

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

Regular Board Meeting  
Wednesday, July 25, 2018  
**6:00 p.m. Closed Session**  
**7:00 p.m. Open Session**

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

# AGENDA

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

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

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

- A. 6:00 p.m. – Closed Session: Galt City Hall Chamber Conference Room**
  
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
  - 1. STUDENT MATTER, Education Code §35146, 48918(c),
    - Expulsion Re-admit Case #17/18-03
  
  - 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
    - Employee Agency: (GEFA) Galt Elementary Faculty Association
    - Employee Agency: (CSEA) California School Employee Association
    - Unrepresented Employees
  
  - 3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
  
  - 4. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: John Gordon
    - Superintendent
  
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
  
- D. Public Comments** for topics not on the agenda  
*Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.*
  
- E. Reports**  
**LCAP GOAL 1**  
*Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.*

**LCAP GOAL 2**

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

1. Global California 2030: State Superintendent of Public Instruction Initiative
2. Bright Future Learning Centers and Extended Learning Update

**LCAP GOAL 3**

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

**LCAP GOAL 4**

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

1. GJUESD Facilities Progress
2. School Facilities Capacity and Equity: Feedback Considerations and Next Steps
3. GJUESD and Galt Police Department Safety and Security Efforts

**OTHER**

1. Ordering Special Election To Fill Board of Trustees Vacancy
2. Williams Uniform Complaint Policy Quarter 4 Report
3. Galt Balloon Festival

**F. Routine Matters/New Business**

171.918 Consent Calendar

MOTION

a. Approval of the Agenda

At a regular meeting, the Board may take action upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

b. Minutes: June 27, 2018 Regular Board Meeting

c. Payment of Warrants:

Vendor Warrant Numbers: 18410715-18410794, 18411593-18411664, 18413100-18413131, 19414134-19414165, 19414574-19414641, 19414893-19414898

Certificated/Classified Payrolls Dated: 6/29/18, 7/10/18

d. Personnel

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

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

CC  
Items  
Removed

171.920 Board Action Regarding Student Expulsion Re-admit Case #17/18-03

MOTION

171.921 Board Consideration of Approval of Revised Committee Member Appointments for 2018

171.922	Board Consideration of Approval To Appoint Laura Papineau, Assistant Principal, Lake Canyon Elementary	MOTION
171.923	Board Consideration of Approval of 2018-19 Expulsion Panel Members	MOTION
171.924	Board Consideration of Approval of 2018-2019 Consolidated Application	MOTION
171.925	Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and California Schools Employee Association (CSEA)	PUBLIC HEARING
171.926	Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between GJUESD and California Schools Employee Association (CSEA)	MOTION
171.927	Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and Unrepresented Employees	PUBLIC HEARING
171.928	Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between GJUESD and Unrepresented Employees	MOTION
171.929	Public Hearing of 2018-2019 Education Protection Act Use of Funds	PUBLIC HEARING
171.930	Board Consideration of Approval of 2018-2019 Education Protection Act Use of Funds	MOTION

**G. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs

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

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

**I. Adjournment**

*The next regular meeting of the GJUESD Board of Education: August 22, 2018*

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

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

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



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<ol style="list-style-type: none"> <li>1. STUDENT MATTER, Education Code §35146, 48918(c),       <ul style="list-style-type: none"> <li>▪ Expulsion Re-admit Case #17/18-03</li> </ul> </li> <li>2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6        Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano       <ul style="list-style-type: none"> <li>▪ Employee Agency: (GEFA) Galt Elementary Faculty Association</li> <li>▪ Employee Agency: (CSEA) California School Employee Association</li> <li>▪ Unrepresented Employees</li> </ul> </li> <li>3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957</li> <li>4. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6        Agency Negotiator: John Gordon       <ul style="list-style-type: none"> <li>▪ Superintendent</li> </ul> </li> </ol>	





## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<p><u>LCAP GOAL 1</u>  <i>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.</i></p> <p><u>LCAP GOAL 2</u>  <i>Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.</i></p> <ol style="list-style-type: none"> <li>1. Global California 2030: State Superintendent of Public Instruction Initiative</li> <li>2. Bright Future Learning Centers and Extended Learning Update</li> </ol> <p><u>LCAP GOAL 3</u>  <i>Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.</i></p> <p><u>LCAP GOAL 4</u>  <i>School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.</i></p> <ol style="list-style-type: none"> <li>1. GJUESD Facilities Progress</li> <li>2. School Facilities Capacity and Equity: Feedback Considerations and Next Steps</li> <li>3. GJUESD and Galt Police Department Safety and Security Efforts</li> </ol> <p><u>OTHER</u></p> <ol style="list-style-type: none"> <li>1. Ordering Special Election To Fill Board of Trustees Vacancy</li> <li>2. Williams Uniform Complaint Policy Quarter 4 Report</li> <li>3. Galt Balloon Festival</li> </ol>	



## LCAP GOAL 2

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

### 1. **Global California 2030: State Superintendent of Public Instruction Initiative**

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

The Global California 2030 initiative is an effort to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 12 years.

Attachments:

1. California Department of Education (CDE) News Release
2. CDE: Implementing the California Education for a Global Economy Initiative
3. CDE: Global California 2030 Publication

### 2. **Bright Future Learning Centers and Extended Learning Update**

*Presenter: Jennifer Collier, Extended Learning Supervisor*

The Bright Futures Initiative advances strengths-based education through personalized learning practices, technology tools, supports and opportunities.

Ms. Collier will share GJUESD efforts to increase or improve services for all learners.

Attachment:

1. Bright Future Learning Centers and Extended Learning Update
2. CliftonStrengths Summit 2018



CALIFORNIA DEPARTMENT OF EDUCATION  
**NEWS RELEASE**

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Release: #18-42  
May 30, 2018  
Contact: Bill Ainsworth  
E-mail: [communications@cde.ca.gov](mailto:communications@cde.ca.gov)  
Phone: 916-319-0818

## State Superintendent Torlakson Launches "Global California 2030"

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson today announced "Global California 2030," a bold initiative to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 12 years.

The initiative aims to better prepare California students for the 21<sup>st</sup> century economy, broaden their perspective and understanding of the world, and strengthen the diversity of backgrounds and languages that make California's culture and economy vibrant and dynamic.

"The mission of Global California 2030 is to equip our students with the world language skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and throughout the world," Torlakson said. "We are setting high goals and dreaming big to help our students and our state."

Studies show that the study of language improves speakers' ability in their first language and in other subjects, builds self-confidence, and even delays the onset of Alzheimer's and dementia.

Global California 2030 is a call to action. Here are some goals:

- By 2030, half of all K–12 students participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience.
- The number of students who receive the State Seal of Biliteracy, which is nationally recognized for college admissions and career opportunities, more than triples from 46,952 in 2017 to more than 150,000 in 2030. By 2040, three out of four graduating seniors earn the Seal of Biliteracy. The Seal is earned by demonstrating proficiency in a language in addition to English.

- The number of dual immersion programs that teach languages besides English quadruples from about 400 in 2017 to 1,600 in 2030.
- The number of new bilingual teachers authorized in world language classes more than doubles from 2017 to 2030.

Torlakson kicked off the Global California 2030 initiative at Cahuenga Elementary School in Los Angeles, which has a dual Korean/English immersion program and three separate programs to help English learners, especially students with Spanish as their first language.

The initiative builds on views voters expressed clearly in 2016. By voting overwhelmingly to approve Proposition 58, a ballot measure to eliminate barriers to dual language immersion programs, voters sent a clear message they want more immersion programs and the expanded teaching of languages.

Global California 2030 enhances the diversity that is already California's strength. California residents speak the majority of languages heard on the planet, and its 6.2 million public school students speak more than 72 languages ranging from Spanish, Mandarin, and Vietnamese to less frequently heard languages such as Mixteco, Pashto, and Tongan.

About one in five or 1.3 million students are English learners. An estimated 1.2 million additional students are proficient in English yet also have another language in their background. This means that over 40 percent of California's K–12 students already come to school with knowledge and experience in at least two languages.

“As the world comes closer together, fluency in another language opens up opportunities for people to succeed economically and to take part in diverse cultural activities,” Torlakson said.

Torlakson called on educators, parents, legislators, community members, and business leaders to help create a multilingual California. Widespread support will be needed to expand access to world language classes, programs, and experiences; train more bilingual teachers; and improve the quality and availability of advanced language classes.

“Our ambitions for Global California 2030 are high, but so is our ability to work together with our partners toward common goals,” he said. “Together, we have the skills, creativity, and vision to give all students the opportunity to learn another language.”

For more information, please see our [Global California 2030 report](#) (PDF) and our CDE [Global California 2030 Web page](#).

###

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



# **Implementing the California Education for a Global Economy Initiative**

**CA Ed.G.E.**



# Timeline of Events

Date	Event
<b>November 2016</b>	Proposition 58 Passed
<b>Spring 2017</b>	Draft Regulations
<b>July 2017</b>	State Board of Education (SBE) reviewed proposed regulations Public comment period began
<b>September 2017</b>	Public comment hearing, revisions of proposed regulations
<b>November 2017</b>	Public review and comment on revisions
<b>December 2017</b>	Minor revisions to regulations
<b>March 2018</b>	Public review and comment on minor revisions Regulations adopted by the SBE
<b>April/May 2018</b>	Office of Administrative Law (OAL) review of regulations
<b>May 2018</b>	Regulations approved by OAL
<b>July 1, 2018:</b>	Effective date of regulations



# What Has Changed?

## **Before the CA Ed.G.E. Initiative**

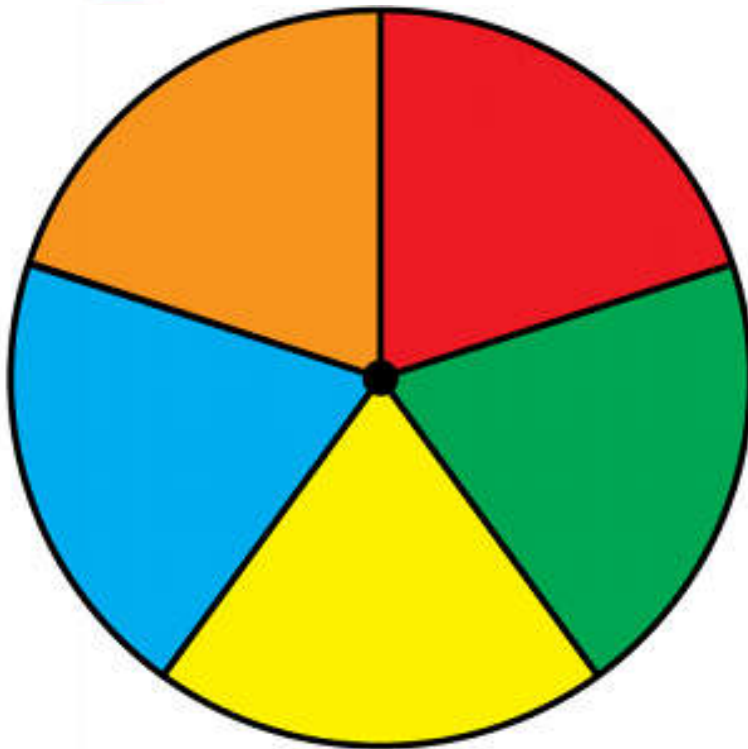
- Deficit-based approach
- English-only instruction
- Parents waived their right to English instruction to participate in bilingual programs

## **With the CA Ed.G.E. Initiative**

- Asset-based approach
- Opportunities for innovative, multilingual programs
- Parents can request language acquisition programs



# Components of the CA Ed.G.E. Initiative



- Parent and Community Engagement
- Language Acquisition Programs
- Parental Notice
- Parent Program Choice
- Parent Requests to Establish a Language Acquisition Program or Language Program





# Parent and Community Engagement

***EC Section 305 and 5CCR section 11301: Pages 2–3***

During the development of the Local Control and Accountability Plan (LCAP), local educational agencies (LEAs) ask for stakeholder input on language acquisition programs and language programs



# Instructional Programs

<b>Language Acquisition Programs (English Learners)</b>	<b>Language Programs (non-English Learners)</b>
<ul style="list-style-type: none"><li>• Designed for English learners</li><li>• Ensure English Acquisition rapidly and effectively</li><li>• Integrated and Designated English Language Development (ELD)</li><li>• Allocated sufficient resources</li><li>• Grade-level proficiency in English and target language (if applicable)</li><li>• Academic achievement in English and target language (if applicable)</li></ul>	<ul style="list-style-type: none"><li>• Opportunities for students to be instructed in languages other than English</li><li>• Proficiency in languages other than English</li></ul>



# Examples

<b>Language Acquisition Programs (English Learners)</b>	<b>Language Programs (non-English Learners)</b>
<ul style="list-style-type: none"><li>• Dual-Language Immersion</li><li>• One-Way Immersion</li><li>• Transitional Bilingual</li><li>• Developmental Bilingual</li><li>• Structured English Immersion</li></ul>	<ul style="list-style-type: none"><li>• One-Way Immersion</li><li>• Foreign Language Elementary Experience (FLEX)</li><li>• Foreign Language Elementary Study (FLES)</li><li>• World Language Courses</li></ul>

**At a minimum, an LEA shall offer a program of Structured English Immersion for English learners**



# Parental Notice

## **5 CCR Section 11310: Pages 3–4**

- Provided to all parents, in the annual parent handbook, or upon enrollment



# Parent Program Choice

## ***EC Section 310(a): Page 5***

Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section.

**Parent choice is different than parent requests.**



# Parent Requests for New Programs

## **5 CCR section 11311: Page 4**

- Parents may request to establish a new program at a school
- LEAs establish a process to receive written and verbal requests



# Reaching a Threshold

LEAs respond to requests to establish a new language acquisition program when:

- Parents or guardians of 30 or more students in a school make a request; or
- Parents or guardians of 20 or more students at a grade level in a school make a request,

And provide the requested program to the extent possible.



# LEA Response

## 5 CCR section 11311 (Pages 5 and 6)

- Communication with stakeholders
- Provide the program to the extent possible
- Actions to take when:
  - It is possible to provide the requested program
  - It is not possible to provide the requested program





# Thank you!

**CDE CA Ed.G.E. Initiative Web page:**

<https://www.cde.ca.gov/sp/el/er/caedge.asp>

**Lorrie Kelling**

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California Department of Education

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916-319-0386

# Global California 2030 *Speak. Learn. Lead.*

An Initiative of State Superintendent of Public Instruction Tom Torlakson



California Department of Education  
Sacramento 2018



# GLOBAL CALIFORNIA 2030



*Speak Learn Lead*

## **Publishing Info**

*Global California 2030* was developed by the Communications and English Learner Support Divisions, California Department of Education (CDE). This publication was edited by Carol Singleton, Scott Roark, Bill Ainsworth, Veronica Aguila, and Elena Fajardo. It was designed by Lunden Almquist with help from Leomel Castellano. It was published by the Department of Education, 1430 N Street, Sacramento, CA 95814. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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## **Notice**

The guidance in *Global California 2030* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

# Contents

- 4 | Mission
- 5 | What is the California Way?
- 6 | Work Underway
- 9 | The Path to a Multilingual California
- 14 | Conclusion

**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.”**  
—Nelson Mandela

**The mission of Global California 2030** is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.



State Superintendent of  
Public Instruction Tom Torlakson

# Executive Summary

California is immersed in the global economy, is a leader in global culture, and is home to flourishing industries that lead the world, including high-tech, entertainment, and agriculture. California also benefits from a diverse population of residents who speak the majority of languages heard on the planet.

As the world becomes more interconnected, fluency in another language opens up opportunities for people to succeed economically and allows them to take part in diverse cultural activities. A wide body of research shows that the study of languages boosts students' mental flexibility, enhancing their ability to learn all subjects. It also introduces people to new cultures and new ways of looking at the world. This broader perspective nourishes innovation and adaptability in all fields and

helps to enrich communities economically, culturally, and socially.

California's K-12 education system has made great strides in teaching world languages to students, providing more opportunities for fluency and the benefits fluency brings. But we can and should go further. To better prepare students to succeed in the changing economy and to strengthen California's own rich mixture of cultures and languages, California needs to vastly expand opportunities for students to learn a second and possibly even a third language.

My initiative—Global California 2030—is a call to action. We are inviting educators, parents, legislators, and community and business leaders to join us on the road to a multilingual California. We need support from everyone as our K-12 education system expands access to world language classes, programs, and experiences; trains more bilingual teachers; and



improves the quality and availability of advanced language classes.

By 2030, we want half of all K-12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy.<sup>1</sup>

Universities and businesses can begin to support the program today by giving students who earn the State Seal of Biliteracy additional consideration for admission or hiring. Also, I challenge colleges and universities to develop their own Seal of Biliteracy program statewide. Imagine the impact!

Our call for more language proficiency seeks to build on the work already underway at the California Department of Education (CDE) and at schools throughout the state. It amplifies the voice of California voters, who loudly and clearly stated their interest in world languages by passing Proposition 58 in 2016, which eliminates obstructions for dual-immersion programs.<sup>2</sup>

Global California 2030 is part of a larger effort to better prepare students for twenty-first century careers and college, recognizing that multilingualism is an essential skill. The CDE stands committed to the transformation of our education system we call the “California Way.”

## What is the California Way?

- Raising academic standards through the alignment of instruction and assessments that ensure those standards are met
- Providing more equitable funding and local control, allowing communities to determine how to best meet the educational needs of the students they serve
- Giving the public valuable information to help evaluate schools, with descriptions that are easy to understand and help identify successes or areas of need
- Doing all this in a collaborative, positive way in which the CDE is a critical friend that supports the decisions made locally

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1. Education Code sections 61460–51464; CDE State Seal of Biliteracy web page. 2018. <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> (accessed May 1, 2018).

2. CDE. 2018. CA Education for a Global Economy Initiative. <https://www.cde.ca.gov/sp/el/er/caedge.asp> (accessed May 1, 2018).

