

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

Regular Board Meeting
Wednesday, October 28, 2015
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 Chambers Conference Room**

- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
 - 1. STUDENT MATTER, Education Code §35146, §48918(c)
 - Expulsion Case Number #15/16-01

 - 2. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8
 - Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA

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

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

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

- D. 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

Superintendent

1. Race To The Top: Bright Future for Galt Students Initiative Update
 - RTT-D Annual Convening in Washington D.C.
 - Secretary of Education Arne Duncan's Conversation at Commonwealth Club, San Francisco
 - Executive Summary Report
2. 3rd Annual Galt Education Summit on November 5, 2015
3. Donna Whitlock, Prevention & Intervention Coordinator
 - Central Valley Foundation Data Dialogues Network Meeting
4. Williams Uniform Complaint Process 1st Quarterly Report

Curriculum Director

1. John Durand, Service Learning Coordinator
 - Gary D. Munson, Bureau of Land Management Youth Program Coordinator
 - Every Kid in a Park Initiative
2. October Professional Development Highlights

Business Services Director

1. Facilities Master Plan Next Steps
 - LPA Final Plan Prioritization
2. Continued Assessment of Feasibility of a Local School Improvement Bond Program
 - GO Bond Processing Timeline

F. Recommended Actions

1. Routine Matters/New Business

131.672 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: August 12, 2015 Special Board Meeting

Minutes: September 23, 2015 Regular Board Meeting

c. Payment of Warrants –

Certificated/Classified Payrolls Dated: #16504798-16504799
#16505007-16505108, #16506380-16506509, #16507411-
16507413

Vendor Warrant Numbers: 16308280 – 16308319, 16309370 –
16309445, 16310696 – 16310747, 16311732 – 16311757,
16312619 – 16312682, 16313822 – 16313875

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

- e. Donations

- | | | |
|---------|--|---------------------|
| 131.673 | Consent Calendar (Continued) – Items Removed for Later Consideration | CC
Items Removed |
| 131.674 | Board Action Regarding Expulsion Case Number #15/16-01 | MOTION |
| 131.675 | Public Hearing: Resolution #6 of the Board of Trustees Approving the GJUESD School Facility Need Analysis, Adopting Residential School Facility Fees In Compliance with Government Code Sections 65995.5 and 65995.6, and Making Related Finding and Determinations | PUBLIC
HEARING |
| 131.676 | Board Consideration of Approval of Resolution #6 of the Board of Trustees Approving the GJUESD School Facility Need Analysis, Adopting Residential School Facility Fees In Compliance with Government Code Sections 65995.5 and 65995.6, and Making Related Finding and Determinations | MOTION |

G. Pending Agenda Items

- 1. Curriculum, Instruction, Assessment, Technology Alignment
- 2. Electronic Board Agenda Packet
- 3. Special Education Services
- 4. School Furniture Analysis
- 5. Illuminate Parent Portal
- 6. Governance Team Continuous Improvement

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: November 18, 2015

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

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

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



Board Meeting Agenda Item Information

Meeting Date: 10/28/15	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. STUDENT MATTER, Education Code §35146, §48918(c) <ul style="list-style-type: none"> ▪ Expulsion Case Number #15/16-01 2. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8 <ul style="list-style-type: none"> ▪ Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA 3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson <ul style="list-style-type: none"> ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association ▪ Employee Agency: (CSEA) California School Employee Association ▪ Non-Represented Employees 4. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957 	



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REPORTS SUPERINTENDENT

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RACE TO THE TOP-DISTRICT 2015 PRE-SUMMIT

Washington, DC | October 14

KIPP-DC Site Visit Objectives:

- Observe Capital Teaching Residency (CTR) and personalized learning in action.
- Observe Instructional Technology support and tools in action.
- Articulate how KIPP-DC utilizes its Data Warehouse to inform instruction and personalized learning.

KIPP-DC Site Visit Logistics:

- Address: KIPP-DC Grow Academy, Shaw Campus, 421 P St., NW, Washington, DC 20001
- Transportation: Parking lot in back and metro accessible
 - Nearest Metro Stop (Green Line): Shaw/Howard U

Agenda

Pre-Convening (at full capacity): KIPP-DC Site Visit	
9:00 – 9:20 am	Welcome (Location: Shaw Auditorium) <i>Agenda review, KIPP-DC 101, Shaw context</i>
9:20 – 10:00 am	Review of RTT-D Grant (Location: Shaw Auditorium) <i>Capital Teaching Residency (CTR) overview, Tools and Support Overview, What does personalized learning look like at KIPP-DC?</i>
10:00 – 11:30 am	Shaw Campus School Visits: Grow Academy (early childhood); Lead Academy (elementary); WILL Academy (middle school) <i>3 rotating groups (CTR + Instructional Tech in each group)</i>
11:30 am – 12:00 pm	Closing (Location: Shaw Auditorium) <i>Data warehouse overview, KIPP's big questions moving forward</i>
12:00 – 2:00 pm	Lunch (on your own)
Pre-Convening (optional): Movie Screening	
2:00 – 4:00 pm	Screening of <i>Most Likely to Succeed</i> and Facilitated Discussion (Location: U.S. Department of Education, Room 1W105/108) <ul style="list-style-type: none"> • Address: 400 Maryland Avenue, SW, Washington, D.C. 20202 • Transportation: Nearest Metro Stops – Federal Center SW Metro Center (Blue Line or Orange Line) or L'Enfant Plaza (Blue, Green, Orange or Yellow Lines)
4:00 – 5:30 pm	Optional Networking Time (Viede France, L'Enfant Plaza)

**RACE TO THE TOP-DISTRICT
2015 PERSONALIZED LEARNING SUMMIT**

Washington, DC | October 15 - 16

Making it Personal: Building Capacity to Sustain What Works

**Renaissance Washington, DC Downtown Hotel
999 9th Street NW, Washington, D.C. 20001 | 202-898-9000**

Learning Targets:

1. I can access and use a repertoire of tools and resources to advance our personalized learning goals.
2. I can use evidence to identify practices worth sustaining, to improve continuously, and to build ongoing support for our personalized learning strategies.
3. I can reach out to a network of colleagues and experts who can support our personalized learning initiatives.

