$109,690
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$45,201,535	\$188,801	\$0	\$45,390,336
OPERATING SURPLUS (DEFICIT)	-\$131,779	-\$188,801	\$0	-\$320,580
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$0	\$0	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	\$0	\$0	-\$87,943
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$204,722	-\$188,801	\$0	-\$393,523
BEGINNING BALANCE	\$4,580,608			\$4,580,608
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$4,375,886	-\$188,801	\$0	\$4,187,085
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$107,852	\$0	\$0	\$107,852
Reserved for Economic Uncertainties (9770)	\$4,279,606	-\$188,801	\$0	\$4,090,805
Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	9.5%			9.0%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 5/26/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,427,158	\$0	\$0	\$1,427,158
TOTAL REVENUES	\$1,427,158	\$0	\$0	\$1,427,158
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$636,998	\$12,822	\$0	\$649,820
Employee Benefits (3000-3999)	\$265,383	\$3,877	\$0	\$269,260
Books and Supplies (4000-4999)	\$606,047	\$0	\$0	\$606,047
Services, Other Operating Expenses (5000-5999)	\$32,000	\$0	\$0	\$32,000
Capital Outlay (6000-6999)	\$6,880	\$0	\$0	\$6,880
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$75,193	\$0	\$0	\$75,193
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,622,501	\$16,699	\$0	\$1,639,200
OPERATING SURPLUS (DEFICIT)	-\$195,343	-\$17,810	\$0	-\$213,153
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$87,943	\$0	\$0	\$87,943
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$107,400	-\$17,810	\$0	-\$125,210
BEGINNING BALANCE	\$202,675			\$202,675
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$95,275	-\$17,810	\$0	\$77,465
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$95,275	-\$17,810	\$0	\$77,465
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$677,468	\$0	\$0	\$677,468
TOTAL REVENUES	\$677,468	\$0	\$0	\$677,468
EXPENDITURES				
Certificated Salaries (1000-1999)	\$231,858		\$0	\$231,858
Classified Salaries (2000-2999)	\$206,839	\$4,614	\$0	\$211,453
Employee Benefits (3000-3999)	\$141,717	\$841	\$0	\$142,558
Books and Supplies (4000-4999)	\$26,965	\$0	\$0	\$26,965
Services, Other Operating Expenses (5000-5999)	\$38,517	\$0	\$0	\$38,517
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$34,497	\$0	\$0	\$34,497
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$680,393	\$5,747	\$0	\$686,140
OPERATING SURPLUS (DEFICIT)	\$2,280	\$0	\$0	\$2,280
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$2,280	-\$5,747	\$0	-\$3,467
BEGINNING BALANCE	-\$2,529			-\$2,529
Prior-Year Adjustments/Restatements (9793/9795)	-\$2,529			-\$2,529
CURRENT-YEAR ENDING BALANCE	\$57,936	-\$5,747	\$0	\$52,189
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$55,011	-\$5,747	\$0	\$49,264
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: _____
Enter Bargaining Unit: _____

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: CSEA

	Total Current Budget After Settlement as of May 26, 2021	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,561,700	\$33,784,039	\$32,434,244
Remaining Revenues (8100-8799)	\$12,508,056	\$11,927,879	\$8,493,457
TOTAL REVENUES	\$45,069,756	\$45,711,918	\$40,927,701
EXPENDITURES			
Certificated Salaries (1000-1999)	\$19,088,127	\$19,019,176	\$19,245,534
Classified Salaries (2000-2999)	\$7,615,325	\$7,785,288	\$8,034,467
Employee Benefits (3000-3999)	\$9,947,455	\$9,934,705	\$10,572,946
Books and Supplies (4000-4999)	\$3,312,242	\$2,158,729	\$2,158,729
Services, Other Operating Expenses (5000-5999)	\$4,974,032	\$4,318,099	\$4,341,856
Capital Outlay (6000-6999)	\$277,426		
Other Outgo (7100-7299) (7400-7499)	\$96,618		
Direct Support/Indirect Cost (7300-7399)	-\$109,690	-\$109,690	-\$109,690
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$45,201,535	\$43,106,307	\$44,243,842
OPERATING SURPLUS (DEFICIT)	-\$131,779	\$2,605,611	-\$3,316,141
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	-\$72,943	-\$87,943
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$204,722	\$2,547,668	-\$3,389,084
BEGINNING BALANCE	\$4,580,608	\$4,375,886	\$6,923,554
CURRENT-YEAR ENDING BALANCE	\$4,375,886	\$6,923,554	\$3,534,470
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$107,852	\$0	\$0
Reserved for Economic Uncertainties - Unrestricted (9770)	\$4,080,770	\$5,153,070.00	\$2,372,044.00
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$1,674,204	\$1,066,146
Board Designated Amounts (9775-9780)	\$0	\$96,280	\$96,280
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund

Enter Bargaining Unit: **CSEA**

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,561,700	\$33,784,039	\$32,434,244
Remaining Revenues (8100-8799)	\$987,353	\$987,353	\$987,353
TOTAL REVENUES	\$33,549,053	\$34,771,392	\$33,421,597
EXPENDITURES			
Certificated Salaries (1000-1999)	\$14,451,175	\$14,027,376	\$14,977,240
Classified Salaries (2000-2999)	\$4,932,030	\$5,095,291	\$5,404,772
Employee Benefits (3000-3999)	\$6,015,576	\$5,896,674	\$6,678,611
Books and Supplies (4000-4999)	\$1,020,599	\$1,020,599	\$1,020,599
Services, Other Operating Expenses (5000-5999)	\$2,385,914	\$2,385,914	\$2,385,914
Capital Outlay (6000-6999)	\$111,969	\$0	
Other Outgo (7100-7299) (7400-7499)	\$96,618	\$0	
Direct Support/Indirect Cost (7300-7399)	-\$441,627	-\$441,627	-\$441,627
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$28,572,254	\$27,984,227	\$30,025,509
OPERATING SURPLUS (DEFICIT)	\$4,976,799	\$6,787,165	\$3,396,088
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	-\$87,943	-\$87,943
CONTRIBUTIONS (8980-8999)	-\$4,589,229	-\$6,104,170	-\$6,104,170
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$314,627	\$610,052	-\$2,781,025
	\$0		
BEGINNING BALANCE	\$3,872,458	\$4,187,085	\$4,797,137
CURRENT-YEAR ENDING BALANCE	\$4,187,085	\$4,797,137	\$2,016,112
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$0		
Reserved for Economic Uncertainties - Unrestricted (9770)	\$4,090,805	\$4,700,857	\$1,919,832
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	\$0	\$96,280	\$96,280
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund

Enter Bargaining Unit: **CSEA**

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$11,520,703	\$10,940,526	\$7,506,104
TOTAL REVENUES	\$11,520,703	\$10,940,526	\$7,506,104
EXPENDITURES			
Certificated Salaries (1000-1999)	\$4,636,952	\$4,991,798	\$4,268,293
Classified Salaries (2000-2999)	\$2,833,169	\$2,839,871	\$2,629,695
Employee Benefits (3000-3999)	\$3,970,806	\$4,078,681	\$3,894,334
Books and Supplies (4000-4999)	\$2,291,643	\$1,138,130	\$1,138,130
Services, Other Operating Expenses (5000-5999)	\$2,588,118	\$1,932,185	\$1,955,942
Capital Outlay (6000-6999)	\$165,457		
Other Outgo (7100-7299) (7400-7499)	\$0		
Direct Support/Indirect Cost (7300-7399)	\$331,937	\$331,937	\$331,937
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$16,818,082	\$15,312,602	\$14,218,331
OPERATING SURPLUS (DEFICIT)	-\$5,297,379		
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0		
TRANSFERS OUT & OTHER USES (7610-7699)	\$0		
CONTRIBUTIONS (8980-8999)	\$4,589,229	\$6,104,170	\$6,104,170
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$708,150	\$1,732,094	-\$608,057
	\$0		
BEGINNING BALANCE	\$708,150	\$0	\$1,732,094
CURRENT-YEAR ENDING BALANCE	\$0	\$1,732,094	\$1,124,037
COMPONENTS OF ENDING BALANCE:	\$0		
Reserved Amounts (9711-9740)	\$0	\$1,732,094	\$1,124,037
Reserved for Economic Uncertainties - Unrestricted (9770)	\$0		
Reserved for Economic Uncertainties - Restricted (9770)	\$0		
Board Designated Amounts (9775-9780)	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21	2021-22	2022-23
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$45,113,592	\$43,033,364	\$44,155,899
b.	State Standard Minimum Reserve Percentage for this District 3 enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,353,408	\$1,291,001	\$1,324,677