# Work Underway

California's K-12 system is by far the biggest in the nation. We have 6.2 million students. More than 60 languages are spoken in the homes of California's students. These range from commonly known languages

language in their background. This means that over 40 percent of California's K-12 students come to school with knowledge and experience in at least two languages.<sup>3</sup>

At one point in our recent past, English learners were viewed only as a challenge to the educational system because these students needed extra support. Today, we recognize that these young people are assets to our state and their local communities. Like all students, they bring a rich cultural and linguistic heritage to our classrooms, making our schools more vibrant and diverse.

The California Department of Education and its partners have made great strides in improving instruction for English learners by creating the English Language Arts/English Language Development Framework. This resource ensures that English learners are taught intellectually rich subject content while also becoming proficient in English.



such as Spanish, Mandarin, and Vietnamese to less frequently heard languages such as Mixteco, Pashto, and Tongan. About one in four of those students, or 1.3 million, are English learners. An estimated 1.2 million students are proficient in English yet also have another

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3. CDE. 2018. DataQuest Reports. <https://data1.cde.ca.gov/dataquest/> (accessed May 1, 2018).

California has developed a groundbreaking plan—the California English Learner Roadmap—for improving instruction and educational structures to support English learners. The Roadmap strengthens comprehensive policies, programs, and practices for English learners.<sup>4</sup>

Our state has provided English Language Development and Spanish Language Development Standards founded on the California State Common Core Standards and the “Estandares en Comun” for English/Spanish language arts and literacy respectively.<sup>5,6</sup> Our state is in the process of modernizing the World

Language Standards, bringing more rigor and cohesiveness to the study of world languages.<sup>7</sup>

We are all working together to improve and expand professional development for bilingual teachers, language teachers, and teachers of English learners while also encouraging more people to become credentialed bilingual teachers.<sup>8</sup>

We provide support to migrant students through the Mini-Corps program. College and university students planning to become teachers assist students in the 20 migrant regions.<sup>9</sup> In 20 years, Mini-Corps has produced over 3,500 bilingual teachers. We want to double that number by 2030.

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4. CDE. 2018. English Learner Roadmap. <https://www.cde.ca.gov/sp/el/rm/> (accessed May 1, 2018).

5. CDE. 2014. California English Language Development Standards: Kindergarten Through Grade Twelve. Sacramento: CDE. Available at <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

6. San Diego County Office of Education, California Spanish Language Development Standards (Electronic Edition) Kindergarten Through Grade Twelve En Español. Prepublication available at <https://commoncore-espanol.sdcoe.net/CaCCSS-en-Espanol/SLA-Literacy>.

7. CDE. 2018. World Language Standards Guidelines. <https://www.cde.ca.gov/be/st/ss/wlrevisionguidelines.asp> (accessed May 1, 2018).

8. CDE. 2017. Request for Applications: Bilingual Teacher Professional Development. <https://www.cde.ca.gov/fg/fo/r12/btmdp17rfa.asp> (accessed May 1, 2018).

9. CDE. 2018. Migrant Education Programs and Services. <https://www.cde.ca.gov/sp/me/mt/programs.asp> (accessed May 1, 2018).

**“One language sets you in a corridor for life. Two languages open every door along the way.”**

**—Frank Smith, psycholinguist**



We are working closely with Mexico and Spain to expand our teacher exchange program and our joint teacher training efforts. Currently, 31 teachers from Mexico and 70 teachers from Spain have full teaching contracts in public school districts and charter schools throughout the state. In addition, through the Migrant Summer Binational Program, we have increased the number of bilingual teachers from Mexico from 50 teachers to 70. We look forward to an exponential increase in these numbers.

Our state has made a special effort to work with leaders of the Mexican national education system and leaders of the Baja California education system to better serve the students we share. There are about 50,000 students from the U.S., mainly from

California, currently studying in Baja California. There are students from both sides of the border who end up going to school in both nations, and they need to be fluent in both English and Spanish to succeed. The teachers of these students will receive the necessary supports from both nations to provide rigorous education to the students we share.

Furthermore, California is leading the nation in recognizing high school students who demonstrate proficiency in a language in addition to English. Since 2012, over 173,000 graduating high school students have earned the Seal of Biliteracy.



**To have another language is to possess another soul.”**

**—Charlemagne, Emperor, Holy Roman Empire, speaker of Latin, German, and some Greek.**

# The Path to a Multilingual California

Our call to have more students study and become proficient in a world language, while ambitious, is within reach.

My plan to reach our goal includes the following:

- Work with the Legislature to provide additional funding for programs such as the Bilingual Teacher Professional Development Program, pre-K through twelfth grade, which seeks to provide credentials to an additional 1,190 bilingual teachers
- Work with the institutions of higher learning to advocate more bilingual teacher preparation programs
- Work with the Migrant Education Mini-Corps Program to support the existing pipeline to becoming a bilingual teacher
- Work with the Legislature to provide additional funds to initiate and expand a variety of bilingual program opportunities for all students pre-K through twelfth grade
- Develop a communications campaign to share the academic, social, and economic advantages of graduating students with biliteracy skills
- Urge all school districts to award the State Seal of Biliteracy to qualifying seniors
- Invest in professional development resources for teachers and administrators to build capacity to deliver high-quality, effective biliteracy instruction
- Engage all sectors of the education and business community and parents to support this vision and work for comprehensive implementation

*For more information on California Department of Education language resources, go to <https://www.cde.ca.gov/languages/>.*

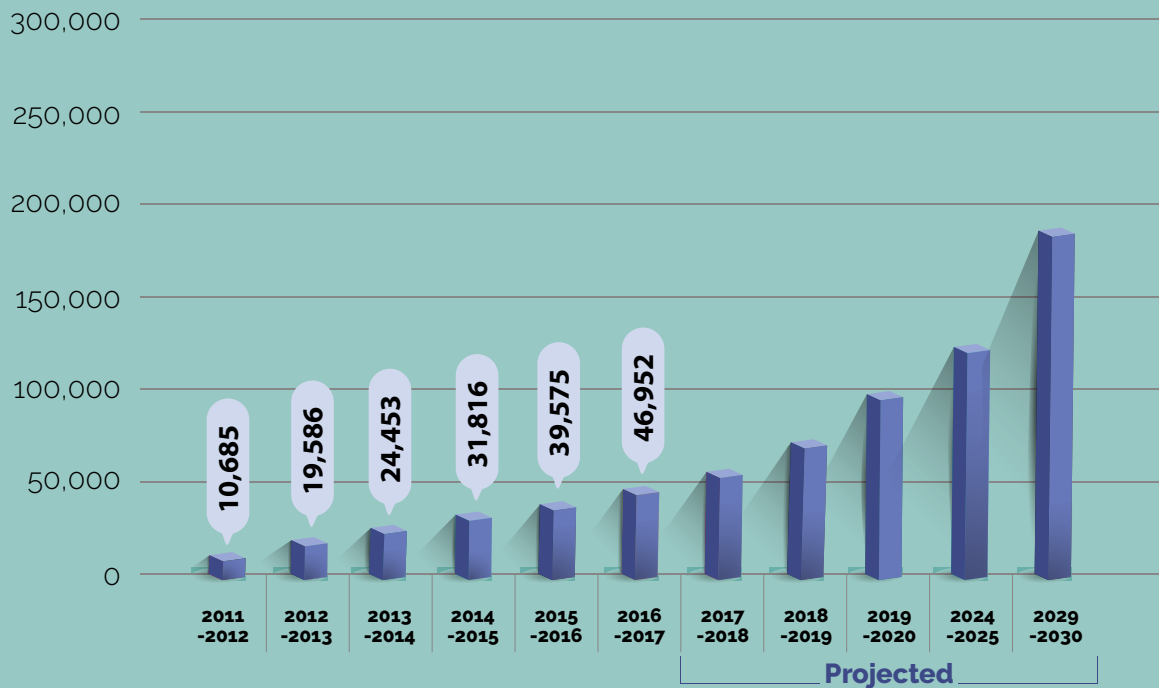
In six years, the number of students receiving the award has quadrupled from 10,685 in 2011–12 to 46,952 in 2016–17. In the 2016–17 school year, graduating high school students earned the State Seal of Biliteracy in 34 different languages.

As part of Global California 2030, our goal is to vastly expand the number of students who know at

least two languages. In 12 years, we want to more than triple the number of students who earn this distinction in 2030.

More students earning the Seal of Biliteracy means more young people will enter the workforce with the skills and knowledge to keep California’s economy thriving and to continue its role as a global leader.

## State Seal of Biliteracy



10 11

10. CDE. English Learner Support Division internal data, 2012–2017.

11. Projection

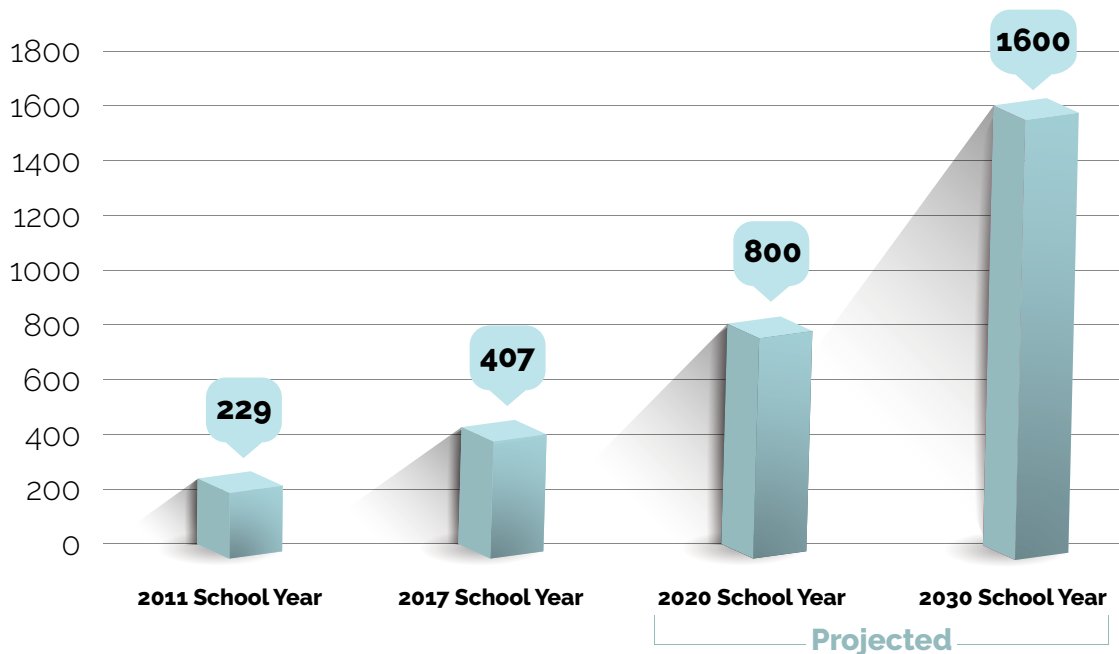
Dual-language immersion programs most frequently use English and Spanish. But California also has programs that offer English/Mandarin, English/Korean, English/Vietnamese, and English/Portuguese, to name a few.<sup>12</sup>

These programs, beginning in kindergarten, deliver instruction in both English and another language. Typically, they start with the majority of instruction in the other language and less in English. Gradually, instruction is half in each language, giving students fluency in two languages. Students typically stay in the program throughout elementary school.

Researchers have found these programs to be extremely beneficial to students, helping them learn all subjects while also giving them the tools to more easily acquire a third language.<sup>13</sup>

Requests by parents for these programs are already on the rise, especially since the passage of Proposition 58 removed barriers to setting up these programs. As part of Global California 2030, we are striving for even more dramatic growth, with the goal of quadrupling the number of programs from 407 in 2017 to 1,600 in 2030.

## Number of Dual Immersion Schools



12. California Association for Bilingual Education. 2017. Dual-Language Immersion Directory. <http://www.resources.gocabe.org/index.php/home/directory-of-dual-language-immersion-programs/> (accessed May 1, 2018).

13. CDE. 2010. Improving Education for English Learners: Research-Based Approaches. Sacramento: CDE.

14. CDE. 2018. DataQuest Reports. <https://data1.cde.ca.gov/dataquest/> (accessed May 1, 2018). Projections for future years

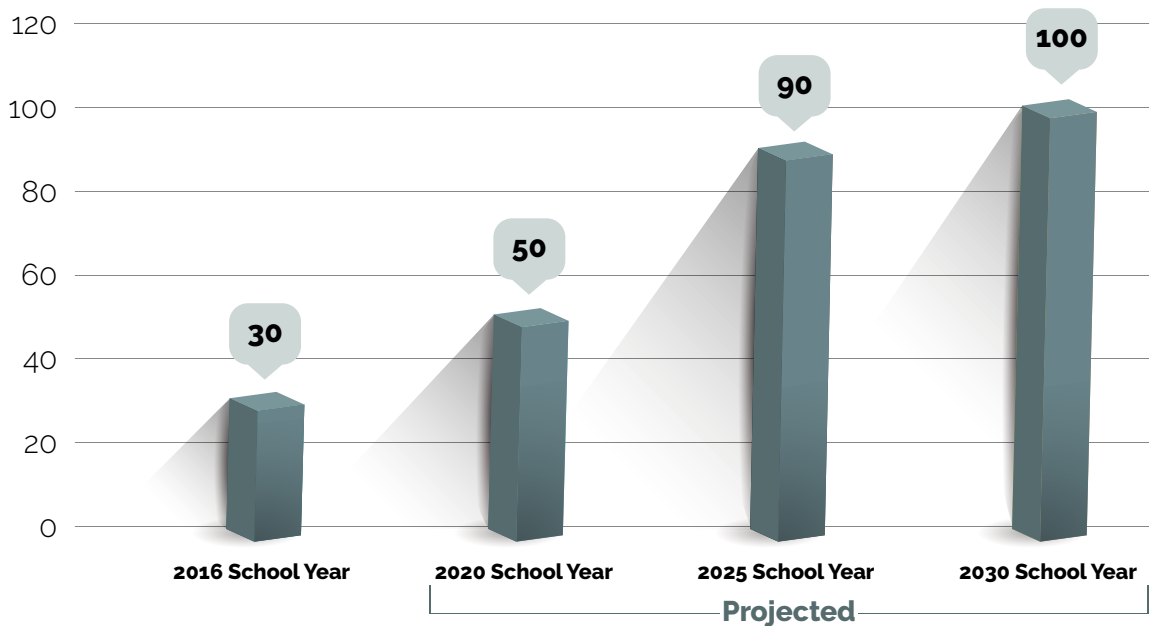
Of course, vastly expanding the number of students who speak two or more languages will require more teachers and more programs to train those teachers. In 2016, California had 30 state-approved programs. By 2030, we want that number to grow to 100.

More bilingual teachers means that every school where parents want a program will have teachers with the high levels of academic language skill and authorization to teach in

the two languages. By 2030, we want to double the number of teachers authorized to teach two languages.

More language classes means parents who want particular types of programs or courses for their child will have access to them.

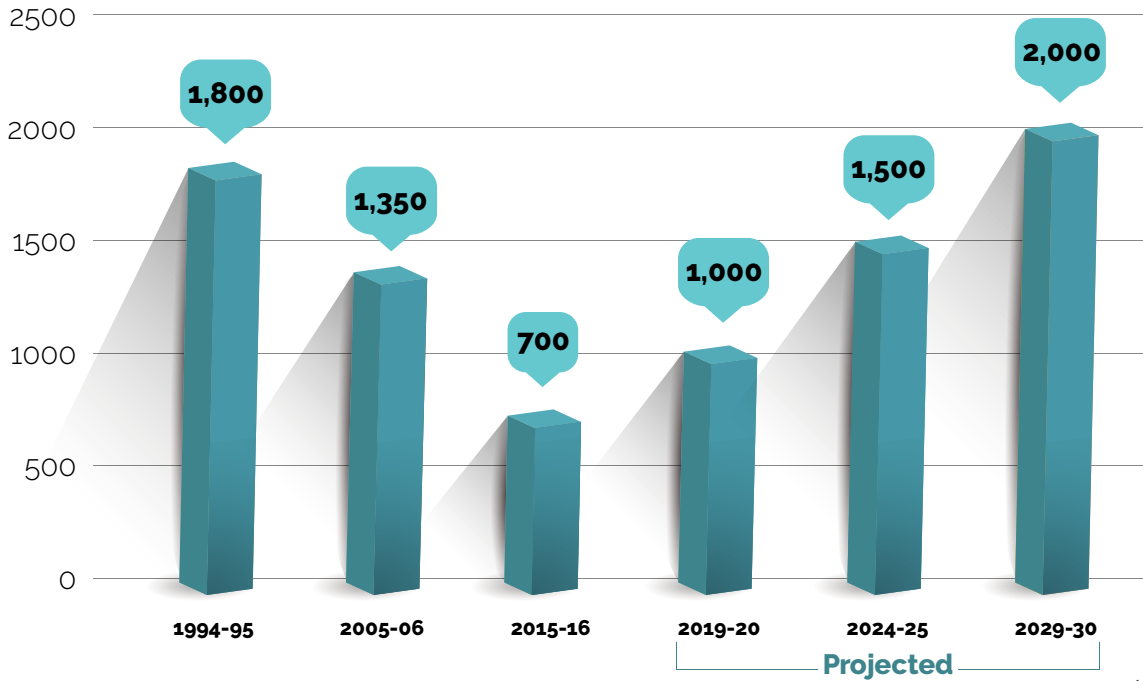
## Number of Bilingual Teacher Preparation Programs at State-Approved Educator Preparation Programs



15

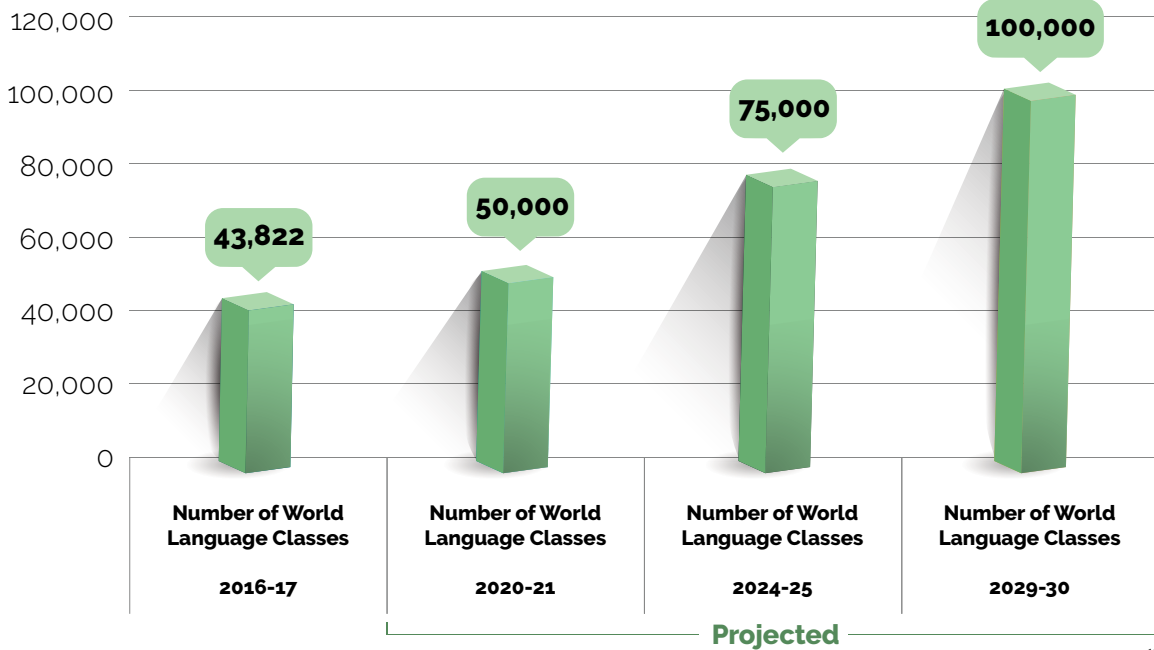
15. California Commission on Teacher Credentialing. 2018. Approved Programs and Institutions. <https://www.ctc.ca.gov/commission/reports/data/app-approved-program> (accessed May 1, 2018). Projections for future years.