Essential Question for Participants: How will we know that our current personalization practices are working for all students, and how do we improve and sustain our practices over time so that every student can achieve their highest potential?

Agenda

Day 1: Thursday, October 15	
7:30 – 8:45 am <i>Mount Vernon Square</i>	Registration
8:45 – 9:15 am <i>Mount Vernon Square</i>	Welcome and Introductions <ul style="list-style-type: none"> • Andrea Browning, Acting Program Manager, Race to the Top—District, Office of Innovation and Improvement • Venitia Richardson, Director, Teacher Quality Programs, Office of Innovation and Improvement
9:15 – 10:00 am <i>Mount Vernon Square</i>	Keynote: Personalized Learning for Equity <ul style="list-style-type: none"> • S. Dallas Dance, Superintendent, Baltimore County Public Schools (BCPS) <p>Dr. Dance will discuss how BCPS has enabled and supported the shift to personalized learning, and how this shift has created a more equitable learning environment and positive change in the Baltimore County community. Attendees will better understand:</p>

	<ul style="list-style-type: none"> • How BCPS has funded the move to personalized learning and technology supports • The supports provided to teachers making the transition to technology-enabled learning • The changes in the Baltimore County community as a result of personalized learning implementation
<p>10:00 – 10:30 am <i>Mount Vernon Square</i></p>	<p>Keynote Discussion</p> <ul style="list-style-type: none"> • Nadya Chinoy Dabby, Assistant Deputy Secretary for Innovation and Improvement, Office of Innovation and Improvement • Jessica de Barros, Executive Project Director, Puget Sound Educational Service District • Lee Ann Kwiatowski, Assistant Superintendent, Metropolitan School District of Warren Township • Patty Quinones, Project Director, St. Vrain Valley Schools <p>In this session, Ms. Dabby will further discuss issues of equity with grantee representatives from Puget Sound, Warren Township, and St. Vrain. Attendees will:</p> <ul style="list-style-type: none"> • Hear fellow grantees react to Dr. Dance’s Keynote • Learn about approaches to addressing equity in three RTT-D grantee districts
<p>10:30 – 10:45 am <i>Mount Vernon Square</i></p>	<p>Getting Your Team Organized</p> <ul style="list-style-type: none"> • Andrea Browning, OII <p>Ms. Browning will walk participants through the agenda and timing of sessions throughout the Summit. Attendees will hear:</p> <ul style="list-style-type: none"> • An overview of the content and expertise available across Summit sessions • Tips on how to use the app to maximize their Summit experience, including accessing resources, peers, and experts
<p><i>10:45 am</i></p>	<p><i>Break</i></p>
<p>11:00 am – 12:30 pm</p>	<p><u>Breakout Sessions</u></p> <p>Choose one of three sessions focusing on different aspects of successfully implementing personalized learning. Attendees can choose to focus on personalized learning and policy, personalized learning and stakeholder engagement, or personalized learning and cultural competence.</p> <p>1. Creating a Policy Dynamic for Sustainability Mount Vernon Square</p> <ul style="list-style-type: none"> • Shawn Rubin, Director of Blended Learning, Highlander Institute

	<p>Mr. Rubin will draw on his experience as an educator and consultant to lead this discussion on creating district systems and policies to support personalized learning as a teaching practice. Attendees will:</p> <ul style="list-style-type: none"> • Learn about the theory of action behind blended learning and blended learning classroom “look-fors” • Consider how to evaluate their own district’s current blended learning offerings and practices • Consider how other districts, state and federal partners can be leveraged to support their work <p>2. Tools and Strategies for Engaging Students and Families in Personalized Learning Meeting Room 8</p> <ul style="list-style-type: none"> • Mira Browne, Chief External Officer (CXO), Summit Public Schools <p>Ms. Browne will discuss student and community engagement in supporting Summit Public Schools’ shift to personalized learning. Attendees will:</p> <ul style="list-style-type: none"> • Learn about Summit’s personalized learning environment • Hear how Summit has leveraged student and community engagement • Learn about how other schools have similarly leveraged stakeholder engagement <p>3. Scaling Personalized Learning with Cultural Competence Meeting Room 9</p> <ul style="list-style-type: none"> • Francisco Escobedo, Superintendent, Chula Vista Elementary School District • Matthew Tessier, IT Executive Director, Chula Vista Elementary School District <p>Dr. Escobedo and Mr. Tessier will discuss integrating cultural competence in personalized learning technology, using Chula Vista’s experience as a guide. They will also address evidence that the strategy is working, policy implications, and ultimately, how to sustain the effort over time. Attendees will critically examine their own digital cultural competence strategies through small group discussion and question and answer sessions. Attendees will:</p> <ul style="list-style-type: none"> • Learn about personalized learning and cultural competence in the context of digital access, and particularly the lessons learned by Chula Vista • Think critically about cultural competence issues in their own districts
12:30 – 1:45 pm	Lunch (<i>on your own</i>)
1:45 – 2:15 pm	<ul style="list-style-type: none"> • A Civil Rights Perspective on Equity in Education Catherine E. Lhamon, Assistant Secretary, Office of Civil Rights

<p><i>Mount Vernon Square</i></p>	<p>This session will focus on how the office of Civil Rights (OCR) uses the Civil Rights Data Collection and district and school-wide data to examine issues of concern regarding gaps in access, opportunity and achievement for students of color. Ms. Lhamon will discuss:</p> <ul style="list-style-type: none"> • Specific examples to demonstrate issues of equal access and how OCR is tackling these issues. • What guidance OCR is providing to promote equal access • Details of specific actions taken by OCR to promote equal access
<p>2:15 – 4:30 pm <i>Mount Vernon Square; Meeting Rooms 6-9</i></p>	<p>Open Space/Unconference</p> <p>The Unconference sessions will allow grantees to form small interest groups, based on a common topic of interest. Grantee groups will work together on the chosen topic, tapping into the expertise of fellow grantees and building a collective knowledge base.</p> <p>Session 1: Kindred Topic – In the Kindred Topic format, grantees will generate topics of interest for discussion, advice, general thought partnering, or work groups. Grantees will form groups based on their chosen topic of interest.</p> <p>Session 2: Role-alike Groups – In the Role-alike Group format, grantees will be divided into “role-alike” groups (e.g. evaluators, project directors, etc.) Each group will identify the topics for discussion.</p>
<p>4:30 – 5:00 pm <i>Mount Vernon Square</i></p>	<p>Reflection on Day 1</p> <ul style="list-style-type: none"> • Venitia Richardson, OII <p>Ms. Richardson will encourage grantees to reflect on their observations, insights, and key takeaways of Day 1.</p>
<p>5:00 – 7:00 pm</p>	<p>Optional Networking Time (Location: TBD)</p>
<p>Day 2: Friday, October 16</p>	
<p>7:30 – 9:00 am <i>Mount Vernon Square</i></p>	<p>Registration</p>
<p>9:00 – 9:30 am <i>Mount Vernon Square</i></p>	<p>Grantee Spotlights ☀️ ☀️ ☀️ ☀️ ☀️</p>
<p>9:30 – 10:30 am</p>	<p>How Grantees Can Use Rapid Cycle Evaluation</p> <ul style="list-style-type: none"> • Richard Wilson, Program Officer, Race to the Top—District, Office of Innovation and Improvement, U.S. Department of Education