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$4,080,770	\$4,700,857	\$1,919,832
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$4,080,770	\$4,700,857	\$1,919,832
h.	Reserve for Economic Uncertainties Percentage	9.0%	10.9%	4.3%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 20-21	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 21-22	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 22-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A

6. Please include any additional comments and explanation of Page 4 if necessary:

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LCFF

(a) Current-Year LCFF per ADA:	\$ _____	0 (Estimated)
(b) Prior-Year LCFF per ADA:	\$ _____	0 (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____	0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)		0.00% %
(e) Deficit:		_____ %
(f) Percentage Increase in LCFF after deficit:		_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		2.52%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union Elementary School (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CSEA Bargaining Unit, during the term of the agreement from July 1, 2020 to June 30, 2021.

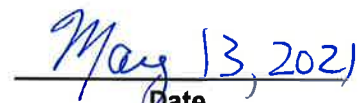
The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>241,589</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(241,589)</u>

N/A _____ (No budget revisions necessary)



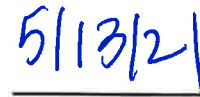
District Superintendent
(Signature)



Date



Chief Business Officer
(Signature)



Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Lois Yount

Contact Person

209-744-4545 ext 311

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date



Board Meeting Agenda Item Information

Meeting Date: May 26, 2021	Agenda Item: 202.203 Board Consideration of Approval of Unrepresented Collective Bargaining Agreement Regarding Compensation
Presenter: Karen Schauer	Action Item: XX Information Item:

Board approval is recommended to support increased compensation for the following non-represented employee groups:

- 2% salary increase for school district administration
- 2.5% salary increase for school district supervisors and coordinators
- 2.5% salary increase for confidential employees

The compensation increase has been reviewed by Sacramento County Office of Education (SCOE) as part of the public disclosure process.

Fiscal Impact: \$79,048

Board approval is recommended.

Attachments:

1. Public Disclosure

SACRAMENTO COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Galt Joint Union Elementary School District

Name of Bargaining Unit: Unrepresented

Certificated, Classified, Other: Certificated 2% & Classified 2.5%

The proposed agreement covers the period beginning: July 1, 2020 and ending: June 30, 2021
 (date) (date)

The Governing Board will act upon the agreement on: May 26, 2021
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation	Annual	Fiscal Impact of Proposed Agreement		
	Cost Prior to	Year 1	Year 2	Year 3
	Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
	FY 20-21	FY 20-21	FY 21-22	FY 22-23
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$2,898,102.00	\$63,311.00	\$0.00	\$0.00
		2.18%	0.00%	0.00%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$0.00	\$0.00		\$0.00
Description of other compensation				
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$704,911.00	\$15,737.00		\$0.00
		2.23%	0.00%	0.00%
4 Health/Welfare Plans	\$180,568.00	\$0.00	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$3,783,581.00	\$79,048.00	\$0.00	\$0.00
		2.09%	0.00%	0.00%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$28,800.00	\$28,800.00	\$28,800.00	\$28,800.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	\$ 33.00	33	33	33
8 Total Compensation <u>Average</u> Cost per Employee	114,653.97	2,395.39	0.00	0.00
		2.09%	0.00%	0.00%

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**

2.5% on the salary schedule for classified effective 7/1/2020
2% on the salary schedule for certificated effective 7/1/2020

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**
NA

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**
NA

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes No

If yes, please describe the cap amount.