## Number of New Bilingual Teacher Authorizations Per Year



16

## Projected Growth in Number of World Language Classes



17

16. California Commission on Teacher Credentialing. 2018. Approved Programs and Institutions. <https://www.ctc.ca.gov/commission/reports/data/app-approved-program> (accessed May 1, 2018). Projections for future years.

17. CDE. 2018. DataQuest Reports. <https://data1.cde.ca.gov/dataquest/> (accessed May 1, 2018). Projections for future years.



A photograph of three young children laughing and playing together outdoors. On the left is a Black girl with her hair in braids, wearing a light blue denim vest over a white shirt. In the middle is a white girl with blonde hair, wearing a yellow dress with white polka dots. On the right is a young boy with dark hair, wearing a teal t-shirt with black stars. They are all smiling broadly and appear to be in a playful mood. The background is slightly blurred, showing what might be a brick wall or a wooden structure.

## Conclusion

Studies have found that speaking two or more languages has many benefits. It strengthens memory and cognitive processes, improves speakers' ability in their first language, expands cultural knowledge and understanding, builds self-confidence, and even delays the onset of Alzheimer's and dementia.

Speaking and learning world languages helps students become leaders in their communities and workplaces, and it ensures that California maintains

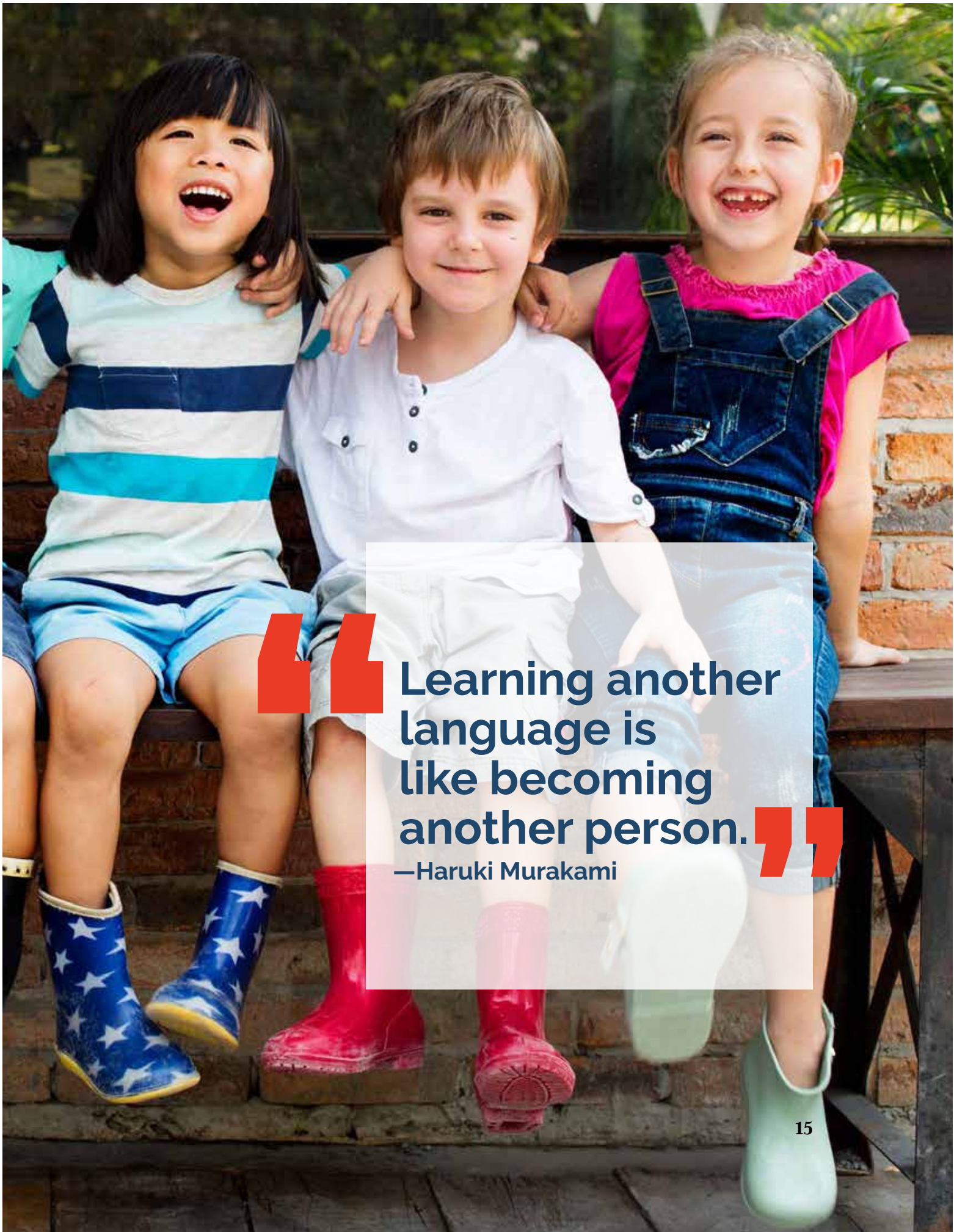
its position as an economic and cultural powerhouse.

Our ambitions for Global California 2030 are high but so is our ability to work together with parents, communities, and cultural and business leaders toward common goals. Together, we have the dedication, skill, creativity, and vision to give all students the opportunity to learn another language and enhance their ability to fully engage with the culture and economy of California and the world. We are aiming high and dreaming big. It's the California Way.<sup>18</sup>

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18. Bhattacharjee, Yudhijit. 2012. "Why Bilinguals Are Smarter." *The New York Times*. <https://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html> (accessed May 10, 2018); Inside California Education. 2018. *Dual-Language Immersion*, Redding, CA. <https://insidecaled.org/videogallery/video/dual-language-immersion/> (accessed May 10, 2018).





“ Learning another language is like becoming another person. ”

—Haruki Murakami



# GLOBAL CALIFORNIA 2030



*Speak Learn Lead*



California Department of Education  
1430 N Street  
Sacramento, CA 95814

# Bright Future Learning Centers & Extended Learning Update

July 25, 2018

Jennifer Collier, Extended Learning Supervisor



# ABC Mentors Program



- 33 GHS and LRHS students mentored over 990 hours of voluntary community service in the 2017-2018 school year in the BFLCs and the ASES programs.
- ABC Mentors received the GALLUP StrengthsFinder survey
- Building positive relationships with learners in the BFLC After School Clubs and 1:1 homework sessions.



# Bright Future Learning Center After School Clubs

- 560 learners attended Trimester 1
  - 478 learners attended Trimester 2
  - 552 learners attended Trimester 3
  - Grand total 1590 learners in 2017-2018
- 
- A wide variety of clubs are offered including American Sign Language Club, Rubix Cube Club, Ukulele Club, Kahoot Club, Harry Potter Club, Video Tech Club, LEGO Club, Arts/Crafts Club, Jr. Chef Club and Buddy Club.

# Strengths-Based Learning

## Strengths Coaching

- Strengths Based Parenting Classes
- Transportation, Food Services, and Maintenance staff sessions
- Teacher PLC Coaching sessions Lake Canyon and River Oaks
- Strengths Coaching sessions with Administration

## Strengths Spotting and Strengths Explorer Coaching

- 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 6<sup>th</sup> grade at Greer
  - 1<sup>st</sup> grade, 5<sup>th</sup> grade, and 6<sup>th</sup> grade at LC
- plus “Color Me Run” Strengths Station and LC Leadership Club.
- ALL Youth Listening Circle with Ms. McFadyen’s 4/5<sup>th</sup> class at LC.
  - Listening Circles with 4-8 grade learners.

## GALLUP Strength Summit 2018

- Member of Breakout Session Panel with JerLene Mosley, GALLUP Strengths Consultant





# BFLC Summer Academy

Fairsite Campus - River Oaks Elementary School

NGSS Science, STEM Technology, Culinary

and Arts Academies

McCaffrey Middle School

3D Printing, Sewing, Maker Space and

Adv. Sewing Academies

239 learners attended

Cosumnes River Preserve-Outdoor Environmental Academy

GALEP Horse Masters Camp

Summer Band, Concert Aug 3, at McCaffrey

Summer ABC Mentors, Parent Volunteers,

Transportation and Lunch



# Youth Development Institute

- McCaffrey Middle School  
Bright Future Learning Center
- July 30, 31, Aug 6 and 7
- Yard Supervisors from each school
- New YDI Trainers Janet Munoz, Vanessa Torres and Jennifer Collier
- Youth Development practices and activities to create and build positive relationships and safe environment for learning.

Training of Trainers provided by  
Youth Development Network,  
Adrian Ruiz, Executive Director.





# CliftonStrengths

SUMMIT

20  
18

GALLUP



# Taking Strengths to the Next Level in Your School

**JerLene Mosley** | Learning and Development Advanced Consultant

Individualization | Communication | Positivity | Activator | Woo

**Jennifer Collier** | Extended Learning Supervisor, Galt Joint Union Elementary School District

Communication | Includer | Positivity | Connectedness | Belief

**Laura Nelson, Ed.D.** | Deputy Superintendent, School of the Osage School District

Ideation | Learner | Strategic | Activator | Input

# Taking Strengths to the Next Level in Your School



# What We Can Do Differently

## Becoming a strengths-based school

---

# Seven Strategies for Building a Strengths-Based School

1

## Leadership Alignment

Setting the stage for a strengths-based school

2

## Principal Alignment

Developing teachers and staff through the lens of strengths

3

## Internal Communication

Generating awareness and enthusiasm for strengths

4

## Internal Communication

Making strengths an integral and natural part of the school day to day

5

## Performance Management

Focusing development and recognition on employees' strengths

6

## Coaching

Building a network of strengths experts and advocates

7

## Brand Building

Tying the school's strengths-based culture to its brand

# Laura Nelson

[www.osageschools.org](http://www.osageschools.org)

**#OSAGE STRONG**

... committed to using my strengths to help all learners achieve their maximum potential for a lifetime of success.

Ideation | Learner | Strategic | Activator | Input

# Jennifer Collier

**Extended Learning Supervisor**

**Gallup-Certified Strengths Coach**

**Galt Joint Union Elementary School District**

Communication | Includer | Positivity | Connectedness | Belief



# Seven Strategies for Building a Strengths-Based School

CliftonStrengths  
SUMMIT 2018

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Developing teachers and staff through the lens of strengths

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# Seven Strategies for Building a Strengths-Based School

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Generating awareness and enthusiasm for strengths

---

# Year of Hope — Year of Strengths — Year of Gratitude



**SCHOOL OF THE OSAGE**  
IN PARTNERSHIP WITH OUR  
*students, families, and community,*  
**WILL EQUIP ALL LEARNERS**  
TO MEET THEIR MAXIMUM POTENTIAL  
**FOR** *a lifetime of success.*

# From School of the Osage Monthly Newsletter

Focus on Strengths

## Harmony

People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement. One metaphor for this theme is smoothing ruffled feathers.

- I am calm, even-keeled.
- I will seek to eliminate the waste of emotional energy.
- I bring a peace-loving, conflict-resistant approach.
- I need areas of agreement, common ground.
- I love the sacrifice of personal agendas to facilitate group performance.

## More From the Osage Monthly Newsletter

The newsletter also includes quotes from employees reflecting on themes in their own words.

**“I try to consider how events or situations affect all of those involved. This allows me to think about how to approach the situation for a win-win result. I have asked people with opposing opinions/positions to share why they have those opinions. Once we get to why, we can start to understand one another and find areas where we agree.”**  
— Carla Bradley

**“Harmony in the classroom looks a lot like teamwork. I use my strength to bring a very diverse group of kids together to achieve common goals.”**  
— Ashley Kile

# Seven Strategies for Building a Strengths-Based School

CliftonStrengths  
SUMMIT 2018

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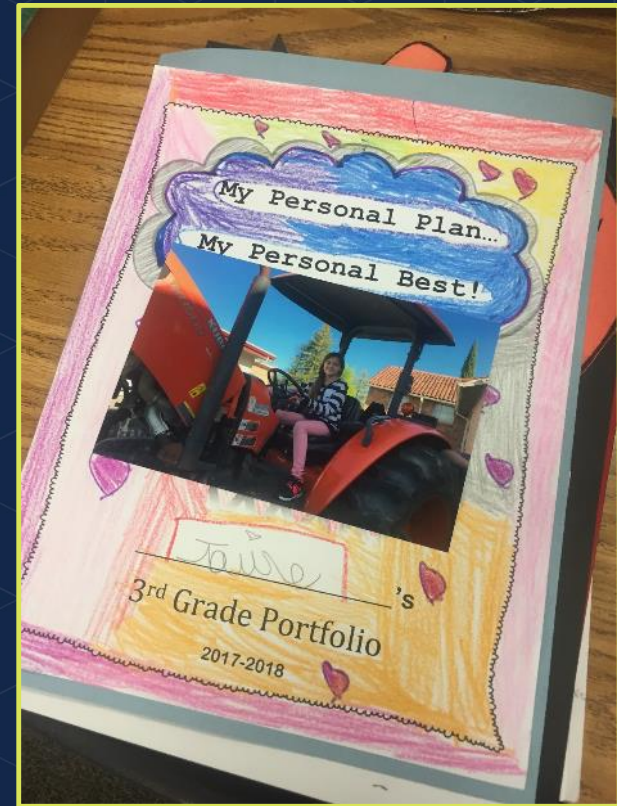
## Internal Communication

Making strengths an integral and natural part of the school day to day

---



# Strengths Community



# Seven Strategies for Building a Strengths-Based School

CliftonStrengths  
SUMMIT 2018

1

**Leadership Alignment**  
Setting the stage for a strengths-based school

5

**Performance Management**  
Focusing development and recognition on employees' strengths

---

2

**Principal Alignment**  
Developing teachers and staff through the lens of strengths

3

**Internal Communication**  
Generating awareness and enthusiasm for strengths

4

**Internal Communication**  
Making strengths an integral and natural part of the school day to day

# Recognition Example





# Seven Strategies for Building a Strengths-Based School

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Focusing development and recognition on employees' strengths

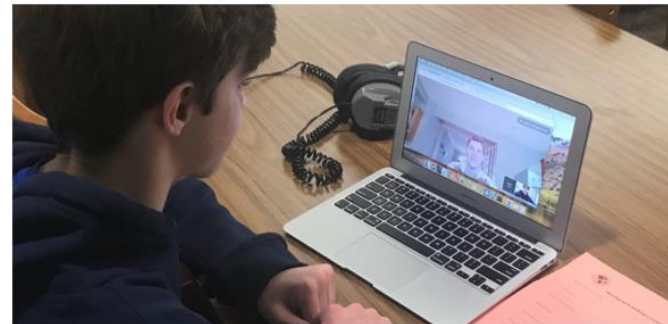
6

**Coaching**  
Building a network of strengths experts and advocates

---

# Next Generation Mentoring 2018

Next Generation Mentoring 2018 is in progress. Thank you to the mentors who volunteered their time and the community businesses who allowed their employees to give back to the 161 School of the Osage freshmen this year through Next Generation Mentoring. You make up the TRIBE that is contributing to their lifetime of success. You are making a difference in the lives of our young people, and we could not do it without you.