<p><i>Mount Vernon Square</i></p>	<ul style="list-style-type: none"> • Alexandra Resch, Senior Researcher, Mathematica Policy Research • Emily Tucker, Project Director, IDEA Public Schools • Marsha Jones, Project Director, Springdale Public Schools • Peter Schochet, Senior Fellow, Mathematica Policy Research <p>Attendees will hear updates on Rapid Cycle Evaluation (RCE) implementation in two RTT-D grantee districts and discuss how RCE can be used for sustainability and continuous improvement. The presenters will share their thinking about how districts can implement an RCT or short term evaluation study like RCE. Grantees will:</p> <ul style="list-style-type: none"> • Understand what types of tools/strategies lend themselves to be evaluated in this way (RCT, RCE, QED) • Brainstorm some possibilities for evaluation that they can take back to their districts after the conference • Be introduced to a new software tool that can be used to analyze and report data from quasi-experimental designs or RCTs 						
<p><i>10:30 am</i></p>	<p><i>Break</i></p>						
<p>10:45 am – 11:45 am <i>Mount Vernon Square</i></p>	<p>National Landscape for Personalized Learning</p> <ul style="list-style-type: none"> • Nasir C. Qadree, Head of Education Technology, Village Capital (DC) • Danica Petroschius, Principal, PennHill Group • Christopher Borunda, Partner, The Learning Accelerator <p>Guest speakers will discuss the evolution, current landscape, and future direction of personalized learning, focusing on topics such as technology, policy, and professional development. Attendees will learn:</p> <ul style="list-style-type: none"> • How personalized learning has evolved • The impact personalized learning has on education reform • What the future of personalized learning might look like 						
<p><i>11:45 – 1:00 pm</i></p>	<p><i>Lunch (on your own)</i></p>						
<p>1:00 – 2:30 pm <i>Mount Vernon Square; Meeting Rooms 6-9</i></p>	<p>Consultancy Protocol</p> <p>Grantees will have the opportunity to consult with their fellow grantees on a specific challenge or issue they are facing. Grantees will:</p> <ul style="list-style-type: none"> • Share a challenge with their peers and receive feedback • Provide feedback on challenges faced by other grantees <table border="1" data-bbox="477 1774 1437 1879"> <tr> <td>KVEC, Clarendon, Puget</td> <td>Facilitator</td> <td>Breakout Room 9</td> </tr> <tr> <td>Middletown, Warren, Harmony</td> <td>Karla</td> <td>Mount Vernon</td> </tr> </table>	KVEC, Clarendon, Puget	Facilitator	Breakout Room 9	Middletown, Warren, Harmony	Karla	Mount Vernon
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<p>2:30 – 3:15 pm Mount Vernon Square; Meeting Rooms 8 and 9</p>	<p>Portfolio Time (with Program Officers and GST)</p> <p>Grantees will join their Program Officer and Grantee Support Team Members to discuss next steps and how learning and collaboration will continue post-Summit. Grantees will:</p> <ul style="list-style-type: none"> • Discuss how Program Officers and the GST can provide helpful activities going forward • Share how they think they can provide guidance to other grantees • Provide insight into how RTT-D projects are furthering their student outcomes <table border="1"> <thead> <tr> <th>Portfolio</th> <th>Facilitator</th> <th>Grantees</th> <th>Session Location</th> </tr> </thead> <tbody> <tr> <td>Adam</td> <td>Karla/Sarah</td> <td>Clarendon, Iredell, Guilford, Springdale</td> <td>Breakout Room 9</td> </tr> <tr> <td>Rich</td> <td>Rich, Jayne, Amelia</td> <td>Middletown, Warren Township, GREC, Kentucky Valley, KIPP DC, St Vrain</td> <td>Breakout Room 8</td> </tr> <tr> <td>Andrea/ LaShawndra</td> <td>Andrea, LaShawndra, Sally, Ephraim, Rashidah, Ann</td> <td>Lindsay Unified, Carson City, Puget Sound, Galt, New Haven, Carson City, Harmony, Houston, Miami, IDEA, Clarksdale</td> <td>Mount Vernon</td> </tr> </tbody> </table>	Portfolio	Facilitator	Grantees	Session Location	Adam	Karla/Sarah	Clarendon, Iredell, Guilford, Springdale	Breakout Room 9	Rich	Rich, Jayne, Amelia	Middletown, Warren Township, GREC, Kentucky Valley, KIPP DC, St Vrain	Breakout Room 8	Andrea/ LaShawndra	Andrea, LaShawndra, Sally, Ephraim, Rashidah, Ann	Lindsay Unified, Carson City, Puget Sound, Galt, New Haven, Carson City, Harmony, Houston, Miami, IDEA, Clarksdale	Mount Vernon
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<p>3:30 pm</p>	<p>ADJOURN</p>																
<p>3:30 – 4:30 pm</p>	<p><i>Optional Office Hours</i></p>																

Galt Joint Union Elementary School District



Karen Schauer
John Gordon
Claudia Del Toro
Kim Lizama
Betsy McCarty

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Galt, California

3660 Learners | TK - 8

Impact

- All Learners have a Personalized Learning Plan that includes project based service learning
- Bright Future Learning Centers are open year-round with expanded learning opportunities
- New Partnerships to support English Learners

In Search Of (ISO)

- What is the role of special education in a personalized learning environment?
- Professional development resources for adult learners at varied levels of personalized learning implementation
- What is most important to measure (data) in personalized learning environments?