\$635 per month for an annual cap of \$7,620

- B. **Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

None

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

No impact is expected on instructional and support programs

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

NA

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

NA

G. Source of Funding for Proposed

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

Funded with Reserve and Federal Funding

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

NA

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 5/26/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,561,700			\$32,561,700
Remaining Revenues (8100-8799)	\$987,353			\$987,353
TOTAL REVENUES	\$33,549,053	\$0	\$0	\$33,549,053
EXPENDITURES				
Certificated Salaries (1000-1999)	\$14,451,175	\$30,909		\$14,482,084
Classified Salaries (2000-2999)	\$4,932,030	\$17,743		\$4,949,773
Employee Benefits (3000-3999)	\$6,015,576	\$11,616		\$6,027,192
Books and Supplies (4000-4999)	\$1,020,599			\$1,020,599
Services, Other Operating Expenses (5000-5999)	\$2,385,914			\$2,385,914
Capital Outlay (6000-6999)	\$111,969			\$111,969
Other Outgo (7100-7299) (7400-7499)	\$96,618			\$96,618
Direct Support/Indirect Cost (7300-7399)	-\$441,627			-\$441,627
Other Adjustments				\$0
TOTAL EXPENDITURES	\$28,572,254	\$60,268	\$0	\$28,632,522
OPERATING SURPLUS (DEFICIT)	\$4,976,799	-\$60,268	\$0	\$4,916,531
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000			\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943			-\$87,943
CONTRIBUTIONS (8980-8999)	-\$4,589,229	-\$14,920		-\$4,604,149
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$314,627	-\$75,188	\$0	\$239,439
BEGINNING BALANCE	\$3,872,458			\$3,872,458
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$4,187,085	-\$75,188	\$0	\$4,111,897
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$96,280			\$96,280
Reserved for Economic Uncertainties (9770)	\$4,090,805	-\$75,188		\$4,015,617
Designated Amounts (9775-9780)	\$0			\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 5/26/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$0
Remaining Revenues (8100-8799)	\$11,520,703			\$11,520,703
TOTAL REVENUES	\$11,520,703			\$11,520,703
EXPENDITURES				
Certificated Salaries (1000-1999)	\$4,636,952	\$5,658		\$4,642,610
Classified Salaries (2000-2999)	\$2,833,169	\$5,991		\$2,839,160
Employee Benefits (3000-3999)	\$3,970,806	\$3,271		\$3,974,077
Books and Supplies (4000-4999)	\$2,291,644			\$2,291,644
Services, Other Operating Expenses (5000-5999)	\$2,588,118			\$2,588,118
Capital Outlay (6000-6999)	\$165,457			\$165,457
Other Outgo (7100-7299) (7400-7499)				\$0
Direct Support/Indirect Cost (7300-7399)	\$331,937			\$331,937
Other Adjustments				\$0
TOTAL EXPENDITURES	\$16,818,083	\$14,920	\$0	\$16,833,003
OPERATING SURPLUS (DEFICIT)	-\$5,297,380	-\$14,920	\$0	-\$5,312,300
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$0
TRANSFERS OUT & OTHER USES (7610-7699)				\$0
CONTRIBUTIONS (8980-8999)	\$4,589,229	\$14,920		\$4,604,149
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$708,151		\$0	-\$708,151
BEGINNING BALANCE	\$708,151			\$708,151
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$0
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,561,700	\$0	\$0	\$32,561,700
Remaining Revenues (8100-8799)	\$12,508,056	\$0	\$0	\$12,508,056
TOTAL REVENUES	\$45,069,756	\$0	\$0	\$45,069,756
EXPENDITURES				
Certificated Salaries (1000-1999)	\$19,088,127	\$36,567	\$0	\$19,124,694
Classified Salaries (2000-2999)	\$7,765,199	\$23,734	\$0	\$7,788,933
Employee Benefits (3000-3999)	\$9,986,382	\$14,887	\$0	\$10,001,269
Books and Supplies (4000-4999)	\$3,312,243	\$0	\$0	\$3,312,243
Services, Other Operating Expenses (5000-5999)	\$4,974,032	\$0	\$0	\$4,974,032
Capital Outlay (6000-6999)	\$277,426	\$0	\$0	\$277,426
Other Outgo (7100-7299) (7400-7499)	\$96,618	\$0	\$0	\$96,618
Direct Support/Indirect Cost (7300-7399)	-\$109,690	\$0	\$0	-\$109,690
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$45,390,337	\$75,188	\$0	\$45,465,525
OPERATING SURPLUS (DEFICIT)	-\$320,581	-\$75,188	\$0	-\$395,769
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$0	\$0	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	\$0	\$0	-\$87,943
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$393,524	-\$75,188	\$0	-\$468,712
BEGINNING BALANCE	\$4,580,609			\$4,580,609
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$4,187,085	-\$75,188	\$0	\$4,111,897
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$96,280	\$0	\$0	\$96,280
Reserved for Economic Uncertainties (9770)	\$4,090,805	-\$75,188	\$0	\$4,015,617
Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	9.0%			8.8%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,427,158	\$0	\$0	\$1,427,158
TOTAL REVENUES	\$1,427,158	\$0	\$0	\$1,427,158
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$649,820	\$1,992	\$0	\$651,812
Employee Benefits (3000-3999)	\$269,260	\$617	\$0	\$269,877
Books and Supplies (4000-4999)	\$606,047	\$0	\$0	\$606,047
Services, Other Operating Expenses (5000-5999)	\$32,000	\$0	\$0	\$32,000
Capital Outlay (6000-6999)	\$6,880	\$0	\$0	\$6,880
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$75,193	\$0	\$0	\$75,193
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,639,200	\$2,609	\$0	\$1,641,809
OPERATING SURPLUS (DEFICIT)	-\$212,042	-\$2,609	\$0	-\$214,651
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$87,943	\$0	\$0	\$87,943
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$124,099	-\$2,609	\$0	-\$126,708
BEGINNING BALANCE	\$202,675			\$202,675
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$78,576	-\$2,609	\$0	\$75,967
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$78,576	-\$2,609	\$0	\$75,967
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0		\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Fund 25
Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 2/25/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$327,112	\$0	\$0	\$327,112
TOTAL REVENUES	\$327,112	\$0	\$0	\$327,112
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$40,750	\$1,019	\$0	\$41,769
Employee Benefits (3000-3999)	\$13,656	\$232	\$0	\$13,888
Books and Supplies (4000-4999)	\$1,000	\$0	\$0	\$1,000
Services, Other Operating Expenses (5000-5999)	\$212,470	\$0	\$0	\$212,470
Capital Outlay (6000-6999)	\$1,571,543	\$0	\$0	\$1,571,543
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,839,419	\$1,251	\$0	\$1,840,670
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$5,000	\$0	\$0	\$5,000
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$2,252,143			\$2,252,143
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$738,836	-\$1,251	\$0	\$737,585
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: Unrepresented