# Seven Strategies for Building a Strengths-Based School

CliftonStrengths  
SUMMIT 2018

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Tying the school's strengths-based culture to its brand

---

# Galt Award From California

GJUESD

Select Language Schools

**GALT JOINT UNION ELEMENTARY**  
SCHOOL DISTRICT

f t I want to... Q

HOME OUR DISTRICT DEPARTMENTS STUDENTS/FAMILIES PROGRAMS SCHOOLS EMPLOYEES PARTNERS

GALEP Horsemasters Club

- BFLC
- In the News
- Employment
- Register My Student
- Food Services
- Current School Calendar



# Making Bright Futures Prominent on the School Website

**NEWS**


[Summer Academy Bus Route - WEEK 2](#) Posted 6/25/18


[2018-2019 Local Control Accountability Plan](#) Posted 6/1/18


[WestEd: GJUESD efforts demonstrate significant student learning impact.](#) Posted 5/21/18


[View All](#)

**BRIGHT FUTURES INITIATIVE**

Galt Bright Futures: Learner G... 

Galt Bright Futures: Blended P... 

Galt Bright Futures: Continuou... 

Galt Bright Futures: NextGen S... 

# Reflect on Your Experiences

WHAT I WISH I  
HAD KNOWN

WHAT I DID THAT  
REALLY WORKED

WHAT I WOULD DO  
DIFFERENTLY

WHAT I'M  
ESPECIALLY  
PROUD OF

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## LCAP GOAL 4

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

### 1. **GJUESD Facilities Progress**

*Presenter: Lois Yount, Business Director*

- a. School Site Solutions submitted the District's modernization plans to the California Department of Education on July 13, 2018. Plans were submitted for:
  - Marengo Ranch Modernization
  - River Oaks Modernization
  - Valley Oaks HVAC and Roof Modernization
  - Valley Oaks Multi/Kitchen Modernization
  - Greer Modernization (Will be submitted within the week)(Supports possible state funding sources: Proposition 51 and Hardship)
- b. School Site Solutions has started the application for the Facility Hardship for Marengo Ranch. Williams & Associates, LLC School Facilities Consultants will complete the application and submit for review to Office of Public School Construction.
- c. Completed Measure K Projects matrix has been updated. New phone systems have been put in at Greer and River Oaks. We are on schedule to complete new phone systems at all sites before the 2018-2019 school year begins.
- d. Upcoming & In Progress Measure K Projects matrix has been updated. We have been using social media to share the progress at Valley Oaks. Construction is on schedule for the HVAC and roof modernization. We have decided to use existing portables at Valley Oaks to serve as a "kitchen" and location for students to eat during the multi/kitchen construction. We have confirmed plans with the County Health Inspector for our temporary situation. We are saving over \$12,000 by not renting a tent.

#### **Attachments:**

- Completed Measure K Projects
- Upcoming & In Progress Measure K Projects

### 2. **School Facilities Capacity and Equity: Feedback Considerations and Next Steps**

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

Given demographics and boundary considerations coupled with Eastview future growth and facilities modernization timelines, GJUESD worked with existing LCAP committees to receive feedback and ideas.

By November 2018, decisions need to be made regarding grade spans at west side schools.



Guiding elements for west side schools capacity:

- Balanced elementary school sizes ranging from 500 to 600 students.
- Neighborhood schools.
- Eastview development (5 to 10 years out) with estimated additional 700 students.
- TK-8 schools; provide seventh and eighth grade services on west side.
- Sustain McCaffrey Middle School at efficient enrollment and capable of housing an additional 200 students.
  - Programmatic or “magnet” considerations were suggested or provided feedback.
    - The two “cradle to career” planning grants (Pre-kindergarten and English Learners and Career Technical Education) will contribute to school facilities and equity efforts.
    - Programmatic ideas include: gradual growing of a dual immersion program, primary literacy and NGSS focus and STEAM.

Next steps include:

- a. Determining grade span and facilities feasibility through enrollment projections and boundaries options, costs analysis and committee feedback
- b. Examining Fairsite Pre-Kindergarten services and costs
- c. Sharing information more broadly with stakeholders through Back-to-School nights
- d. Possible parent survey by early September regarding facilities and programmatic considerations
- e. Monthly board reports and possible fall study session

**Attachments:**

- West Side Schools School Facilities, Grade Span and Equity Analysis

**3. GJUESD and Galt Police Department Safety and Security Efforts**

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

- a. School Administration Safety Meeting: August 1, 2018
  - Emergency Protocols
- b. District-wide Welcome Back and Safety Procedures Review: August 13, 2018
- c. Galt Police Department On-Site And Remote Check Of School Safety Camera Systems



**Measure K  
Completed Bond Projects**

**July 2018**

School Site/Location	Projects	Date Completed
<b>McCaffrey Middle School</b>	<ul style="list-style-type: none"> <li>• 31 Security Cameras</li> <li>• Modernization of Bright Future Learning Center</li> <li>• Concrete</li> <li>• Electrical to Mount Classroom LCD Projectors</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• February 2018</li> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> </ul>
<b>Valley Oaks Elementary</b>	<ul style="list-style-type: none"> <li>• 23 Security Cameras</li> <li>• CISCO Phone System – 55 Phones</li> <li>• Concrete for Kinder</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> </ul>
<b>River Oaks Elementary</b>	<ul style="list-style-type: none"> <li>• 21 Security Cameras</li> <li>• Fencing</li> <li>• Concrete</li> <li>• CISCO Phone System – 45 Phones</li> <li>• Kinder Playground Structure</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> <li>• Summer 2018</li> <li>• Summer 2018</li> </ul>
<b>Lake Canyon Elementary</b>	<ul style="list-style-type: none"> <li>• 31 Security Cameras</li> <li>• Kinder Playground Structure</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> </ul>
<b>Marengo Ranch Elementary</b>	<ul style="list-style-type: none"> <li>• 23 Security Cameras</li> <li>• Concrete and Paving</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> </ul>
<b>Greer Elementary</b>	<ul style="list-style-type: none"> <li>• 24 Security Cameras</li> <li>• Concrete and Paving</li> <li>• CISCO Phone System – 44 Phones</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> <li>• Summer 2018</li> </ul>
<b>Fairsite Preschool &amp; School Readiness Center</b>	<ul style="list-style-type: none"> <li>• 25 Security Cameras</li> <li>• Concrete</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> <li>• 17-18 School Year</li> </ul>
<b>District Office</b>	<ul style="list-style-type: none"> <li>• CISCO Phone System – 38 Phones</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> </ul>
<b>Maintenance and Transportation</b>	<ul style="list-style-type: none"> <li>• Paving</li> </ul>	<ul style="list-style-type: none"> <li>• 17-18 School Year</li> </ul>



## Galt Joint Union Elementary School District

### Measure K Upcoming & In Progress Bond Projects Summer 2018 2018-2019 School Year

School Site/Location	Projects	Architect/Contractor	Additional Comments	Estimated Timelines
McCaffrey Middle School	CISCO Phone System – 69 Phones			Summer 2018
Valley Oaks Elementary	Fencing			August 2018
	<b>Modernization of Multi-Purpose Building:</b> Complete Remodel of Kitchen, Roof, Flooring, HVAC System, Lighting Interior & Exterior, Doors, Restrooms, Interior & Exterior Painting, Fire Sprinklers, Storage Room, Gutters & Soffits	Derivi Castellanos Architects (DCA), F & H Construction	Pending DSA Back Check	July 30 - Dec 1
	<b>Permanent Classroom Buildings (3):</b> Roof, HVAC System, Downspouts, Soffits, Drainage, Exterior Painting, Building Lighting <b>Kinder Classrooms:</b> New Flooring	Derivi Castellanos Architects (DCA), F & H Construction		June 18 - Aug 10

<b>River Oaks Elementary</b>	Water Pump Replacement	PBK/Wagner Mechanical Inc.		Summer 2018
	<b>School-wide:</b> Exterior Painting, Minimal Building Fascia and Dry Rot Repair, Fire and Intrusion System	PBK/To Be Determined	Currently in the bidding process. Contractor will be taken to the board for approval in August	Sept - Nov
<b>Marengo Ranch Elementary</b>	CISCO Phone System – 58 Phones			Summer 2018
	<b>Renovations:</b> Replace Brick Veneer, Bathroom Modifications, Fire and Intrusion System, Roof, Exterior Painting, HVAC System	PBK/To Be Determined	Pending DSA closeout items. District maintenance team is doing most of the closeout work.	Sept 2018 – Aug 2019
<b>Greer Elementary</b>	Variety of DSA closeout items throughout the campus: lighting, fire wall repairs in the attic, etc.	Derivi Castellanos Architects (DCA), F & H Construction	DSA closeout items	July – Dec
	<b>Permanent Classrooms/BFLC Building:</b> Restrooms, Flooring, Sinks, Plumbing, Wall Coverings, Electrical Finishes	Derivi Castellanos Architects (DCA), F & H Construction	Project had to be postponed due to DSA closeouts	Summer 2019
<b>Fairsite Preschool &amp; School Readiness Center</b>	CISCO Phone System – 27 Phones			Summer 2018

**GJUESD West Side Schools School Facilities, Grade Span and Equity Analysis**

SCHOOL GRADE SPAN OPTIONS	BENEFITS	CHALLENGES	ADDITIONAL COMMENTS / CONSIDERATIONS
<p><b>OPTION 1:</b></p> <p>Pre-K: Fairsite</p> <p>TK-6: School 1</p> <p>TK-8: School 2</p>	<ol style="list-style-type: none"> <li>Middle school services on west side opens up MMS space for future Eastview students.</li> <li>West side option of 7-8 at one school or participation at McCaffrey.</li> </ol>	<ol style="list-style-type: none"> <li>Equity perceptions and historical considerations on west side whether there is a programmatic /magnet focus or not.</li> <li>Staffing considerations for potential dual language model.</li> <li>Facility construction considerations and costs.</li> </ol>	<ol style="list-style-type: none"> <li>Some stakeholders want K-8 as an option on east side. This impacts efficient enrollment capacity for 7-8 middle school at McCaffrey.</li> <li>Concern about magnet concept at TK-8. Build the highest quality school in each neighborhood.</li> <li>DELAC parents convey desire for 7th and 8th grade services on west side but also choice opportunity for McCaffrey.</li> <li>District demographics changes and funding considerations per school.</li> <li>Examining School Choice policy for revision.</li> </ol>
<p><b>OPTION 2:</b></p> <p>Pre-K: Fairsite</p> <p>TK-8: School 1</p> <p>TK-8: School 2</p>	<ol style="list-style-type: none"> <li>Middle school services on west side at both schools and opens up MMS space for future Eastview students.</li> <li>All west side learners have west side middle school services.</li> </ol>	<ol style="list-style-type: none"> <li>Equity perceptions and historical considerations on west side whether there is a programmatic /magnet focus or not.</li> <li>Staffing considerations for potential dual language model.</li> <li>Facility construction considerations and costs.</li> <li>Potential limited number of 7 and 8 grade classes at each TK-8 school for effective PLC and learning options.</li> </ol>	<ol style="list-style-type: none"> <li>Can VO <u>and</u> GE be modernized for TK-8?</li> <li>DELAC parents convey desire for 7th and 8th grade services on west side but also choice opportunity for McCaffrey.</li> <li>District demographics changes and funding considerations per school.</li> <li>Examining School Choice policy for revision.</li> </ol>
<p><b>OPTION 3:</b></p> <p>Pre-K: Fairsite</p> <p>TK-3 or variation: School 1</p> <p>4-8 or variation: School 2</p>	<ol style="list-style-type: none"> <li>Past K-1 literacy focus grade span model demonstrated accelerated academic growth benefits.</li> <li>All west side learners have grades 4-8 middle school services.</li> </ol>	<ol style="list-style-type: none"> <li>Equity perceptions and historical considerations on west side whether there is a programmatic /magnet focus or not.</li> <li>Staffing considerations for potential dual language model.</li> <li>Facility construction considerations and costs.</li> </ol>	<ol style="list-style-type: none"> <li>Articulated Pre-K -8 NGSS/STEAM and growing dual language model.</li> <li>Full Day Kindergarten at TK-3 school.</li> <li>Model that can build/innovate/adapt to other GJUESD schools over time.</li> <li>DELAC parents convey desire for 7th and 8th grade services on west side but also choice opportunity for McCaffrey.</li> <li>District demographics changes and funding considerations per school.</li> <li>Examining School Choice policy for revision.</li> </ol>
<p><b>OPTION 4:</b></p> <p>Pre K-2 or variation: School 1</p> <p>4-8 or variation: School 2</p>	<ol style="list-style-type: none"> <li>Literacy focus and accelerated reading growth benefits from past practice with a concentrated GJUESD TK-1 model.</li> <li>Potential cost savings from moving Pre-K services from FS location.</li> </ol>	<ol style="list-style-type: none"> <li>Equity perceptions and historical considerations on west side whether there is a programmatic /magnet focus or not.</li> <li>Staffing considerations for potential dual language model.</li> <li>Facility construction costs for preschool at elementary locations.</li> <li>Prekindergarten state funding sources have economic or geographical requirements.</li> </ol>	<ol style="list-style-type: none"> <li>Are there savings by moving Fairsite school readiness to west side and possibly east side schools</li> <li>Full Day Preschool as an option?</li> <li>Prekindergarten licensing.</li> <li>Costs savings analysis.</li> <li>DELAC parents convey desire for 7th and 8th grade services on west side but also choice opportunity for McCaffrey.</li> <li>District demographics changes and funding considerations per school.</li> <li>Examining School Choice policy for revision.</li> </ol>



OTHER

**1. Ordering Special Election To Fill Board of Trustees Vacancy**

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

- a. The Board adopted Resolution #21 on June 27, 2018 ordering a special election to be held on November 6, 2018, to fill the vacancy on the board created by the resignation of Kevin Papineau. The board took this action in lieu of making a provisional appointment. This is the same date as the General District Election.

Three (3) Governing Board Members with said term to be four years are up for election.

Candidate filing begins July 16, 2018 and ends on August 10, 2018.

- b. August 2018 Informational Panel: What it takes to lead as a school board member?

Session Example: A panel made up of board members (not up for re-election) representing the elementary and high school district, along with the two superintendents. The county superintendent acts as the moderator and provides an overview of the structure of the governance process/relationships for both districts and the county board. Each board member panelist provides a brief introduction of themselves and key points about their role as a member of the governance team. This session concludes with a Q&A.

**2. Williams Uniform Complaint Policy Quarter 4 Report**

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

**3. Galt Balloon Festival**

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



# What It Takes To Lead

The role and function of California's school boards





# What It Takes To Lead

## The role and function of California's school boards

This guide by the California School Boards Association provides answers to frequently asked questions about school board service. In particular, it may assist those:

- › seeking a better understanding of school board members' responsibilities;
- › seeking a better understanding of how public schools are overseen by school boards acting on behalf of the public;
- › considering whom to encourage to run for the school board;
- › considering whom to vote for in a school board election; or
- › considering whether to run for the school board themselves.

### Who are school board members?

School board members are locally elected public officials entrusted with governing public schools in the community. While school board members are elected as individuals, they serve as part of a governance team — one which includes each board member and the superintendent.

### Why do we have school boards?

Citizen oversight of local government is the cornerstone of democracy in the United States. It's the foundation that has lasted through the turbulent centuries since our nation came into being. In the book, *Time for Curriculum*, Henry Brickell and Regina Paul note that we use citizen control for "...cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airplanes, prisons, forests, the military – every government function; all staffed by experts, without exception; and all governed by civilians."

It's appropriate, then, that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities throughout the nation as school board members, the largest category of elected public officials in the United States. School boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. They also provide accountability to the community.

### What's unique about California's schools?

In California, the public schools serve more than six million students — a collective student body larger than the total population of many other states. Over 5,000 school board members govern the nearly 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. While approximately 40 percent of the state general fund goes to support PreK-14 public education California still lags most other states in per-pupil funding, spending almost \$2,000 less than the national average per pupil and ranking 41st in the nation when considering the cost of living and doing business in California. The state spends less of its overall economy (called effort) relative to the rest of the states.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are "elementary districts" with grades kindergarten through 6 or 8, "high school districts" with grades 9 through 12 and "unified districts" with grades Pre-K through 12 — all overseen by local boards of education.

The school districts and county offices of education for which board members are responsible are multi-million dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

## Serving as a school board member

### What is the school board's role and what are its responsibilities?

It's easy to say that school boards "govern" their schools. But what does that mean in everyday practice? The role of the board is to be responsive to the values, beliefs and priorities of its community.

## ***A note regarding county boards of education***

Each of the 58 counties in California has a county office of education (COE) that provides valuable services and support to the districts and directly to students in their county. County boards of education and county superintendents are established as a shared governance model. Board responsibilities and the board–superintendent relationship differ between school districts and county offices. For example, the majority of county superintendents are elected, while five are appointed, whereas district superintendents are hired by the school board. Also, there are seven counties in the state that operate as both a county office and a school district. The laws that govern board meetings, however, are generally similar.

The board has five major governing responsibilities:

### **1. Setting the direction for public schools in the community**

Of all the responsibilities of governing boards, none is more central to the purpose of local governance than ensuring that a long-term vision is established for the school system. The vision reflects the consensus of the entire board, the superintendent and district staff, and the community as to what the students need in order to achieve their highest potential. The vision should set a clear direction for the school district/COE, driving every aspect of the district's/COE's program.

### **2. Establishing an effective and efficient structure**

The board is responsible for establishing and maintaining an organizational structure that supports the district's/COE's vision and empowers the professional staff. Although the board doesn't implement policies or programs, the board is responsible for:

- › employing the superintendent and setting policy for hiring other personnel\*;
- › overseeing the development and adoption of bylaws and policies;
- › setting a direction for and approving adoption of the curriculum;

- › establishing budget priorities\*, adopting the budget and Local Control and Accountability Plan, and overseeing facilities issues\*; and
- › providing direction for and adopting collective bargaining agreements\*.

### **3. Providing support**

Through its behavior and actions, the board has a responsibility to support the superintendent and staff as they implement the established vision. This involves:

- › acting with a professional demeanor that models the district's/COE's beliefs and vision;
- › making decisions and providing resources that support mutually agreed upon priorities and goals;
- › upholding district/COE bylaws and policies the board has approved;
- › ensuring a positive personnel climate exists\*; and
- › being knowledgeable enough about district/COE efforts to explain them to the public.