Peer Consultancy Worksheet

RTT-D Grantee Name: Galt Joint Elementary School District

Name of Team Members: Karen Schauer, John Gordon, Claudia Del Toro, Kim Lizama

Challenge:

1. What is a “sticky” challenge that you are facing in your RTT-D project?

While we have been successful in providing learners with a more personalized education, we continue to struggle with providing personalized professional development to adult learners who are at varied levels of understanding effective personalized learning practices that affect learner growth.

2. Why is this challenge important to you?

This is a challenge because we are at varied levels of implementation within our district and within each school. We feel this is important to our system because without building capacity it will be challenging to expand personalized learning efforts to all environments that support learners.

3. What have you already tried to do to overcome this challenge? What are the results of these actions?

Professional development opportunities are now targeted by specific grade-level spans, opportunities can be face-to-face or on-line, Professional Learning Communities are supported by academic coaches, a personalized learning leader of innovation has been hired and targeted training has been provided to administrative leaders. Based on a Personalized Learning Rubric that we created for our district, we show all schools at the beginning and early intermediate levels of implementation. We will need to revisit our measuring tool to ensure all leaders have a common language and common level of understanding in regards to Personalized Learning. Based on a recent survey, we show a greater understanding of the purpose/components of personalized learning in the primary grades. Additional work will need to be made to ensure higher levels of understanding in the upper grades.

4. What assumptions have you made about this challenge?

We assumed that there would be a group of leaders who would have the skills and motivation to lead reticent teachers through the steps to implementing personalization. We assumed administrators would have a clear vision of the necessary steps and thereby, encourage their staff to choose a learning path that would give them the skills and resources necessary to personalize. We are finding that a high level of adult learners with a fixed mindset. Adult learners appear fearful of student failure being a reflection of their practice that it may be limiting their ability to achieve. Their ability to innovate is directly proportional to their ability to fail and grow.

5. What is your focus question?

What are levels of support that are needed to make an effective systems change? How does a system support adult learners who are at varied levels of understanding and implementation stages for personalized learning?

**U.S. Department of Education
RTT-D Annual Performance Report
Executive Summary**

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Summarize the resources and strategies used in your RTT-D grant and the outputs and short term results. Provide highlights of accomplishments, lessons learned, challenges, the project's goals, and the extent to which the expected outcomes and performance measures were achieved. Describe the LEA's progress in implementing personalized learning environments (Absolute Priority 1 on the application) for the reporting period. The reporting period begins on July 1, 2014 for Cohort 1 grantees and on January 1, 2014 for Cohort 2 grantees; the reporting period ends on June 30, 2015 for all grantees.

Overview of RTT-D Strategies

The Bright Future for Galt Students RTTT-D initiative reflects dynamic systems change and capacity building with personalization as the fundamental and transformational approach for optimizing learner growth for college, career and life. The school system is shifting from a fixed to growth mindset and rethinking accountability as shared systems responsibility.

For the second full year of initiative implementation, accomplishments and highlights are summarized for the following three focus areas included in the GJUESD Race To The Top logic model:

1. Personalized Plans to Learning Pathways: College, Career and Life
2. Personalized Learning Options: Blended to Extended Learning Environments
3. Systems Continuous Improvement: Learner-Employee-District

Accomplishments and Highlights

Focus Area 1: Personalized Plans to Learning Pathways: College, Career and Life

Summary: Locally designed Personalized Learning Plans (PLPs) for Transitional Kindergarten (TK) through grade eight learners. PLPs involve educators and learners uniquely blending digital learning resources with face-to-face instruction as well as opportunities for individual goal setting.

Highlights and Successes

For the first time in the history of GJUESD, a Personalized Learning Plan (PLP) was developed and implemented for **every** GJUESD learner in grades Transitional Kindergarten (TK) through grade eight. The PLP includes learner data sets and goals pertaining to: academics, engagement and service learning accomplishments for 3693 learners. Results include 67% learners meeting language arts goals, 73% meeting mathematics goals and 86% meeting engagement goals. During the 2014-15 school year, PLP's also included an English Language Development (ELD) goal with 53% of English learners meeting this goal.

During the first full year of grant implementation (2013-14), PLPs were developed for primary learners in TK-3. The second full year of grant implementation (2014-15) resulted in articulated PLPs TK through grade eight. This critical accomplishment aligns with the transformation effort through personalization needed to move from a proficiency accountability model to a growth model for shared responsibility to ensure learning growth for every child.

The PLPs included drop-down menus with activities for academic areas, engagement and English Language Development for English language learners. The menu of PLP activities were expanded from the TK-3 list development during the first full year of grant implementation. The activities include

designation of stakeholders supporting the goal action accomplishment including: teacher, parent, instructional assistant, school social worker or after school staff.

A number of technology resources from the GJUESD Technology and Learning Platform were used to accomplish PLPs including: 1.) Illuminate for performance management and PLP design, 2.) Infinite Campus for learner information, 3.) NWEA MAP Common Core State Standards data, and 4.) Gallup Strengths-finder results. Interoperability was critical and challenging between the performance management system and student information system. The 2015-16 school year will use a single system for performance management and learner information.

In addition to classroom teachers, critical developers and implementers of the PLP included: the Director of Curriculum, Coordinator of Instructional Technology Integration and Innovation, PLP Administrators (Principals) and PLP Secretaries.

The Illuminate Parent Portal shared on-going TK-8 learner weekly progress through on-line or paper copy reports. This was the first time that Parent Portal information was prepared for all TK-8 learners and parents. The Parent Portal has been redesigned for 2015-16 by Illuminate and GJUESD that includes more “user friendly” features in English and Spanish with past and current PLPs stored on the portal for parent or child reference.

The PLPs are implemented for learners through a blend of face-to-face/on-line and indoor/outdoor learning settings with increasing ubiquitous technology tool use during and after school through Focus Area 2: Personalized Learning Options: Blended to Extended Learning Environments.