	Total Current Budget After Settlement as of 5/26/2021	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,561,700	\$33,784,039	\$32,434,244
Remaining Revenues (8100-8799)	\$12,508,056	\$11,927,879	\$8,493,457
TOTAL REVENUES	\$45,069,756	\$45,711,918	\$40,927,701
EXPENDITURES			
Certificated Salaries (1000-1999)	\$19,124,694	\$19,055,743	\$19,282,101
Classified Salaries (2000-2999)	\$7,788,933	\$7,958,896	\$8,058,201
Employee Benefits (3000-3999)	\$10,001,269	\$9,990,431	\$10,589,174
Books and Supplies (4000-4999)	\$3,312,243	\$2,158,729	\$2,158,729
Services, Other Operating Expenses (5000-5999)	\$4,974,032	\$4,318,099	\$4,341,856
Capital Outlay (6000-6999)	\$277,426		
Other Outgo (7100-7299) (7400-7499)	\$96,618		
Direct Support/Indirect Cost (7300-7399)	-\$109,690	-\$109,690	-\$109,690
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$45,465,525	\$43,372,208	\$44,320,371
OPERATING SURPLUS (DEFICIT)	-\$395,769	\$2,339,710	-\$3,392,670
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	-\$87,943	-\$87,943
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$468,712	\$2,266,767	-\$3,465,613
BEGINNING BALANCE	\$4,580,609	\$4,111,897	\$6,378,664
CURRENT-YEAR ENDING BALANCE	\$4,111,897	\$6,378,664	\$2,913,051
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$96,280	\$0	\$0
Reserved for Economic Uncertainties - Unrestricted (9770)	\$4,015,617	\$4,362,387	\$1,457,416.00
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$1,919,997	\$1,359,355
Board Designated Amounts (9775-9780)	\$0	\$96,280	\$96,280
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund

Enter Bargaining Unit: Unrepresented

	Total Current Budget After Settlement as of 5/26/2021	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,561,700	\$33,784,039	\$32,434,244
Remaining Revenues (8100-8799)	\$987,353	\$987,353	\$987,353
TOTAL REVENUES	\$33,549,053	\$34,771,392	\$33,421,597
EXPENDITURES			
Certificated Salaries (1000-1999)	\$14,482,084	\$14,058,286	\$15,008,149
Classified Salaries (2000-2999)	\$4,949,773	\$5,113,034	\$5,422,515
Employee Benefits (3000-3999)	\$6,027,192	\$5,908,423	\$6,691,296
Books and Supplies (4000-4999)	\$1,020,599	\$1,020,599	\$1,020,599
Services, Other Operating Expenses (5000-5999)	\$2,385,914	\$2,385,914	\$2,385,914
Capital Outlay (6000-6999)	\$111,969	\$0	
Other Outgo (7100-7299) (7400-7499)	\$96,618	\$0	
Direct Support/Indirect Cost (7300-7399)	-\$441,627	-\$441,627	-\$441,627
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$28,632,522	\$28,044,629	\$30,086,846
OPERATING SURPLUS (DEFICIT)	\$4,916,531	\$6,726,763	\$3,334,751
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	-\$87,943	-\$87,943	-\$87,943
CONTRIBUTIONS (8980-8999)	-\$4,604,149	-\$6,104,170	-\$6,104,170
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$239,439	\$549,651	-\$2,842,362
	\$0		
BEGINNING BALANCE	\$3,872,458	\$4,111,897	\$4,661,548
CURRENT-YEAR ENDING BALANCE	\$4,111,897	\$4,661,548	\$1,819,186
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$0		
Reserved for Economic Uncertainties - Unrestricted (9770)	\$4,015,617	\$4,565,268	\$1,722,906
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	\$0	\$96,280	\$96,280
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund

Enter Bargaining Unit: Unrepresented

	Total Current Budget After Settlement as of 5/26/2021	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$11,520,703	\$10,940,526	\$7,506,104
TOTAL REVENUES	\$11,520,703	\$10,940,526	\$7,506,104
EXPENDITURES			
Certificated Salaries (1000-1999)	\$4,642,610	\$4,997,457	\$4,273,951
Classified Salaries (2000-2999)	\$2,836,284	\$2,845,862	\$2,635,686
Employee Benefits (3000-3999)	\$3,963,850	\$4,082,008	\$3,897,878
Books and Supplies (4000-4999)	\$2,291,644	\$1,138,130	\$1,138,130
Services, Other Operating Expenses (5000-5999)	\$2,588,118	\$1,932,185	\$1,955,942
Capital Outlay (6000-6999)	\$165,457		
Other Outgo (7100-7299) (7400-7499)	\$0		
Direct Support/Indirect Cost (7300-7399)	\$331,937	\$331,937	\$331,937
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$16,833,003	\$15,327,579	\$14,233,524
OPERATING SURPLUS (DEFICIT)	-\$5,312,300		
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0		
TRANSFERS OUT & OTHER USES (7610-7699)	\$0		
CONTRIBUTIONS (8980-8999)	\$4,604,149	\$6,104,170	\$6,104,170
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$708,151	\$1,717,117	-\$623,250
	\$0		
BEGINNING BALANCE	\$708,151	\$0	\$1,717,117
CURRENT-YEAR ENDING BALANCE	\$0	\$1,717,117	\$1,093,867
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$0	\$1,717,117	\$1,093,867
Reserved for Economic Uncertainties - Unrestricted (9770)	\$0		
Reserved for Economic Uncertainties - Restricted (9770)	\$0		
Board Designated Amounts (9775-9780)	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21	2021-22	2022-23
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$45,377,582	\$43,284,265	\$44,232,428
b.	State Standard Minimum Reserve Percentage for this District 3 enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,361,327	\$1,298,528	\$1,326,973

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$4,015,617	\$4,565,268	\$1,722,906
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$4,015,617	\$4,565,268	\$1,722,906
h.	Reserve for Economic Uncertainties Percentage	8.8%	10.5%	3.9%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 20-21	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 21-22	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 22-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A

6. Please include any additional comments and explanation of Page 4 if necessary:

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LCFF

(a) Current-Year LCFF per ADA:	\$ _____	0 (Estimated)
(b) Prior-Year LCFF per ADA:	\$ _____	0 (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____	0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)		0.00% %
(e) Deficit:	_____	%
(f) Percentage Increase in LCFF after deficit:	_____	%
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		2.09%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union Elementary School (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CSEA Bargaining Unit, during the term of the agreement from July 1, 2020 to June 30, 2021.

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>79,048</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(79,048)</u>

N/A _____ (No budget revisions necessary)



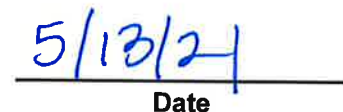
District Superintendent
(Signature)



Date



Chief Business Officer
(Signature)



Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Lois Yount

Contact Person

209-744-4545 ext 311

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date