### **4. Ensuring accountability to the public**

The board represents the community and is accountable to the public for the performance of the schools in the community. The board establishes systems and processes to monitor results, evaluates the school system's progress toward accomplishing the district's vision and communicates that progress to the local community. In order to ensure personnel, program and fiscal accountability, the board is responsible for:

- › evaluating the superintendent and setting policy for the evaluation of other personnel\*;
- › monitoring, reviewing and revising policies;
- › serving as a judicial and appeals body;
- › monitoring student achievement and program effectiveness and requiring program changes as indicated;
- › monitoring and adjusting district finances\*;
- › monitoring the collective bargaining process\*; and
- › evaluating its own effectiveness through board self-evaluation.

### **5. Demonstrating community leadership**

As the only locally elected officials chosen solely to represent the interests of students, board members have

\* Area where county board responsibilities may differ from school board responsibilities.

a responsibility to speak out on behalf of children. Board members are advocates for students, the district's/COE's educational programs and public education. They build support within their communities and at the state and national levels.

The board has a responsibility to involve the community in appropriate, meaningful ways and to communicate clear information to the community about district/COE policies, educational programs, fiscal condition and progress on goals. Governing boards must also ensure that the community and stakeholders have engaged in the LCAP development process. These five responsibilities are so fundamental to a school system's accountability to the public in our democratic society that they can only be performed by an elected governing body. Board members fulfill these roles by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

### What makes an effective school board member?

How board members perform their role is as important as the role itself. Board members' relationships with each other, with the superintendent and other staff, and with the public have a profound impact on a board's effectiveness. These boardsmanship skills affect the board's ability to come to consensus about the direction of the school system, advocate with credibility, and establish a positive climate that encourages the best from staff.

While there is no ideal model of a board member, and while each serves with a unique style, background and perspective, there are some basic characteristics which effective board members have in common. Many of these qualities are acquired through experience and all are important to consider. Fundamental principles of effective governance are reflected in a series of Professional Governance Standards developed with input from board members and superintendents throughout California. Following adoption by the California School Boards Association's Delegate Assembly, the standards have been adopted locally by hundreds of district and county boards across the state. These standards recognize that to be an effective trustee, an individual board member:

- › keeps learning and achievement for all students as the primary focus;
- › values, supports and advocates for public education;

- › recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community;
- › acts with dignity, and understands the implications of demeanor and behavior;
- › keeps confidential matters confidential;
- › participates in professional development and commits the time and energy necessary to be an informed and effective leader;
- › understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff; and
- › understands that authority rests with the board as a whole and not with individuals.

Furthermore, working with the superintendent as a "governance team," the board must have a unity of purpose and must:

- › keep the district/COE focused on learning and achievement for all students;
- › communicate a common vision;
- › operate openly, with trust and integrity;
- › govern in a dignified and professional manner, treating everyone with civility and respect;
- › govern within board-adopted bylaws, policies and procedures;
- › take collective responsibility for the board's performance;
- › periodically evaluate its own effectiveness; and
- › ensure opportunities for the diverse range of views in the community to inform board deliberations.

Finally, effective board members focus on closing opportunity gaps. Given persistent gaps that have denied opportunity to many students based on their economic status, race and other factors, board members that are focused on closing these gaps can help to ensure that public schools truly serve all students. Effective board members look at all decisions through an equity lens, meaning that they are focused on allocating resources to students based on their needs and constantly consider how board actions can help to close or widen access to opportunity.

It is vitally important that voters carefully choose the citizens to oversee their schools to whom they entrust their children and their tax dollars. It is equally important that school board

candidates understand the depth of commitment required to effectively fulfill the school board role.

For example, school districts and COEs are governed by boards, not by individual trustees. Understanding the collective decision-making process is an important step in becoming an effective board member. Optional Board Bylaw 9230, Orientation, provides guidance on how newly elected board members will be oriented to their role on the board.

## Becoming a school board member

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### How does someone become a school board member?

The vast majority of California school board members are locally elected. In only one case are county board members appointed by the county board of supervisors.

When a vacancy occurs on a board, the remaining members of the school board may order an election or appoint a board member to serve until the next regularly scheduled election in accordance with law. If the vacancy occurs within four months of the end of the board member's term, the board does not fill the vacancy.

### Who is eligible to serve on a school board?

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, you may be elected or appointed to a governing board of a school district if you are:

- › 18 years of age or older;
- › a citizen of the state;
- › a resident of the school district (or county for COE members)
- › a registered voter; and
- › not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district that is within the jurisdiction of that county board.

### How many people serve on a school board?

While boards may consist of three, five or seven members, the majority of California school boards are composed of five members.

### How long are school board terms?

School board members serve for terms of four years. Terms are usually staggered so there will be openings every two years.

### When are elections held?

Most school board elections are held in conjunction with November general elections in even-numbered years. The best way to find out the date of the next election is to call the office of the superintendent of the local school district or county office of education.

### How are board members elected?

Board members are elected in one of three ways:

- › **At large:** Board members can live anywhere in the district and are elected by all the voters in the district.
- › **By trustee area:** Board members have specific geographic trustee areas in which they must live and are elected only by the residents of that area. It is important to note that all county board members are elected by trustee area.
- › **From trustee area:** Board members must live in particular geographic areas but are elected "at large" by all the voters in the district.

### How does someone become a candidate for school board?

Candidates must fill out a "declaration of candidacy" form. In most cases, this must be picked up and filed at the county elections office. In a few counties, it's possible to get forms at the local school district administration office or the county office of education. According to the state Elections Code, declaration of candidacy forms must be filed during a period extending from 113 days to 88 days before the election is to be held. For November elections, candidate filing takes place for several weeks during the summer.

Candidates should consult the county elections office to determine whether or not filing fees or nominating signatures are required. Occasionally a school district election is influenced by a city charter and filing procedures may vary somewhat.

There may be a fee if a candidate wishes to have a candidate statement printed in the voter's guide distributed to all local voters. Some school districts and county offices pay for the printing of this statement for all candidates to their board.

### Are there rules about school board campaigns?

School board campaigns range from simple to sophisticated, depending on the candidate and the community. One element all campaigns have in common, however, is the state requirement for reporting campaign finances. State law governs the reporting procedures to be followed. School board candidates who have over \$1,000 in expenditures or receive contributions totaling \$1,000 or more must report contributions and loans received, and expenditures and loan repayments, to the county elections office. School board campaigns range from simple to sophisticated, depending on the candidate and the community.

Once elected, school board members must abide by state requirements dealing with the filing of Statements of Economic Interest relating to conflict-of-interest regulations. These involve public disclosure of economic interests and require public officials, under certain circumstances, to disqualify themselves from making governmental decisions which could affect their financial interests. More information on this topic is available from the California Fair Political Practices Commission in Sacramento.

### Where is more information available about the election process?

The county elections office has complete information about the local elections process. The superintendent's office in the local school district or county office of education should be able to provide the name and phone number of the county government office that handles elections. In many counties, candidate handbooks are available. Additional information is available in California's Education Code, Government Code and Elections Code.

## Newly elected school board member resources

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The California School Boards Association offers a variety of resources and training specific to the needs of school board members.

### Professional development

[www.csba.org/TrainingAndEvents/GovernanceBasics](http://www.csba.org/TrainingAndEvents/GovernanceBasics)

**CSBA's Orientation for New Trustees at the Annual Education Conference** – This one-day, preconference orientation for new trustees prepares new board members for their first 100 days of service.

**Institute for New and First-Term Board Members** – This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities.

Professional development continues throughout your journey as a school board member. Visit [www.csba.org/TrainingAndEvents](http://www.csba.org/TrainingAndEvents) for a full list of all CSBA trainings.

### Publications

*Call to Order: A Blueprint for Great Board Meetings* – This comprehensive resource includes content regarding the structure and leadership for board meetings as well as parliamentary procedure.

*The Brown Act: School Boards and Open Meeting Laws* – This guide to the Brown Act is a must-have for any board member.

*The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research* – This report synthesizes district improvement research and demonstrates how school boards can impact student outcomes.

To view all of CSBA's publications, visit [www.csba.org/CSBAStore](http://www.csba.org/CSBAStore).

The CSBA website provides a wealth of resources and information for all board members. Visit us at [www.csba.org](http://www.csba.org).



**California School Boards Association**  
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# Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

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

## SUBMITTER INFORMATION

**Name**

Person submitting form

**Job Title**

**Phone Number**

Include area code

**E-mail Address**

## DISTRICT INFORMATION

**School District**

**Year Covered by This Report**

**Quarter Covered by This Report**

## COMPLAINTS

### Sufficiency of Textbooks

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

### Emergency School Facilities Issues

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

### Vacancy or Misassignment of Teachers

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



## RESOLUTION OF COMPLAINTS

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

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

### REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

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

**Includes All UCP Complaints**

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

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

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### RETURN INSTRUCTIONS

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



# GALT BALLOON FESTIVAL

## HOT AIR BALLOONS

Balloons launch at sunrise  
(approx. 6 am)  
Weather Permitting

## TETHERED BALLOONS

Tethered Rides:  
\$10 Per Person  
Weather Permitting | Pilot's Discretion

# AUGUST 11-12, 2018

McFarland Living History Ranch | 8899 Orr Road  
Gate Opens at 5:00 AM

Arrive early to watch the balloons launch!

Admission \$5 in advance | \$10 at the gate | VIP Parking \$10  
Children 5 and under free.

VIP Parking Pass must be purchased in advance. Satellite parking and shuttle buses located at Galt Market, 610 Chabolla Avenue.

[www.GaltBalloonFestival.com](http://www.GaltBalloonFestival.com)

[GaltBalloonFestival](https://www.facebook.com/GaltBalloonFestival)



Tickets Available At The Following Locations

Galt Chamber Office | The Galt Herald | Express Type & Graphics

Barsetti Vineyards Tasting Room | River Rock Brewery

The Coffee Shop Bakery | State Farm Insurance | Best Western Galt Inn



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> 171.918 Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>a. Approval of the Agenda</p> <p>b. Minutes: June 27, 2018 Regular Board Meeting</p> <p>c. Payment of Warrants: <u>Vendor Warrant Numbers:</u> 18410715-18410794, 18411593-18411664, 18413100-18413131, 19414134-19414165, 19414574-19414641, 19414893-19414898 <u>Certificated/Classified Payrolls Dated:</u> 6/29/18, 7/10/18</p> <p>d. Personnel</p> <ol style="list-style-type: none"><li>1. Resignations/Retirement</li><li>2. Leave of Absence Requests</li><li>3. New Hires</li></ol>	

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

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

Wednesday, June 27, 2018  
Galt City Hall Chamber  
380 Civic Drive, Galt, CA 95632

# MINUTES

- A.** Present for closed session: Karen Schauer, Tom Barentson, Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, John Gordon, Grace Malson, Matthew Felix

Closed Session was called to order at 5:56pm by John Gordon to discuss the following items:

1. STUDENT MATTER, Education Code §35146, 48918(c),
  - Expulsion Re-admit Case #17/18-01
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

6:45pm: Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock and Lois Yount exited closed session.

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

- B. Closed Session Adjourned** at 7:08pm. The open meeting was called to order at 7:13pm by John Gordon followed by the flag salute. He announced no action taken in closed session.

**C. Governance Team Update**

1. Karen Schauer announced the resignation of Kevin Papineau. Mr. Papineau served almost two terms and served as board president twice. Dr. Schauer stated that it was an honor to work Mr. Papineau.

Additionally, Wesley Cagle could not attend the meeting and would call in for a portion of the meeting.

**D. Public Comments**

There was no public comment.

**E. Communications**

1. Karen Schauer shared a communication from CA State University Sacramento recognizing Tammy Wohl, Principal Secretary at Robert L. McCaffrey Middle School, for her work with the Academic Talent Search (ATS) program.

**F. Reports**

LCAP GOAL 1

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

1. Karen Schauer reported that the district will not apply for the Full Service Community Schools (FSCS) Grant Program.

LCAP GOAL 2

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

1. Karen Schauer reported Ron Rammer, McCaffrey Middle School Principal, contributed to the publication, R&D ALERT Publication & Resources. She indicated Mr. Rammer's testimonial regarding the implementation of the Next Generation Science Standards (NGSS), How School and District Leaders Are Making Science Happen, conveyed expert implementation examples through accounts of student engagement and school leadership insights.

LCAP GOAL 3

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

LCAP GOAL 4

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

At this time, Karen Schauer acknowledged Tom Barentson for his years of service inspiring the district to Grow And Learn Together.

Tom Barentson thanked everyone for the opportunity to serve the district and the community of Galt.

1. Karen Schauer shared a McCaffrey Middle School Bright Future Learning Center (BFLC) Video by MeTEOR Education. She indicated Mr. Barentson collaborated with MeTEOR and Ron Rammer to design the middle school BFLC.

Tom Barentson acknowledged Robert Milligan, Maintenance Supervisor, for his work and service to the district. He indicated that Mr. Milligan will be taking on a larger role in the Amador School District as Maintenance & Operations Director.

2. Tom Barentson reported the district has 123 portable buildings. He indicated that the district plans to replace at least 28 of them.

Lois Yount shared a project sign for the Valley Oaks elementary multi-purpose building renovation indicating how Measure K tax dollars are being used.

John Gordon asked what the status is of portables, parking and the administration building.

Lois Yount indicated those areas would be addressed in phase 3.

John Gordon stated that the State Allocation Board deferred action on a proposal to cease accepting applications once bond authority has been exhausted. He asked if the district will be able to submit an application for Valley Oaks Elementary by August.

Tom Barentson stated the district is working towards submitting an application in August.

Lois Yount stated that the district is in the process of submitting an application. In addition, the district is starting the process to apply for facility hardship money for Marengo Ranch Elementary.

3. Tom Barentson reported on the Galt Schools Joint Powers Authority (JPA). He indicated that the JPA [Community Facilities District No. 1] started in 1992 and many residents have been paying into it since then. The JPA committee is creating a special sub-committee to consider options moving forward. It is possible that the debt service could be complete by 2024.

Mr. Barentson stated that the JPA released \$500,000.00 to be dispersed between the high school district and the elementary district to finish additional facilities projects.

John Gordon asked if there was a decision made on how the funds would be split between the districts.

Tom Barentson stated that it is normally split by enrollment which would indicate 60% to the elementary district and 40% to the high school district. However, the JPA considered the needs of each district and decided to split funds 50/50. The sub-committee will bring a recommendation to the JPA board in September for future considerations.

#### OTHER

1. Karen Schauer reported that the California School Employees Association (CSEA) and GJUESD have reached a tentative two year agreement. She indicated that CSEA plans to consider ratification on July 2, 2018. If they ratify the agreement the district will bring it to the board for consideration at the July regular meeting.

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

171.903 Karen Schauer and John Gordon recognized Robert Milligan, Maintenance Supervisor, for his service to children.

**Consent  
Calendar**

A motion was made by Grace Malson to approve the Consent Calendar, seconded by Matthew Felix and unanimously carried.

- a. Approval of the Agenda
- b. Minutes: May 16, 2018 Special Board Meeting  
Minutes: May 23, 2018 Regular Board Meeting  
Minutes: June 13, 2018 Special Board Meeting
- c. Payment of Warrants:  
Vendor Warrant Numbers: 18402640-18402700, 18403369-18403420, 18404441-18404507, 18405128-18405167, 18407220-18407280,



18408988-18409072

Certificated/Classified Payrolls Dated: 5/18/18, 5/31/18, 6/8/18, 6/15/18

- d. Personnel
  - 1. Resignations/Retirement
  - 2. Leave of Absence Requests
  - 3. New Hires
  - 4. Reclassifications
- e. Donations
- f. Approval to Destroy Old District Records Pertaining to Business, Food Services, Educational Services, Personnel and Payroll
- g. Resolution #19: Pre-Kindergarten and Family Literacy Program Contract Number CPKS-8072
- h. Resolution #20: California State Preschool Program Contract Number CSPP-8398
- i. Out of State Conference Attendance: Jennifer Collier, Extended Learning Supervisor
- j. Dannis Woliver Kelley 2018-2019 Agreement for Professional Services
- k. Parker & Covert LLP Legal Services Agreement; Fee Adjustment
- l. Margaret Gratiot, PH.D. Educational Coaching and Consulting Agreement

171.904	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
171.905	A motion was made by John Gordon to amend and approve Resolution #21 Ordering Special Election To Fill Vacancy, Specifications Of Election Order, And Consolidation Request, seconded by Grace Malson and unanimously carried. The amended resolution changes the number of elected members of the Board of Trustees of the District from two to three.	Res #21 Board Vacancy
171.906	John Gordon tabled action on Revised Committee Member Appointments for 2018 to the July regular board meeting.	Board Committees
171.907	A motion was made by Matthew Felix to approve Expulsion Re-admit Case #17/18-01, seconded by Grace Malson and unanimously carried.	Student Matter

8:10pm: John Gordon called a recess.

**8:12pm:** Wesley Cagle joined the meeting via teleconference from Folsom CA.

8:13pm: John Gordon called meeting to order.