Focus Area 2: Personalized Learning Options: Blended to Extended Learning Environments

Summary: The Common Core State Standards are implemented and applied in varied personalized learning environments including classroom, school library, community settings, virtual and expanded learning environments.

Highlights and Successes

With PLPs for every child, every educator also had personalized learning growth focus areas resulting in more meaningful professional learning opportunities that included: 1.) Menu Mondays aligned to GJUESD personalized professional learning needs of individual educators, 2.) collaboration days following district or school release days for in-service and 3.) coaching opportunities by Academic or English Language Development Coaches. On-going Professional Learning Community (PLCs) continued weekly meetings to support instructional adjustments, innovation and collective processing of professional learning strategies.

The first year of reform work resulted in educator feedback to better address varied learning curves for personalization strategies through blended learning and content understanding for the Common Core State Standards. This improvement need resulted in successful bargaining efforts with the certificated union in which Collaboration Days were added to the school calendar to follow deep professional learning efforts and provide essential time for educators to process and apply new information, approaches or tools.

All GJUESD classrooms have 1 GB of expanded bandwidth with wireless access in all classrooms, Bright Future Learning Centers and outdoor school locations. The mobile Chromebook devices were increased from 2940 from the first full year of grant implementation to 3346. Transitional kindergarten through grade eight learners and school staff had school-wide access for blended learning experiences with Chromebooks for project-based learning efforts, computer adaptive assessment, on-line courseware and writing assignments. School staff communicated the desire to have one-to-one devices for all grades 4-8 learners (rather than sharing among grade levels or departments) along with continued infrastructure improvements so that learners could use mobile devices without concerns of

internet speed or access. Summer 2015 reflected additional infrastructure efforts to improve wireless access and internet speed.

The Bright Future Learning Centers (BFLCs) expanded efforts beyond the school day and throughout the summer for safe and connected learning as the school libraries continued transformation into engaging learning and engagement hubs. By the end of the 2014-15 school year, 81 BFLC Summer Camps were prepared to provide summer learning and enrichment that could be adapted as Clubs for the 2015-16 school year. During the 2014-15 school year, 1144 learners attended after school clubs with additional learners participating through coordination with the ASES state-funded after school program, SOAR Parks and Recreation program and migrant education services. The 2015-16 BFLC expanded learning program will provide 1.) more specific college and career connections, 2.) continued talent development opportunities with intentional youth development practices, 3.) connectivity through Wi-Fi and Chromebook use to support learner research projects and homework, 4.) interaction with 60 high school mentors to support or provide after school clubs and 5.) increased access through expanded transportation services.

Project-based service learning expanded participation through classroom, outdoor and community opportunities that were documented in the PLPs. Unique classroom or community projects include composting projects in school gardens, letters and care packages for deployed U.S. Troops, constructing SMUD solar fountains, steelhead fish egg release, Meals on Wheels placemat design, recycling at school and home, acorn or tree planting at the Cosumnes River Preserve, supporting community clothes closet, writing letters for the elderly, school tree planting projects, and card design for chemotherapy patients. Outdoor nature or vegetable garden habitats are developing or progressing at most school locations and include raised bed vegetable gardens, school-wide tree plantings with bird feeder observation areas, elementary school fruit tree orchard and native plant environments for study and reflection areas.

Focus Area 3: Systems Continuous Improvement: Student-Employee-District

Summary: Processes, tools and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices. The key elements include employee evaluation, continuous improvement cycle and development of GJUESD Facilities Master Plan reflective of the Galt Bright Future Learning initiative.

Highlights and Successes

With two full years of the Galt Bright Future Learning initiative, the cycle of continuous improvement is shifting to greater shared responsibility through all learners Growing And Learning Together (GALT) with greater coherence and meaning given the 2012 RTTT personalized learning reform investment and new state-required Local Control Accountability Plan. Key continuous learning efforts for the 2014-15 school year include: 1.) addressing personalized professional learning focus areas for educators, 2.) developing state-required school plans aligned to GJUESD focus areas, 3.) conducting the 2nd Annual Galt Education Summit for stakeholder feedback, 4.) accomplishing Youth and Stakeholder Listening Circles at every TK-8 school, and 5.) providing Board of Trustees study or discussion sessions and stakeholder surveys.

As part of a more personalized cycle of continuous improvement, February listening circle processes were conducted at every school location. Galt Listening Circles reflected dynamic focus groups made up of youth learners and adult stakeholders including parents, teachers, school administrators, board members, district staff, and the superintendent.

Listening circles were facilitated by the Youth Development Network (YDN) in collaboration with the School PLP Administrator, Expanded Learning Supervisor and Superintendent.

The goals of a listening circle were to:

1. Give youth the opportunity to express their ideas, goals, dreams, and wishes.
2. Continuously improve the Local Control Accountability Plan (LCAP) efforts through youth and adult learner collaboration.

Up to twenty-five stakeholders per school participated with the superintendent and a school board member to reflect up Bright Future focus areas with listening protocols and intergenerational ideas, innovation and problem solving specific to each GJUESD school and resulting in district improvement themes:

1. Personalization: Pacing, Support and Challenge
2. College and Career Awareness and Experiences
3. Relationship Building: Youth/Teachers/Staff
4. Fitness and Sports
5. Clubs and Exploratory: Fun and Meaningful

The complete agendas, school specific ideas and feedback, presentation resources were posted on the GJUESD website and included presentations to the GJUESD Board of Trustees along with LCAP strategic planning committees.

For the second year, WestEd and GJUESD developed a spring feedback survey for youth, parents and teachers to assess initiative familiarity and satisfaction for topic areas including: Personalized Learning Plans, blended learning, service learning and professional learning efforts through training and coaching. The survey participation included 250 parents, 1900 learners in grades 4-8 and 140 teachers completing an electronic survey available in English and Spanish.

Continuous improvement efforts led to the development of the first-ever GJUESD Facilities Master Plan (FMP) to address aging school facilities through forward-thinking redesign. GJUESD administrators and educators participated in on-line conferences with RTTT districts completing facilities transformation efforts to learn more about their facilities redesign experiences. The comprehensive FMP describes a range of improvement needs from updating plumbing and electrical systems to replacing old portable classrooms. In addition, the plan includes exciting modern designs for GJUESD schools from constructing new classrooms to replacing outdated portables to improving learner access to computers and modern technology. The plan also transforms libraries into Bright Future Learning Centers with varied spaces for library resources, group instruction, innovation, creativity and parent/families center. The entire school district GJUESD Facilities Plan with each school's improvement needs and costs can be viewed on the district website at www.galt.k12.ca.us.

Partnerships and Collaboration

A blend of internal and external partnerships and collaboration were evidenced during the second full year of grant implementation to support continuous improvement, resources expansion and sustainability. Key partnerships or collaboration efforts include:

2nd Annual Galt Education Summit

Through a collaboration with the City of Galt, Galt Elementary School District and Galt High School District local organizational leaders, youth and parents, regional and state partners and elected officials attended a summit to 1.) celebrate progress and accomplishments and 2.) receive ideas and feedback to

advance youth support and opportunities. Feedback areas included 1.) Educational Opportunities and Access, 2.) Health and Wellness, 3.) Enrichment and Recreation, 4.) Job Skills and 5.) Facilities for 21st Century Learning. Information was used as part of cycle of continuous improvement for the state required Local Control and Accountability Plan (LCAP).

Central Valley Foundation (CVF)

The CVF is a non-profit charitable organization dedicated to supporting children who are English language learners, the First Amendment and quality of life in the California's Central Valley. While implementing Year 2 of the Bright Future Learning initiative, GJUESD coordinated first year grant implementation efforts through this investment. The grant partnership resulted in \$599,978 over three years to address the unique learning needs of every English language learner through three focus areas: 1.) personalized learning approaches, 2.) multi-year training for all teachers and administrators and 3.) English Language Development (ELD) coaching. The partnership involves collaboration with Stanford researchers and other districts funded in the central valley.

REEd Federal Teacher Quality Grant

In May 2015, the certificated union and district management agreed to partner with researchers from Resourcing Excellence in Education (REEd) at the UC Davis School of Education. The partnership provides technical assistance, resources, research and networking to advance educator evaluation efforts aligned with the vision of the Galt Bright Future Learning initiative. This \$25,000 grant partnership involves the Integrated Professional Learning Systems (IPLS) initiative as part of the Teacher Quality State Grant Program for Teacher-based Reform (T-BAR). GJUESD will place a focus upon instructional leadership capacity building.

California K-8 Next Generation Science Standards (NGSS) Early Implementation Initiative

GJUESD is one of eight California districts and three charter management organizations selected for the early implementation of the Next Generation Science Standards. The grant supports capacity building, professional learning and instructional resources or assessment pilots. A gradual 2015-16 roll-out of this effort with coordination efforts with the Bright Future Learning initiative provides relevance and rigor for Common Core State Standards efforts. A core group of teacher leaders has expanded from 7 to 32 educators. Scientists, university professors, educators and researchers collaborate for advancing models for NGSS implementation to support state-wide roll-out efforts.

Conclusion

As GJUESD completed the second full year of the Galt Bright Future Learning initiative, there is greater systems understanding and implementation of personalization, improving infrastructure to support ubiquitous technology use and a more coherent continuous improvement given systems changes.

The superintendent describes the systemic change efforts for all learners through the metaphor of a kaleidoscope... *"In past GJUESD learning efforts, the vast array of the kaleidoscope's colors tightly aligned to a design for student-focused proficiency and a fixed mindset accountability system. We are now refocusing our work as a learner-focused system with a growth mindset through shared responsibility for optimized learner growth."*

The promise of the Galt Bright Future *kaleidoscope* for personalized learning continues refinement

with GJUESD staying the course with increased understanding and capacity for 2015-16 implementation efforts. More time is needed to deeply review emerging and varied data trend patterns through work with internal stakeholders, external partners and research experts. This continuous improvement through collaboration will help refine innovation efforts that are resulting in new and ground-breaking work for all learners in Galt, California.



Galt Community
EDUCATION SUMMIT
NOVEMBER 5, 2015
5:00-6:30 p.m.
Brewsters Restaurant

With united efforts to move forward, we can provide a bright future for every Galt learner.

Central Valley Foundation- ELL Grant Year 2

Summary of Data Dialogs Network in Sanger- 10/14/15

Data Dialog Participants

- a. 8 districts- **Sanger, Firebaugh, Cutler-Orosi, Coalinga-Huron, Mendota, Robla, Washington, Galt**
- b. CVF, Stanford University, Oregon State, Cal Ed Partners

Sanger Long Term EL Project (2011-2014) & Site Visits....

Many Commonalities in SUSD & GJUESD approaches:

- 1. P.D. to build site leadership, improve instruction**
- 2. ELD Coaches/Lead Teachers**
- 3. Focus on academic language/vocabulary (academic discourse)**
- 4. Integrated/Designated ELD**
- 5. Customizing Data Bases**
- 6. Progress Monitoring:** ILPs, goal setting, parent mtgs.
- 7. Expanded Learning**
 - a. 1-1 personal tech devices (gr 8-12)
 - b. Summer academies- college & career focus
 - c. Afterschool Clubs- tech project focus
 - d. Homework Lab (similar to ASES)
- 8. Additional ideas**
 - a. Intervention teachers push-in to classes
 - b. Student Advocates- College grads mentor/tutor
 - c. Advisory period 1x per week b-4 school
 - d. SWAG- Students With a Goal (Goal setting, monitoring, celebrating)
 - e. Parent Involvement (PIQE Institute)
 - f. Career Pathway (Partnership with local Ag Corporation)

Dr. Karen Thompson- Preliminary Analysis of SBAC Data

1. Visualizing the CST-SBAC relationship
2. Likelihood of CST proficient students scoring SBAC proficient
3. Exploring relationship of CELDT & SBAC
4. SBAC achievement of ELs in district since kinder

Dr. Kenji Hakuta: Online resources for moving district practices (MOOCs)



Kauai Bock <kbock@galt.k12.ca.us>

Williams UCP Report Submission

1 message

support@scoe.net <support@scoe.net>
To: superintendent@galt.k12.ca.us

Tue, Oct 20, 2015 at 10:34 AM

*** COPY OF YOUR SUBMISSION ***

The following Williams UCP Quarterly Report information has been submitted. The form was submitted on 10/20/15. Questions about this report should be directed to Cyndi Kroeck: (916) 228-2672 or ckroeck@scoe.net.