- 171.908 Karen Schauer reported no additional feedback has been received. **LCAP**
- A motion was made by Matthew Felix to approve the 2018-19 Local Control Accountability Plan, seconded by Grace Malson. The motion carried by a vote of 3 Ayes by Matthew Felix, Grace Malson and Wesley Cagle and a No vote by John Gordon.
- 171.909 A motion was made by Grace Malson to approve the 2018-19 Budget and 2017-18 Budget Revisions, seconded by Wesley Cagle. The motion carried by a vote of 4 Ayes by Matthew Felix, Grace Malson, John Gordon and Wesley Cagle. **Budget**
- 8:30pm Wesley Cagle exited the meeting by phone conference call at this time.
- 171.910 A motion was made by John Gordon to approve Galt Schools Transportation Services Agreement, seconded by Matthew Felix and unanimously carried. **Trans Ser Agrmnt**
- 171.911 A motion was made by Grace Malson to approve Maintenance /Operations & Transportation (MOT) Supervisor Job Description, seconded by Matthew Felix and unanimously carried. **MOT Job Desc**
- 171.912 A motion was made by Matthew Felix to Appoint Kevin Sellstrom to Maintenance/Operations & Transportation (MOT) Supervisor, seconded by John Gordon and unanimously carried. **MOT Appt**
- John Gordon recommended that Mr. Sellstrom attend the California's Coalition for Adequate School Housing (CASH) Technical Training
- 171.913 A motion was made by John Gordon to approve Agreement Among City of Galt, Galt Joint Union High School District and Galt Joint Union Elementary School District Regarding the School Resource Officer Program, seconded by Matthew Felix and unanimously carried. **SRO Agrmnt**
- 171.914 A motion was made by Grace Malson to approve Resolution No. 17: To Reduce or Eliminate Classified Staff Due to Lack of Work Lack of Funds, seconded by John Gordon and unanimously carried. **Res #17 Classified RIF**
- 171.915 A motion was made by Matthew Felix to approve Auction of Surplus Portable Buildings, seconded by John Gordon and unanimously carried. **Auction Surplus Bldgs**
- 171.916 A motion was made by John Gordon to approve Auction of Surplus Equipment and Material, seconded by Matthew Felix and unanimously carried. **Auction Surplus Equip**
- 171.917 A motion was made by Grace Malson to approve Resolution No. 22 Approving a Site Lease, a Sub Lease, and Construction Services Agreement Relating to the Valley Oaks Elementary School Multi-Use **Res #22 Site Lease Sub Lease Constr Ser**

Modernization, seconded by Matthew Felix and unanimously carried.

Agrmnt

Tom Barentson thanked everyone for the opportunity to serve in the GJUESD.

**H. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. School Facilities Capacity & Equity

**I. Adjournment**

The meeting adjourned at 9:03pm

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Matthew Felix, Clerk

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Date



## CONSENT CALENDAR

### Human Resources

Recommend approval of the following:

#### Resignations/Retirements

Name	Position	Effective Date	Site
Hafoka, Monique	Instructional Asst.	7/11/2018	Valley Oaks
Harrison, Debra (Retirement)	Spec. Ed. Instructional Asst.	7/31/2018	McCaffrey
Hernandez, Michelle	Teacher	6/29/2018	Vernon E. Greer
Macias, Manuel	Teacher	6/30/2018	Marengo Ranch
Ochoa, Bianca	Instructional Asst.	7/10/2018	River Oaks
Pfeiffer, Annette (Retirement)	Teacher	6/27/2018	McCaffrey
Seagraves, Ann	Instructional Asst.	7/2/2018	River Oaks
Wolfe, Elizabeth	Instructional Asst.	6/21/2018	Lake Canyon

#### Leave of Absence Requests

Name	Position	Effective Date	Site
Hoyos, Nancy	Instructional Asst.	8/15/2018 – 10/21/2018	Fairsite
Milligan, Emily	Instructional Asst.	8/22/2018 – 10/5/2018	Vernon E. Greer
Semas, Stephanie	Administrative Asst.	7/25/2018 – 8/17/2018	District Office

#### New Hires

Name	Position	Site
Bradley, Samantha	Teacher	Vernon E. Greer
Brewer, Nicole	Teacher	McCaffrey Middle School
Chapin, Danielle	Yard Supervisor (Transfer)	Greer
Hernandez, Daniel	Custodian	Marengo Ranch
McCoy, Shauna	Instructional Assistant	Marengo Ranch
Ordaz, Katrina	Health Assistant (Transfer)	River Oaks
Meixner, Laura	Food Service	McCaffrey Middle School
Vigil, Lisa	Food Service	Marengo Ranch
Zimmerman, Shelly	Custodian (Transfer)	Valley Oaks



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> 171.919 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

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



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> 171.920 Board Action Regarding Expulsion Re-admit Case #17/18-03
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>





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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> 171.921 Board Consideration of Approval of Revised Committee Member Appointments for 2018
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

Given the Board member resignation of Kevin Papineau, it is recommended the Board take action to possibly reassign some committee appointments through December 2018.

# 2018 GJUESD Board Member Committee Appointments

<b>CAST</b> (City And Schools Together)	<b>Galt Schools JPA</b> (Joint Powers Authority)	<b>Transportation</b>	<b>SCSBA</b> (Sacramento County School Board Association Rep.)	<b>Board Policy Committee</b>
Meets as needed.  5:00 p.m. City of Galt	Meets quarterly, 2 <sup>nd</sup> Monday of Jan., Mar., June & Sept. (additional meetings called as needed)  5:30 p.m. GJUESD District Office	Meets as needed.	Meets as needed.	Meets as needed.
Committee communicates and collaborates concerning Galt youth matters, opportunities, and partnerships. Committee composed of 2 city council members, 2 GJUESD Board members, and 2 GHSD board members, city manager and district superintendents.	Established December 12, 1990 between the Galt Joint Union High School District and the Galt Joint Union Elementary School District. The purpose of the Galt Schools JPA is to provide for the financing or refinance the acquisition, construction and improvement of various school facilities for the GHSD and the GJUESD.	Committee represents GJUESD and GHSD to discuss transportation matters.	Brings together school governing board members and the county office on behalf of Sacramento county children as needed.	Committee prepares GJUESD new policies or revises existing policies for board consideration.
Note: The CAST Committee typically meets 4 times a year.	Note: The JPA typically meets 4 times a year.	Note: The Transportation Committee meets as needed.	Note: There are 2 SCSBA meetings per year. One in March and one in October.	Note: The Board Policy Committee meets as needed.
<b>Members</b>	<b>Members</b>	<b>Members</b>	<b>Member</b>	<b>Member</b>
John Gordon	Kevin Papineau	Wesley Cagle	John Gordon	Grace Malson
Grace Malson	Grace Malson	Kevin Papineau		
<i>Alternate:</i> Wesley Cagle	<i>Alternate:</i> Wesley Cagle	<i>Alternate:</i> John Gordon	<i>Alternate:</i> Grace Malson	



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/17	<b>Agenda Item: 131.922</b> Board Consideration of Approval To Appoint Laura Papineau, Assistant Principal, Lake Canyon Elementary
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

Due to an assistant principal vacancy, Laura Papineau is recommended for board approval to serve as an elementary school assistant principal at Lake Canyon Elementary.

Ms. Papineau has served as a GJUESD educator for 17 years. She has a wide range of teaching experience and leadership that have included experience as a 1.) Special Education teacher, 2.) Resource Specialist and 3.) Curriculum Coach specializing in Multi-Tiered System of Supports (MTSS) while providing support to teachers who provide special education services to learners.



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.923</b> Board Consideration of Approval of 2018-19 Expulsion Panel Members
<b>Presenter:</b> Donna Mayo-Whitlock	
<p>EC 48918(d) states that expulsion hearings may be heard by the Board, or the Board may appoint a panel of administrators to act in that capacity. The following administrators need to be formally confirmed by the Board of Trustees to serve as expulsion panel members.</p> <p>Alison Calhoun, Assistant Principal, River Oaks Elementary          Christina Homdus, Assistant Principal, Greer Elementary          Claudia Del Toro-Anguiano, Director of Curriculum          David Nelson, Principal, Valley Oaks Elementary          Donna Gill, Principal, River Oaks Elementary          Gerardo Martinez, Assistant Principal, McCaffrey Middle School          Jennifer Porter, Principal, Marengo Ranch Elementary          Judith Hayes, Principal, Lake Canyon Elementary          Julie Grandinetti, Assistant Principal, McCaffrey Middle School          Kuljeet Nijjar, Assistant Principal, Marengo Ranch Elementary          Laura Marquez, Assistant Principal, Valley Oaks Elementary          Laura Papineau, Assistant Principal, Lake Canyon Elementary          Lois Yount, Director of Business Services          Ron Rammer, Principal, McCaffrey Middle School          Stephanie Simonich, Principal, Greer Elementary</p>	



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.924</b> Board Consideration of Approval of 2018-2019 Consolidated Application
<b>Presenter:</b> Donna Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.</p> <p>Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.</p> <p>The winter release of the application is submitted in January of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.</p> <p>Title I – To improve the academic achievement of the disadvantaged</p> <p>Title II – To prepare, train, and recruit High Quality Teachers and Principals</p> <p>Title III – To provide language instruction for Limited English Proficient and immigrant students.</p> <p>Approval is recommended.</p> <p>Fiscal Impact: Approximately \$1,399,114.00 additional funding for supplemental education.</p>	

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:

Joy Paull, [jpau11@cde.ca.gov](mailto:jpau11@cde.ca.gov), 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Dr Karen Schauer Ed.D
Authorized Representative's Signature	<i>Karen Schauer</i>
Authorized Representative's Title	GJUESD Superintendent
Authorized Representative Signature Date	06/27/2018

\*\*\*Warning\*\*\*

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**2018-19 Protected Prayer Certification**

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269

**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr Karen Schauer Ed.D.
Authorized Representative Title	GJUESD Superintendent
Authorized Representative Signature Date	06/18/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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**2018-19 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov), 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p><b>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP</b></p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.</p>	<p>08/02/2017</p>
<p><b>Charter Schools Enter the adoption date of the charter school LCAP</b></p>	
<p>Authorized Representative's Full Name</p>	<p>Dr. Karen Schauer Ed.D</p>
<p>Authorized Representative's Title</p>	<p>GJUESD Superintendent</p>

**\*\*\*Warning\*\*\***

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**2018-19 Application for Funding**

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/22/2018
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**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Donna Mayo Whitlock
DELAC review date	06/18/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes
<b>Title IV, Part A (Student Support)</b>	Yes

**\*\*\*Warning\*\*\***

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

ESSA Sec. 1112(b) SACS 4127	
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**2018-19 Title III English Learner Student Program Subgrant Budget**

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Estimated Entitlement Calculation**

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	821
Estimated English learner entitlement amount	\$81,320

**Note: \$10,000 minimum program eligibility criteria**

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

**Budget**

Professional development activities	\$2,000
Program and other authorized activities	\$11,334
English Proficiency and Academic Achievement	\$56,693
Parent, family, and community engagement	\$9,698
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$1,595
<b>Total budget</b>	<b>\$81,320</b>

**\*\*\*Warning\*\*\***

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**2018-19 Title III Immigrant Student Program Subgrant Budget**

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Estimated Entitlement Calculation**

Estimated immigrant per student allocation	\$92.35
Estimated immigrant student count	34
Estimated immigrant entitlement amount	\$3,140

**Note: Eligibility criteria**

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

**Budget**

Authorized activities	\$2,927
Direct administration costs (Amount should not exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$213
<b>Total budget</b>	<b>\$3,140</b>

**\*\*\*Warning\*\*\***

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### 2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

**\*\*\*Warning\*\*\***

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**2018-19 Other ESEA Nonprofit Private School Participation**

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

**CDE Program Contact:**

Anie Wilson, Teacher and Leader Policy Office, [awilson@cde.ca.gov](mailto:awilson@cde.ca.gov), 916-445-5669  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Title II, Part A Improving Teacher and Principal Quality**

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

**Title III Immigrant and English Learner Student Subgrant Program**

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Title II, Part A Participation	Title III Immigrant Participation	Title III English Learner Participation	School Added
Galt Christian School	6901987	29	N	N	N	N
Galt Adventist Christian	6905251	22	N	N	N	N

**\*\*\*Warning\*\*\***

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**2018-19 Nonprofit Private School Consultation**

The LEA shall provide, on an equitable basis, special education services or other benefits to eligible children attending a nonprofit private school.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Galt Christian School	6901987	29	Y	Y	Y	Y1	N

**\*\*\*Warning\*\*\***

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**California Department of Education**

Galt Joint Union Elementary (34 67348 0000000)

**Consolidated Application**

Status: Certified  
Saved by: Donna Mayo-Whitlock  
Date: 6/28/2018 3:53 PM

**2018-19 Title I, Part A Nonprofit Private School Participation**

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy and Program Guidance Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948  
Rina DeRose, Title I Policy and Program Guidance Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

The LEA must offer to provide equitable services that address the needs of eligible students attending nonprofit private school and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information field in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

School Name	School Code	Enrollment	Participating	Low Income Student Count	School Added
Galt Adventist Christian	6905251	22	N		N
Galt Christian School	6901987	29	N		N

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part A Notification of Authorization of Schoolwide Program**

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269  
 Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

**Note:**

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 07/30/2017)	Low Income %	SIG Approval Date (ex. 07/30/2017)	SWP Waiver Approval Date (ex. 07/30/2017)
Lake Canyon Elementary	0107946	Y	10/28/2009	50.00%		
Marengo Ranch Elementary	6114185	Y	10/28/2009	41.00%		
River Oaks Elementary	6110654	Y	10/28/2009	55.00%		
Robert L. McCaffrey Middle	0100040	Y	10/28/2009	48.00%		
Valley Oaks Elementary	6033310	Y	12/12/2007	79.00%		
Vernon E. Greer Elementary	0119420	Y	10/28/2009	55.00%		

**\*\*\*Warning\*\*\***

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**California Department of Education**

Galt Joint Union Elementary (34 67348 0000000)

**Consolidated Application**

Status: Certified  
 Saved by: Donna Mayo-Whitlock  
 Date: 2/9/2018 2:05 PM

**2017-18 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Title I Policy and Program Guidance Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

**Allowable Exception Reasons**

- a - Meets 35% Low Income Requirement
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opted In
- k - Funded with EIA/SCE

Low income measure FRPM  
 Group Schools by Grade Span Yes  
 District-wide low income % 53.98%  
 Available Title I, Part A school allocation \$542,437  
 Available parent and family engagement reservation \$12,265  
 Total participating nonprofit private school low income students

School Name	School Code	Grade Span Group	Student Enrollment	Low Income Students	Low Income Student %	Eligible for Funding	Funding Required	Public School	Ranking	Planned for Funding	\$ Per Low Income Student (0.00)	Carryover	TIA School Allocation	Parent and Family Engagement Amount	Total School Allocation	Exception Reason
Valley Oaks Elementary	6033310	1	567	447	78.84	Y	Y	Y	1	Y	276.77	\$0	123716.19	\$2,798	126514.19	
Vernon E. Greer Elementary	0119420	1	460	255	55.43	Y	N	Y	2	Y	276.75	\$0	70571.25	\$1,596	72167.25	
River Oaks Elementary	6110654	1	562	309	54.98	Y	N	Y	3	Y	276.75	\$0	85515.75	\$1,933	87448.75	

**\*\*\*Warning\*\*\***

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2017-18 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Low Income Students	Low Income Student %	Eligible for Funding	Funding Required	Public School	Ranking	Planned for Funding	\$ Per Low Income Student (0.00)	Carryover	TIA School Allocation	Parent and Family Engagement Amount	Total School Allocation	Exception Reason
Lake Canyon Elementary	0107946	1	572	284	49.65	N	N	Y	4	Y	276.75	\$0	78597.00	\$1,777	80374.00	a
Marengo Ranch Elementary	6114185	1	541	223	41.22	N	N	Y	5	Y	276.74	\$0	61713.02	\$1,395	63108.02	a
Robert L. McCaffrey Middle	0100040	2	929	442	47.58	N	N	Y	1	Y	276.75	\$0	122323.50	\$2,766	125089.50	a

\*\*\*Warning\*\*\*

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**2017-18 Title I, Part A LEA Allocation**

The purpose of this data collection is to calculate the full Title I, Part A allocation available to the LEA.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy and Program Guidance Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948

**Nonprofit Private School Equitable Services Percentage Calculation**

Total participating nonprofit private school low income students	
Total participating attendance area low income students	
Percent of nonprofit private school low income students for equitable service calculations	0.00%

**Title I, Part A LEA Allocations**

2017-18 Title I, Part A entitlement	\$1,226,546
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$1,226,546
<b>Note:</b> In order for the 2016-17 allowable carryover amount to be pre-populated, the 2016-17 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2016-17 Allowable Carryover  (Allowable values are the 12 month 2016-17 carryover amount or, whichever is less either the 15 month 2016-17 carryover amount or 15% of the 2016-17 entitlement plus transferred-in amount)	\$0
Repayment of funds	
2017-18 Total allocation	\$1,226,546
Nonprofit private school equitable services proportional share amount	\$0
Total allocation after nonprofit private school equitable services proportional share amount	\$1,226,546
Indirect cost reservation	\$72,801
Administrative reservation	\$95,000
2017-18 Title I, Part A adjusted allocation	\$1,058,745
<b>Indirect Cost and Administration Calculation Tool</b> To help determine allowable indirect cost and administrative reservations, based on the LEA's approved indirect cost rate, as defined on the Indirect Cost Rates Web page at <a href="http://www.cde.ca.gov/fg/ac/ic/">http://www.cde.ca.gov/fg/ac/ic/</a> , below are recommended values.	
2017-18 Approved indirect cost rate	6.31%
Maximum allowable indirect cost reservation	\$72,801
Recommended administration reservation	\$111,181

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part A Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Title I Policy and Program Guidance Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**Required Reservations**

Parent and Family Engagement (1% of the entitlement if greater than \$500,000.)	\$12,265
School parent and family engagement	\$12,265
LEA parent and family engagement	\$4,000
Direct or indirect services to homeless children, regardless of their school of attendance	\$18,636
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Public school Choice transportation (Only applies to students previously transferred under NCLB.)	\$0

**Authorized Reservations**

Other authorized activities	\$481,407
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**Reservation Summary**

Title I, Part A adjusted allocation	\$1,058,745
Total required reservations	\$22,636
Total authorized reservations	\$481,407
Allocation after reservations	\$554,702
School parent and family engagement set-aside	\$12,265
Amount available for Title I, Part A school allocations	\$542,437

**\*\*\*Warning\*\*\***

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**2017-18 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders.