----- NAME: Karen Schauer Ed.D.

TITLE: Superintendent
PHONE: 209-744-4545
EMAIL: superintendent@galt.k12.ca.us
DISTRICT: Galt Joint Union School District (Elementary)
YEAR: 2015
QUARTER: Quarter 1 (July-September)
TEXTBOOKS_NUM_COMPLAINTS: 0
TEXTBOOKS_NUM_RESOLVED: 0
TEXTBOOKS_NUM_UNRESOLVED: 0
FACILITIES_NUM_COMPLAINTS: 0
FACILITIES_NUM_RESOLVED: 0
FACILITIES_NUM_UNRESOLVED: 0
TEACHERS_NUM_COMPLAINTS: 0
TEACHERS_NUM_RESOLVED: 0
TEACHERS_NUM_UNRESOLVED: 0
CAHSEE_NUM_COMPLAINTS: 0
CAHSEE_NUM_RESOLVED: 0
CAHSEE_NUM_UNRESOLVED: 0
RESOLUTION_DESCRIPTION: N/A

Sender: 206.15.233.103 Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/46.0.2490.71 Safari/537.36



REPORTS CURRICULUM DIRECTOR

1. John Durand, Service Learning Coordinator
 - Gary D. Munson, Bureau of Land Management Youth Program Coordinator
 - Every Kid in a Park Initiative

2. October Professional Development Highlights

ABOUT EVERY KID IN A PARK



Did you know that you own millions of acres of national parks, historic structures, cultural artifacts, ancient forests, snow-capped mountains, and clear blue lakes? Our federal public lands and waters belong to all Americans and are waiting for you to explore them! You can get your Every Kid in a Park pass at www.everykidinapark.gov, the official website where parents, educators, and kids can learn more.

To help engage and create our next generation of park visitors, supporters and advocates, the White House, in partnership with the Federal Land Management agencies, launched the Every Kid in a Park initiative. The immediate goal is to provide an opportunity for each and every 4th grade student across the country to experience their federal public lands and waters in person throughout the 2015-2016 school year.

Beginning September 1st all kids in the fourth grade have access to their own Every Kid in a Park pass at www.everykidinapark.gov. This pass provides free access to national parks, national forests, national wildlife refuges, and more!

The Every Kid in a Park pass is good for the 2015-2016 school year, until August 31, 2016. Information on obtaining the pass is available by visiting www.everykidinapark.gov.

In support of Every Kid in a Park, the National Park Foundation, the official charity of America's national parks, is raising funds to help connect fourth graders to America's public lands and waters through transportation grants. As part of the Foundation's [Open Outdoors for Kids](#) program, the Every Kid in a Park transportation grants seek to remove barriers to accessing our nation's public lands and waters, with a special focus on underserved and urban communities. With cutbacks in school funding for field trips, this strategic funding will help provide comprehensive access to all federal sites, including national parks, forests, wildlife refuges and public lands and waters. Transportation grants are available to the federal agencies participating in the program which include the National Park Service, Forest Service, Department of Education, Army Corps of Engineers, Bureau of Land Management, Fish and Wildlife Service, Bureau of Reclamation, and National Oceanic and Atmospheric Administration.



1. Facilities Master Plan Next Steps:
 - LPA Final Plan Prioritization
 - Future board meeting for plan priorities

2. Continued Assessment of Feasibility of a Local School Improvement Bond Program

GO Bond Feasibility Process Timeline

- ✓ Development and Completion of Survey with Galt JUESD community regarding potential acceptance of a School Facilities Bond Measure on the November 2016 Ballot Presentations at each
- ✓ Back to School events at each school site regarding Facilities Master Plan and potential of a GO Bond
- ✓ Bond election Presentation at September Board Meeting regarding survey outcomes (which were positive regarding potential success)
- ✓ Board asked District to evaluate potential Financial Advisors
- ✓ District worked with Sacramento County Office of Education and Legal Counsel to develop Request for Proposal (RFP)
- ✓ RFP was sent to a variety of potential Financial Advisor Companies on October 14th
- ✓ Responses to RFP due at 3pm on October 28th
- ✓ Evaluation of RFP responses and interviews scheduled for week of November 2nd.
- ✓ Staff will make recommendations to Superintendent by November 9th
- ✓ Recommendation of Financial Advisor to Board of Education on November 18th



Board Meeting Agenda Item Information

Meeting Date: 10/28/15	Agenda Item: 131.672 Consent Calendar
Presenter: Karen Schauer	Action Item: XX
	Information Item:

a. Approval of the Agenda

b. Minutes: August 12, 2015 Special Board Meeting and September 23, 2015 Regular Board Meeting

c. Payment of Warrants:

Certificated/Classified Payrolls Dated: #16504798-16504799, #16505007-16505108, #16506380- 16506509, #16507411-16507413

Vendor Warrant Numbers: 16308280 – 16308319, 16309370 – 16309445, 16310696 – 16310747, 16311732 – 16311757, 16312619 – 16312682, 16313822 – 16313875

d. Personnel

1. Resignations/Retirement

Last	First	Position	Resignation/Retirement
Brandon-Lopez	April	Sp Ed Inst Asst	Resignation effective 10/30/15
Bruns	Marina	Food Services	Resignation effective 11/2/15
Pereira	Kristine	Yard Supervisor	Resignation effective 9/30/15
Sawyer	Carol	Sp Ed Inst Asst	Resignation effective 10/6/15
Smith	Jaimie	Yard Supervisor	Resignation effective 10/19/15