**CDE Program Contact:**

Melissa Flatt, Teacher and Leader Policy Office, [mflatt@cde.ca.gov](mailto:mflatt@cde.ca.gov), 916-324-5689  
 Juan J. Sanchez, Educator Excellence Office (Title II), [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-319-0452

2017-18 Title II, Part A entitlement	\$161,296
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$161,296
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2017-18 Allocation	\$161,296
Administrative and indirect costs	\$9,574
2017-18 Title II, Part A adjusted allocation	\$151,722

**\*\*\*Warning\*\*\***

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**2017-18 Title III, Part A English Learner LEA Allocations and Reservations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III, Part A English Learner, and to report required reservations.

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2017-18 Title III, Part A English Learner entitlement	\$77,460
Transferred-in amount	\$0
Repayment of funds	
2017-18 Allocation	\$77,460

**Allocation Reservations**

Professional development activities	\$19,764
Program and other authorized activities	\$7,840
English Proficiency and Academic Achievement	\$44,847
Parent, family, and community engagement	\$2,000
Direct administration costs (Amount cannot exceed 2% of the entitlement)	\$1,519
Indirect costs	\$1,490
Total allocation reservations	\$77,460

**\*\*\*Warning\*\*\***

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## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.925</b> Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and California Schools Employee Association (CSEA)
<b>Presenter:</b> Karen Schauer Lois Yount	<b>Public Hearing:</b> XX <b>Information Item:</b>

Effective July 1, 2018, the ratified agreement includes:

#### **2017-18**

- a. 1% increase on the salary schedule retroactive to February 1, 2018
  - This salary increase shall not apply to Yard Duty Supervisors
- b. One-time bonus
  - Employees working 6 or more hours daily will receive \$500
  - Employees working less than 6 hours will receive \$300
  - The bonus shall not apply to Yard Duty Supervisors
  - Bonus is contingent on closing of the District's financial books that reflect \$200,000 above the ending general balance projected from 2017-2018 interim budget.

#### **2018-19**

- a. 1.5% increase on the salary schedule
  - This salary increase shall not apply to Yard Duty Supervisors
- b. Increase to the health benefit cap from \$665 to \$700
- c. \$150 per year shoe stipend for maintenance, custodians, and groundskeepers

Pending final state budget adoption, bilingual office assistants at all elementary sites will be increased to seven hours.

GJUESD and CSEA agree to form a joint committee to examine:

- a. Possible changes to the classified salary schedule given the changes in minimum wage
- b. Different options for bilingual compensation

The Sacramento County Office of Education (SCOE) has reviewed the agreement prior to board action. The Public Disclosure of the agreement in accordance with AB 1200 was submitted to SCOE and posted.

**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 School District  
 Name of Bargaining Unit: CSEA  
 Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: 7/1/2017 and ending: 6/30/19  
 (date) (date)

The Governing Board will act upon the agreement on: July 25, 2018  
 (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 18-19	FY 18-19	FY 19-20	FY 20-21
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$6,481,472.00	\$190,634.00	\$0.00	\$0.00
		2.94%	0.00%	0.00%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$0.00	\$4,500.00	\$0.00	\$0.00
Description of other compensation		Shoe Stipend		
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$703,743.00	\$29,784.00	\$0.00	\$0.00
		4.23%	0.00%	0.00%
4 Health/Welfare Plans	\$630,276.00	\$51,791.32	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$7,815,491.00	\$276,709.32	\$0.00	\$0.00
		3.54%	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	\$263,838.00	\$263,838.00	\$263,838.00	\$263,838.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	183.85	183.55	183.85	183.85
8 Total Compensation <u>Average</u> Cost per Employee	42,510.15	1,505.08	0.00	0.00
		3.54%	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"?

1% increase for 17/18 retroactive back to 2/1/2018  
1.5% increase beginning in 2018-19

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.)

Shoe stipend of \$150 for 2 groundskeepers, 24 custodians, 3 M&O workers and 1 mechanic.

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

If yes, please describe the cap amount.

The cap on all Health and Welfare benefits is \$665 and is being increased to \$700 in 18-19.

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



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

The May 2018 budget revise must be substantially equivalent to Governor's January proposed budget for a bonus of \$500 for 6+ hours and \$300 for less than 6 hours.  
This does not apply to yard supervisors

**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.**

This agreement will add \$276709 to the deficit financing in 18-19.  
The District has analyzed the 19-20 projected budget and identified \$1,050,000.00 in possible cuts  
The District has analyzed the 20-21 projected budget and identified \$500,000.00 in possible cuts  
The District is anticipating enrollment growth in 18/19.  
Additional significant growth is expected due to a large approved residential development in 20/21.

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

There are no other major provisions.

**G. Source of Funding for Proposed Agreement**

**1. Current Year**

Fund 1, Fund 12 and Fund 13

**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)?**

**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.)**

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 6/27/2018 )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$31,441,077			\$31,441,077
Remaining Revenues (8100-8799)	\$2,198,620			\$2,198,620
<b>TOTAL REVENUES</b>	<b>\$33,639,697</b>	<b>\$0</b>	<b>\$0</b>	<b>\$33,639,697</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$15,172,155			\$15,172,155
Classified Salaries (2000-2999)	\$5,091,987	\$114,105		\$5,206,092
Employee Benefits (3000-3999)	\$6,070,059	\$37,512		\$6,107,571
Books and Supplies (4000-4999)	\$840,902	\$4,050		\$844,952
Services, Other Operating Expenses (5000-5999)	\$2,101,090			\$2,101,090
Capital Outlay (6000-6999)	\$1,000			\$1,000
Other Outgo (7100-7299) (7400-7499)	\$43,876			\$43,876
Direct Support/Indirect Cost (7300-7399)	-\$377,673			-\$377,673
Other Adjustments		-\$240,000		-\$240,000
<b>TOTAL EXPENDITURES</b>	<b>\$28,943,396</b>	<b>-\$84,333</b>	<b>\$0</b>	<b>\$28,859,063</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$4,696,301</b>	<b>\$84,333</b>	<b>\$0</b>	<b>\$4,780,634</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$31,905</b>			<b>\$31,905</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>-\$250,000</b>			<b>-\$250,000</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>-\$4,655,796</b>	<b>-\$113,968</b>		<b>-\$4,769,764</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$177,590</b>	<b>-\$29,635</b>	<b>\$0</b>	<b>-\$207,225</b>
<b>BEGINNING BALANCE</b>	<b>\$1,541,314</b>			<b>\$1,541,314</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$1,363,724</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,334,089</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$0			\$0
Reserved for Economic Uncertainties (9770)	\$1,268,324	-\$29,635		\$1,238,689
Designated Amounts (9775-9780)	\$95,400	\$0		\$95,400
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 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$6,872,233			\$6,872,233
<b>TOTAL REVENUES</b>	\$6,872,233	\$0	\$0	\$6,872,233
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$3,936,917	\$0		\$3,936,917
Classified Salaries (2000-2999)	\$2,284,833	\$51,874		\$2,336,707
Employee Benefits (3000-3999)	\$3,402,112	\$30,344		\$3,432,456
Books and Supplies (4000-4999)	\$600,496	\$450		\$600,946
Services, Other Operating Expenses (5000-5999)	\$1,105,278			\$1,105,278
Capital Outlay (6000-6999)	\$374,862			\$374,862
Other Outgo (7100-7299) (7400-7499)	\$69,900			\$69,900
Direct Support/Indirect Cost (7300-7399)	\$249,571			\$249,571
Other Adjustments		\$0		\$0
<b>TOTAL EXPENDITURES</b>	\$12,023,969	\$82,668	\$0	\$12,106,637
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$5,151,736	-\$82,668	\$0	-\$5,234,404
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>				\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>				\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$4,655,796	\$82,668		\$4,738,464
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	-\$495,940	\$0	\$0	-\$495,940
<b>BEGINNING BALANCE</b>	\$1,123,551			\$1,123,551
Prior-Year Adjustments/Restatements (9793/9795)				\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$627,611	\$0	\$0	\$627,611
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$627,611	\$0		\$627,611
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: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$31,441,077	\$0	\$0	\$31,441,077
Remaining Revenues (8100-8799)	\$9,070,853	\$0	\$0	\$9,070,853
<b>TOTAL REVENUES</b>	<b>\$40,511,930</b>	<b>\$0</b>	<b>\$0</b>	<b>\$40,511,930</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$19,109,072	\$0	\$0	\$19,109,072
Classified Salaries (2000-2999)	\$7,376,820	\$165,979	\$0	\$7,542,799
Employee Benefits (3000-3999)	\$9,472,171	\$67,856	\$0	\$9,540,027
Books and Supplies (4000-4999)	\$1,441,398	\$4,500	\$0	\$1,445,898
Services, Other Operating Expenses (5000-5999)	\$3,206,368	\$0	\$0	\$3,206,368
Capital Outlay (6000-6999)	\$375,862	\$0	\$0	\$375,862
Other Outgo (7100-7299) (7400-7499)	\$113,776	\$0	\$0	\$113,776
Direct Support/Indirect Cost (7300-7399)	-\$128,102	\$0	\$0	-\$128,102
Other Adjustments	\$0	-\$240,000	\$0	-\$240,000
<b>TOTAL EXPENDITURES</b>	<b>\$40,967,365</b>	<b>-\$1,665</b>	<b>\$0</b>	<b>\$40,965,700</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>-\$455,435</b>	<b>\$1,665</b>	<b>\$0</b>	<b>-\$453,770</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$31,905	\$0	\$0	\$31,905
TRANSFERS OUT & OTHER USES (7610-7699)	-\$250,000	\$0	\$0	-\$250,000
CONTRIBUTIONS (8980-8999)	\$0	-\$31,300	\$0	-\$31,300
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$673,530</b>	<b>-\$29,635</b>	<b>\$0</b>	<b>-\$703,165</b>
<b>BEGINNING BALANCE</b>	<b>\$2,664,865</b>			<b>\$2,664,865</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$1,991,335</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,961,700</b>
<b>COMPONENTS OF ENDING BALANCE:</b>	<b>\$0</b>			
Reserved Amounts (9711-9740)	\$627,611	\$0	\$0	\$627,611
Reserved for Economic Uncertainties (9770)	\$1,268,324	-\$29,635	\$0	\$1,238,689
Designated Amounts (9775-9780)	\$95,400	\$0	\$0	\$95,400
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.1%			3.0%

**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 _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$0	\$0	\$0	\$0
<b>EXPENDITURES</b>				
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
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>				
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**

	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,695,628	\$0	\$0	\$1,695,628
<b>TOTAL REVENUES</b>	\$1,695,628	\$0	\$0	\$1,695,628
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$769,167	\$19,273	\$0	\$788,440
Employee Benefits (3000-3999)	\$282,047	\$12,027	\$0	\$294,074
Books and Supplies (4000-4999)	\$722,326	\$0	\$0	\$722,326
Services, Other Operating Expenses (5000-5999)	\$51,059	\$0	\$0	\$51,059
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$95,596	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$95,596
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$1,920,195	\$31,300	\$0	\$1,951,495
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	-\$31,300	\$0	-\$31,300
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$250,000	\$31,300	\$0	\$281,300
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$25,433	\$0	\$0	\$25,433
<b>BEGINNING BALANCE</b>	\$148,825			\$148,825
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$174,258	\$0	\$0	\$174,258
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$174,258	\$0	\$0	\$174,258
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 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$550,993	\$0	\$0	\$550,993
<b>TOTAL REVENUES</b>	\$550,993	\$0	\$0	\$550,993
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$178,123	\$0	\$0	\$178,123
Classified Salaries (2000-2999)	\$195,689	\$5,382	\$0	\$201,071
Employee Benefits (3000-3999)	\$111,397	\$1,692	\$0	\$113,089
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$32,995	\$0	\$0	\$32,995
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$32,506	\$0	\$0	\$32,506
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$550,710	\$7,074	\$0	\$557,784
<b>OPERATING SURPLUS (DEFICIT)</b>	\$283	-\$7,074	\$0	-\$6,791
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
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$283	-\$7,074	\$0	-\$6,791
<b>BEGINNING BALANCE</b>	\$71,888			\$71,888
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$72,171	-\$7,074	\$0	\$65,097
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$72,171	-\$7,074	\$0	\$65,097
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: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of XXXX )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$0	\$0	\$0	\$0
<b>EXPENDITURES</b>				
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
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$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**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
	<b>Total Current Budget After Settlement</b>	<b>First Subsequent Year After Settlement</b>	<b>Second Subsequent Year After Settlement</b>
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$31,441,077	\$32,497,570	\$33,450,778
Remaining Revenues (8100-8799)	\$9,070,853	\$7,877,645	\$7,877,645
<b>TOTAL REVENUES</b>	<b>\$40,511,930</b>	<b>\$40,375,215</b>	<b>\$41,328,423</b>
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$19,109,072	\$18,715,024	\$18,955,602
Classified Salaries (2000-2999)	\$7,542,799	\$7,606,251	\$7,585,139
Employee Benefits (3000-3999)	\$9,540,027	\$9,828,889	\$10,271,052
Books and Supplies (4000-4999)	\$1,445,898	\$1,445,898	\$1,445,898
Services, Other Operating Expenses (5000-5999)	\$3,206,368	\$2,706,879	\$2,639,096
Capital Outlay (6000-6999)	\$375,862	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$113,776	\$113,776	\$113,776
Direct Support/Indirect Cost (7300-7399)	-\$128,102	-\$128,102	-\$128,102
Other Adjustments	-\$240,000	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$40,965,700</b>	<b>\$40,288,615</b>	<b>\$40,882,461</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>-\$453,770</b>	<b>\$86,600</b>	<b>\$445,962</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$31,905</b>	<b>\$31,905</b>	<b>\$31,905</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>-\$281,300</b>	<b>\$225,000</b>	<b>\$225,000</b>
<b>CONTRIBUTIONS (8980-8999)</b>			
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$703,165</b>	<b>-\$106,495</b>	<b>\$252,867</b>
<b>BEGINNING BALANCE</b>	<b>\$2,664,865</b>	<b>\$1,961,700</b>	<b>\$1,855,205</b>
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$1,961,700</b>	<b>\$1,855,205</b>	<b>\$2,108,072</b>
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$627,611	\$345,482	\$320,484
Reserved for Economic Uncertainties - Unrestricted (9770)	\$1,238,689	\$1,215,408	\$1,233,223
Designated Amounts (9775-9780)	\$95,400	\$294,315	\$554,365
Board Designated Amounts (9775-9780)	\$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**

		2018-19	2019-20	2020-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$40,684,400	\$40,513,615	\$41,107,461
b.	State Standard Minimum Reserve Percentage for this District 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	\$1,220,532	\$1,215,408	\$1,233,224

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,238,689	\$1,215,408	\$1,233,223
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	\$1,238,689	\$1,215,408	\$1,233,223
h.	Reserve for Economic Uncertainties Percentage	3.0%	3.0%	3.0%

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

2018-19	Yes	X	No	<input type="checkbox"/>
2019-20	Yes	X	No	<input type="checkbox"/>
2020-21	Yes	X	No	<input type="checkbox"/>

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

Cuts beginning in 18-19

**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: \$240,000 in cuts in 2018-19 will need to be made to fund this increase. \$7074 of the cost is funded by Fund 12.**

**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 BASE REVENUE LIMIT**

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	#DIV/0! %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	3.54%

**DO NOT COMPLETE**

**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 School District (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 7/1/17 to 7/1/19.

The budget revisions necessary to meet the costs of the agreement in 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>(276,709)</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(276,709)</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

Phone  
209-744-4545

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on July 25, 2018, took action to approve the proposed Agreement with the Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

**2017-2018 RE-OPENER NEGOTIATIONS**  
**between the**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**and its**  
**GALT ELEMENTARY CHAPTER #362 (CSEA)**  
**and the**  
**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)**  
**June 18, 2018**

CSEA and the District have agreed upon the following Tentative Agreement for the 2017-18 and 2018-19 Collective Bargaining Agreement as follows:

**ARTICLE XVIII FRINGE BENEFITS**

1. For the 18-19 school years, effective July 1, 2018.

- a. An increase to the Health Benefit Cap from \$665 to \$700.

**ARTICLE XIX WAGES**

2. For the 17-18 school years:

- a. An across the board increase of one percent (1%) retroactive to February 1, 2018
  - o All classified employees employed during the 2017-18 school year shall receive the retroactive salary increase.
  - o This shall not apply to Yard Duty Supervisors.
  
- b. One-time bonus
  - 6+ hours \$500
  - Less than 6 hours \$300
    - o This applies to classified employees who worked in 2017-18 and will continue employment in 2018-19.
    - o This shall not apply to Yard Duty Supervisors.

The bonus is contingent on closing of the District's financial "books" that reflect \$200,000 above the ending general balance projected from the 2017-18 interim budget. The projected timeframe for disbursement is September 2018.

3. For the 18-19 school years:

- a. An across the board increase of one and one-half percent (1.5%) effective July 1, 2018
  - o This shall not apply to Yard Duty Supervisors

CSEA reserves the right to reopen Article XIX wages for 18-19, if GEFA renegotiates.







## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.926</b> Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between GJUESD and California Schools Employee Association (CSEA)
<b>Presenter:</b> Karen Schauer Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

**2017-2018 RE-OPENER NEGOTIATIONS**  
**between the**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**and its**  
**GALT ELEMENTARY CHAPTER #362 (CSEA)**  
**and the**  
**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)**  
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1. For the 18-19 school years, effective July 1, 2018.

- a. An increase to the Health Benefit Cap from \$665 to \$700.

**ARTICLE XIX WAGES**

2. For the 17-18 school years:

- a. An across the board increase of one percent (1%) retroactive to February 1, 2018
  - o All classified employees employed during the 2017-18 school year shall receive the retroactive salary increase.
  - o This shall not apply to Yard Duty Supervisors.

b. One-time bonus

- 6+ hours \$500

- Less than 6 hours \$300

- o This applies to classified employees who worked in 2017-18 and will continue employment in 2018-19.
- o This shall not apply to Yard Duty Supervisors.

The bonus is contingent on closing of the District's financial "books" that reflect \$200,000 above the ending general balance projected from the 2017-18 interim budget. The projected timeframe for disbursement is September 2018.

3. For the 18-19 school years:

- a. An across the board increase of one and one-half percent (1.5%) effective July 1, 2018
  - o This shall not apply to Yard Duty Supervisors

CSEA reserves the right to reopen Article XIX wages for 18-19, if GEFA renegotiates.





Galt Joint Union Elementary School District

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

**Board Meeting Agenda Item Information**

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.927</b> Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and Unrepresented Employees
<b>Presenter:</b> Karen Schauer Lois Yount	<b>Public Hearing:</b> XX <b>Information Item:</b>

Unrepresented employee group compensation includes the following:

For all non-represented:

- 2% ongoing salary increase effective 2018-2019.
- Benefit cap increased \$35.00 for a cap of \$635.00 effective 2018-2019.
- \$500 bonus is contingent on closing of the District's financial books that reflect \$200,000 above the ending general balance projected from 2017-2018 interim budget.

School Administrators: A reduction of five work days that increases the daily pay rate. Elementary Principals work 210 days, Middle School Principal works 213 days, Assistant Principals work 205 days.

Classified Supervisors: A reduction of five work days that increases the daily pay rate. Supervisors will work 242 days. Longevity: 2% at year 5, 2.5% at year 10, 3% at year 15, 3.5% at year 20, 4% at year 25.

Directors: A reduction of five work days that increases the daily pay rate. Directors work 220 days.

Confidential District Office Employees: An increase of three vacation days. Longevity: 2% at year 5, 2.5% at year 10, 3% at year 15, 3.5% at year 20, 4% at year 25.

Social Workers, Program Specialist, Behavior Analyst, Behavior Consultant, Academic Counselors, ASES and School Readiness Coordinators: Longevity: 2% at year 5, 2.5% at year 10, 3% at year 15, 3.5% at year 20, 4% at year 25.

The required public disclosure information has been reviewed by the 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 School District  
**Name of Bargaining Unit:** Unrepresented Employees  
**Certificated, Classified, Other:** Certificated/Classified

**The proposed agreement covers the period beginning:** 7/1/2017 **and ending:** 6/30/19  
(date) (date)

**The Governing Board will act upon the agreement on:** July 25, 2018  
(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 18-19	FY 18-19	FY 19-20	FY 20-21
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$3,327,055.00	\$38,328.00	\$0.00	\$0.00
		1.15%	0.00%	0.00%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$56,314.00	\$21,833.00	\$0.00	\$0.00
		0.00%	0.00%	0.00%
Description of other compensation		Longevity		
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$762,066.00	\$13,767.00	\$0.00	\$0.00
		1.81%	0.00%	0.00%
4 Health/Welfare Plans	\$210,127.00	\$16,380.00	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$4,355,562.00	\$90,308.00	\$0.00	\$0.00
		2.07%	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	\$0.00	\$0.00	\$0.00	\$0.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	39	39	39	39
8 Total Compensation <u>Average</u> Cost per Employee	111,681.08	2,315.59	0.00	0.00
		2.07%	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% for all groups

Longevity for the following groups at 2% at 5 years, 2.5% at 10 years, 3% at 15 years, 3.5% at 20 year san 4% at 25 y  
of District service: Program Specialist, Counselor, Coordinator, Confidential, Social Worker and Behavior Specialist.

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

3 additional vacation days added for Confidential  
5 less work days for Directors, Administration and Supervisor

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.

The monthly cap on all Health and Welfare benefits is \$600 and is being increased to \$635 in 18-19.

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.)

ear



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

\$500 bonus per FTE based on closing of the books reflecting a \$200,000 balance above the ending general balance 2017-18 interim budget.

**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.**

This agreement will create an additional \$90308 to the deficit in 2018-19.  
The District continues to analyze and identify cuts as needed.

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

There are no other major provisions.

**G. Source of Funding for Proposed Agreement**

**1. Current Year**

General Fund, Cafeteria Fund, Capital Facilities 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)?**

The Ongoing cost will be funded by subsequent year COLAs and budget cuts if necessary

**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.)**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: Unrepresented Employees

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$31,441,077			\$31,441,077
Remaining Revenues (8100-8799)	\$2,198,620			\$2,198,620
<b>TOTAL REVENUES</b>	<b>\$33,639,697</b>	<b>\$0</b>	<b>\$0</b>	<b>\$33,639,697</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$15,172,155	\$10,725		\$15,182,880
Classified Salaries (2000-2999)	\$5,206,092	\$32,081		\$5,238,173
Employee Benefits (3000-3999)	\$6,107,571	\$24,280		\$6,131,851
Books and Supplies (4000-4999)	\$844,952			\$844,952
Services, Other Operating Expenses (5000-5999)	\$2,101,090			\$2,101,090
Capital Outlay (6000-6999)	\$1,000			\$1,000
Other Outgo (7100-7299) (7400-7499)	\$43,876			\$43,876
Direct Support/Indirect Cost (7300-7399)	-\$377,673			-\$377,673
Other Adjustments	-\$240,000	-\$70,000		-\$310,000
<b>TOTAL EXPENDITURES</b>	<b>\$28,859,063</b>	<b>-\$2,914</b>	<b>\$0</b>	<b>\$28,856,149</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$4,780,634</b>	<b>\$2,914</b>	<b>\$0</b>	<b>\$4,783,548</b>
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	<b>\$31,905</b>			<b>\$31,905</b>
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	<b>-\$250,000</b>			<b>-\$250,000</b>
<b>CONTRIBUTIONS (8980-8999)</b>	<b>-\$4,769,764</b>	<b>-\$12,302</b>		<b>-\$4,782,066</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$207,225</b>	<b>-\$9,388</b>	<b>\$0</b>	<b>-\$216,613</b>
<b>BEGINNING BALANCE</b>	<b>\$1,541,314</b>			<b>\$1,541,314</b>
Prior-Year Adjustments/Restatements (9793/9795)				\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$1,334,089</b>	<b>-\$9,388</b>	<b>\$0</b>	<b>\$1,324,701</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$0			\$0
Reserved for Economic Uncertainties (9770)	\$1,238,689	-\$9,388		\$1,229,301
Designated Amounts (9775-9780)	\$95,400	\$0		\$95,400
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: Unrepresented Employees

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$6,872,233			\$6,872,233
<b>TOTAL REVENUES</b>	\$6,872,233	\$0	\$0	\$6,872,233
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$3,936,917	\$2,866		\$3,939,783
Classified Salaries (2000-2999)	\$2,336,707	\$12,211		\$2,348,918
Employee Benefits (3000-3999)	\$3,432,456	\$4,872		\$3,437,328
Books and Supplies (4000-4999)	\$600,946			\$600,946
Services, Other Operating Expenses (5000-5999)	\$1,105,278			\$1,105,278
Capital Outlay (6000-6999)	\$374,862			\$374,862
Other Outgo (7100-7299) (7400-7499)	\$69,900			\$69,900
Direct Support/Indirect Cost (7300-7399)	\$249,571			\$249,571
Other Adjustments				\$0
<b>TOTAL EXPENDITURES</b>	\$12,106,637	\$19,949	\$0	\$12,126,586
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$5,234,404	-\$19,949	\$0	-\$5,254,353
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>				\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>				\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$4,738,464	\$12,302		\$4,750,766
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	-\$495,940	\$0	\$0	-\$495,940
<b>BEGINNING BALANCE</b>	\$1,123,551			\$1,123,551
Prior-Year Adjustments/Restatements (9793/9795)				\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$627,611	\$0	\$0	\$627,611
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$627,611			\$627,611
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 Employees

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$31,441,077	\$0	\$0	\$31,441,077
Remaining Revenues (8100-8799)	\$9,070,853	\$0	\$0	\$9,070,853
<b>TOTAL REVENUES</b>	<b>\$40,511,930</b>	<b>\$0</b>	<b>\$0</b>	<b>\$40,511,930</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$19,109,072	\$13,591	\$0	\$19,122,663
Classified Salaries (2000-2999)	\$7,542,799	\$44,292	\$0	\$7,587,091
Employee Benefits (3000-3999)	\$9,540,027	\$29,152	\$0	\$9,569,179
Books and Supplies (4000-4999)	\$1,445,898	\$0	\$0	\$1,445,898
Services, Other Operating Expenses (5000-5999)	\$3,206,368	\$0	\$0	\$3,206,368
Capital Outlay (6000-6999)	\$375,862	\$0	\$0	\$375,862
Other Outgo (7100-7299) (7400-7499)	\$113,776	\$0	\$0	\$113,776
Direct Support/Indirect Cost (7300-7399)	-\$128,102	\$0	\$0	-\$128,102
Other Adjustments	-\$240,000	-\$70,000	\$0	-\$310,000
<b>TOTAL EXPENDITURES</b>	<b>\$40,965,700</b>	<b>\$17,035</b>	<b>\$0</b>	<b>\$40,982,735</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>-\$453,770</b>	<b>-\$17,035</b>	<b>\$0</b>	<b>-\$470,805</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$31,905	\$0	\$0	\$31,905
TRANSFERS OUT & OTHER USES (7610-7699)	-\$250,000	\$0	\$0	-\$250,000
CONTRIBUTIONS (8980-8999)	-\$31,300	\$0	\$0	-\$31,300
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>-\$703,165</b>	<b>-\$9,388</b>	<b>\$0</b>	<b>-\$712,553</b>
<b>BEGINNING BALANCE</b>	<b>\$2,664,865</b>			<b>\$2,664,865</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$1,961,700</b>	<b>-\$9,388</b>	<b>\$0</b>	<b>\$1,952,312</b>
<b>COMPONENTS OF ENDING BALANCE:</b>	<b>\$0</b>			
Reserved Amounts (9711-9740)	\$627,611	\$0	\$0	\$627,611
Reserved for Economic Uncertainties (9770)	\$1,238,689	-\$9,388	\$0	\$1,229,301
Designated Amounts (9775-9780)	\$95,400	\$0	\$0	\$95,400
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.0%			3.0%

**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 _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$0	\$0	\$0	\$0
<b>EXPENDITURES</b>				
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
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>				
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 Employees**

	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,695,628	\$0	\$0	\$1,695,628
<b>TOTAL REVENUES</b>	\$1,695,628	\$0	\$0	\$1,695,628
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$788,440	\$1,487	\$0	\$789,927
Employee Benefits (3000-3999)	\$294,074	\$842	\$0	\$294,916
Books and Supplies (4000-4999)	\$722,326	\$0	\$0	\$722,326
Services, Other Operating Expenses (5000-5999)	\$51,059	\$0	\$0	\$51,059
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$95,596	\$0	\$0	\$95,596
Other Adjustments	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$1,951,495	\$2,329	\$0	\$1,953,824
<b>OPERATING SURPLUS (DEFICIT)</b>	-\$31,300	-\$2,329	\$0	-\$33,629
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$281,300	\$0	\$0	\$281,300
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$25,433	-\$2,329	\$0	\$23,104
<b>BEGINNING BALANCE</b>	\$148,825			\$148,825
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$174,258	\$0	\$0	\$174,258
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$174,258	\$0	\$0	\$174,258
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 Employees**

	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board - Approved Budget Before Settlement (As of )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	\$0	\$0	\$0	\$0
<b>EXPENDITURES</b>				
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
<b>TOTAL EXPENDITURES</b>	\$0	\$0	\$0	\$0
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$0	\$0	\$0	\$0
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$0	\$0	\$0	\$0
<b>BEGINNING BALANCE</b>	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$0	\$0	\$0	\$0
<b>COMPONENTS OF ENDING BALANCE:</b>	\$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 Employees

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 6/27/2018 )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$607,929	\$0	\$0	\$607,929
<b>TOTAL REVENUES</b>	\$607,929	\$0	\$0	\$607,929
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$40,256	\$791	\$0	\$41,047
Employee Benefits (3000-3999)	\$10,331	\$153	\$0	\$10,484
Books and Supplies (4000-4999)	\$11,750	\$0	\$0	\$11,750
Services, Other Operating Expenses (5000-5999)	\$206,608	\$0	\$0	\$206,608
Capital Outlay (6000-6999)	\$40,000	\$0	\$0	\$40,000
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
<b>TOTAL EXPENDITURES</b>	\$308,945	\$944	\$0	\$309,889
<b>OPERATING SURPLUS (DEFICIT)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$0	\$0	\$0	\$0
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$31,905	\$0	\$0	\$31,905
<b>CONTRIBUTIONS (8980-8999)</b>	\$0	\$0	\$0	\$0
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$267,079	-\$944	\$0	\$266,135
<b>BEGINNING BALANCE</b>	\$2,168,738			\$2,168,738
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
<b>CURRENT-YEAR ENDING BALANCE</b>	\$2,435,817	-\$944	\$0	\$2,434,873
<b>COMPONENTS OF ENDING BALANCE:</b>	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$2,435,817	-\$944	\$0	\$2,434,873
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 Employees**

	2018-19	2019-20	2020-21
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$ 31,441,077	\$ 32,497,570	\$ 33,450,778
Remaining Revenues (8100-8799)	\$ 9,070,853	\$ 7,877,645	\$ 7,877,645
<b>TOTAL REVENUES</b>	\$ 40,511,930	\$ 40,375,215	\$ 41,328,423
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 19,122,663	\$ 18,728,614	\$ 18,969,192
Classified Salaries (2000-2999)	\$ 7,587,091	\$ 7,650,524	\$ 7,629,412
Employee Benefits (3000-3999)	\$ 9,569,179	\$ 9,858,801	\$ 10,301,724
Books and Supplies (4000-4999)	\$ 1,445,898	\$ 1,445,898	\$ 1,445,898
Services, Other Operating Expenses (5000-5999)	\$ 3,206,368	\$ 2,706,879	\$ 2,639,096
Capital Outlay (6000-6999)	\$ 375,862	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 113,776	\$ 113,776	\$ 113,776
Direct Support/Indirect Cost (7300-7399)	\$ (128,102)	\$ (128,102)	\$ (128,102)
Other Adjustments	\$ (310,000)	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 40,982,735	\$ 40,376,390	\$ 40,970,996
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (470,805)	\$ (1,175)	\$ 357,427
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 31,905	\$ 31,905	\$ 31,905
TRANSFERS OUT & OTHER USES (7610-7699)	\$ (250,000)	\$ 225,000	\$ 225,000
CONTRIBUTIONS (8980-8999)	\$ (31,300)		
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (720,200)	\$ (194,270)	\$ 164,332
<b>BEGINNING BALANCE</b>			
	\$ 2,664,865	\$ 1,944,665	\$ 1,750,395
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 1,944,665	\$ 1,750,395	\$ 1,914,727
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$ 627,611	\$ 345,482	\$ 320,484
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ 1,229,301	\$ 1,218,042	\$ 1,235,880
Designated Amounts (9775-9780)	\$ 95,400	\$ 186,871	\$ 358,363
Board Designated Amounts (9775-9780)	\$ -	\$ -	
Unappropriated Amounts - Unrestricted (9790)	\$ -	\$ -	\$ -
Unappropriated Amounts - Restricted (9790)	\$ -	\$ -	\$ -

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

**1. State Reserve Standard**

		2018-19	2019-20	2020-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$40,732,735	\$40,601,390	\$41,195,996
b.	State Standard Minimum Reserve Percentage for this District 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	\$1,221,982	\$1,218,042	\$1,235,880

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,229,301	\$1,218,042	\$1,235,880
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	\$1,229,301	\$1,218,042	\$1,235,880
h.	Reserve for Economic Uncertainties Percentage	3.0%	3.0%	3.0%

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

2018-19	Yes	X	No	<input type="checkbox"/>
2019-20	Yes	X	No	<input type="checkbox"/>
2020-21	Yes	X	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: Additional cuts of \$70,000 will need to be made to support this increase. \$944 is supported by Fund 25.**

**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 BASE REVENUE LIMIT**

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	#DIV/0! %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	2.07%

**DO NOT COMPLETE**

**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 School District (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 7/1/16 to 6/30/18.

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>	<b>90,308</b>
<u>Ending Balance Increase (Decrease)</u>	<b>(90,308)</b>

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

Phone  
209-744-4545

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on July 25, 2018, took action to approve the proposed Agreement with the Bargaining Unit.

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.928</b> Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between GJUESD and Unrepresented Employees
<b>Presenter:</b> Karen Schauer Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

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## Galt Joint Union Elementary School District

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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item: 171.929</b> Public Hearing of 2018-2019 Education Protection Act Use of Funds
<b>Presenter:</b> Lois Yount	<b>Public Hearing:</b> XX <b>Information Item:</b>
<p>This is a Public Hearing to notify the public how the district will use the 2018-2019 Education Protection Act funds.</p> <p>The Education Protection Act (EPA) provides local educational agencies with general purpose state aid funding pursuant to Section 36 of Article XIII of the California Constitution. The 2012-2013 EPA Act requires that the use of the EPA funds be determined by the Board at an open public meeting. EPA funds cannot be used for the costs of salaries or benefits of administrators or any other administrative costs.</p> <p>The 2018-2019 EPA funds are estimated to be \$4,248,713. These funds will be used to cover the salaries and benefits of regular education classroom teachers in 2018-2019.</p> <p>The adopted budget projects the cost of certificated salaries at \$19,109,072. The 2018-2019 EPA funds will cover the regular education teacher costs for almost three school sites.</p>	





## Galt Joint Union Elementary School District

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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 7/25/18	<b>Agenda Item:</b> 171.930 Board Consideration of Approval of 2018-2019 Education Protection Act Use of Funds
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>