2. New Hires

Last	First	Position	Location
Bachmann	Albert	Sub Custodian /Groundskeeper	
Baldwin	Al	Yard Supervisor	Greer
Blake	Amber	Teacher	River Oaks
Cabrera	Magalhy	ASES Inst Asst	McCaffrey
Figueroa	Richard	Psychologist	District Office
Floyd	Jeanine	Yard Supervisor	River Oaks
Frantson	Eric	Math Inst Asst	McCaffrey
Freitas	Alma	Yard Supervisor	McCaffrey
Garcia	Nicole	Sub Teacher	
Hall	John	Yard Supervisor	McCaffrey
Henriquez	Evelyn	Cashier	Valley Oaks
Nelson	Catherine	Sp Ed Inst Asst	Greer
Sayre	Nathan	Custodian	Lake Canyon
Seamons	Jackie	Snack Program	McCaffrey
Smith	Jamie	Yard Supervisor	Valley Oaks
Stout	John	Bus Driver	Transportation
Velasquez-Garcia	Blanca	Yard Supervisor	River Oaks

e. Donations

Marengo Ranch

- Dorothy Schmidt donated a piano valued at \$400.00

Valley Oaks

- Galt United Methodist Church donated school materials for site use

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, September 23, 2015
Galt City Hall Chambers
380 Civic Drive, Galt, CA 95632

Board Members Present

John Gordon
Kevin Papineau
Matthew Giblin
Wesley Cagle
Grace Malson

Karen Schauer
Robert Nacario
Thomas Barentson
Lois Yount
David Nelson

Administrators Present

Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Stephanie Simonich
Jennifer Porter
Jamie Hughes
Gerardo Martinez

MINUTES

A. Closed Session was called to order at 6:30 p.m. by John Gordon to discuss:

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

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

B. Closed Session Adjourned at 7:05 p.m. The open meeting was called to order at 7:08 p.m. by John Gordon followed by the flag salute. He announced no action taken in closed session.

C. Public Comment

1. Reid Sperisen addressed the Board regarding the Global March For Elephants And Rhinos in San Francisco on October 3, 2015.
2. Kaytlyn Bandy addressed the Board regarding her support for Reid Sperisen and the Global March For Elephants And Rhinos.
3. Kathy Loesch addressed the Board regarding technology concerns and Aesop (substitute and absence management system).
4. Tammy Partridge addressed the Board regarding technology concerns at school sites.
5. Pedro Amarante addressed the Board regarding the safety of students at Marengo Ranch Elementary School due to a recent arrest near campus.

6. Wayne Reeves addressed the Board regarding landscaping concerns at school sites.

D. Communications

1. Karen Schauer shared a communication from Sacramento County Office of Education regarding the 2015-16 LCAP and Adopted Budget. She indicated that the LCAP has been approved along with the district's 2015-16 budget. She noted that multi-year projections and assumptions have been revised due to the Governor's final State budget plan. Additionally, the district continues to monitor enrollment numbers.
2. Karen Schauer shared a communication from California Department of Education regarding CALPADS Data Management Recognition. She acknowledged Cynthia Dunnett for her efforts.

E. Reports

Superintendent

1. Bright Future for Galt Students Initiative Update

Karen Schauer reported that the District will hold its 3rd Annual Galt Education Summit on November 5, 2015.

Karen Schauer reported that district and teacher leadership will participate in Interest Based Bargaining Training for Collaboration, Problem Solving and Innovation September 28-29, 2015.

2. Bright Future Learning Center (BFLC) Efforts and Summer Camp: Jennifer Collier, Extended Learning Supervisor

Ms. Collier provided an overview of BFLC efforts. She highlighted:

- 2014-15 BFLC Club Efforts
- 2015-16 BFLC Clubs
- 2015 Summer Camp

The following administrators shared information about the BFLC clubs and partnerships at their school sites: David Nelson, Gerardo Martinez, Stephanie Simonich and Lois Yount.

Ms. Collier introduced students that participated in a summer camp. The students described the best part of participating in a BFLC summer camp. The students included: Bryce Anzelone, Tate Anzelone, Raghav Vasudevan, Zoe Malson-Page, Dillon Smith, Molly Wood, Jack Wood, Daisy Veloz, Denise Veloz and Westin Havens.

Ms. Collier continued by stating that all school sites are providing a variety of extended learning opportunities for students.

3. Community Facilities Survey Results

Karen Schauer reported that the district is currently assessing community facilities priorities and the feasibility of placing a general obligation bond measure on an upcoming ballot. A survey of 400 community members reflecting voter demographics of likely June and November 2016 voters were surveyed by Isom Advisors. She introduced Jon Isom to provide survey results.

Jon Isom shared the methodology used to determine voter attitudes. He indicated the following:

- Majority of voters are satisfied with education in the District
- Majority of voters are satisfied with the quality of facilities
- Voters are supportive of the District
- Majority of voters believe in more funding
- Support for a ballot measure exceeds 55%

Mr. Isom continued with survey information related to facilities project priorities and tax tolerances.

In closing Mr. Isom recommended the District continue to reach out to and educate the community to increase support and plan on placing a bond measure on the November 2016 ballot.

Curriculum Director

1. Donna Whitlock, Prevention & Intervention Coordinator, provided the following reports:

Central Valley Foundation, English Language Learner Grant

Ms. Whitlock reported on the first annual report for CVF addressing the unique learning needs of every English Language Learner (ELL) through three focus areas:

1. Personalized Learning Plans
2. Professional Learning to Improve English Language Development (ELD)
3. ELL Access to Common Core State Standards

She indicated that the ELL focus areas weave ELD standards with Common Core State Standards for a more personalized approach.

John Gordon noted that most funds were used for teacher training.

Ms. Whitlock stated that teachers and administrators participated in a variety of ELL-focused workshops and trainings to build educator capacity. Additionally, ELL and struggling students would benefit from expanded and blended learning opportunities.

Kevin Papineau stated that if most funding for this grant goes towards teacher training and it is shown to increase educator capacity we need to look at what we can do to sustain training once the grant expires such as looking at concentration funds.

.

Migrant Education Program

Donna Whitlock reported that 243 students are enrolled in Migrant Education. She shared the following information:

- Eligibility by school
- Staffing
- Pre-kindergarten Services
- K-8 After-school Services
- Summer Services

Ms. Whitlock noted that funding for the program was blended with site funds to serve a variety of other students.

2. Gerardo Martinez, Assistant Principal, McCaffrey Middle School, provided a 2015 Migrant Education Summer Academy report. He reported the following major accomplishments:

- Learner engagement and participation
- Learner academic and personal growth
- Community involvement

Mr. Martinez shared information on student participation rates, fieldtrips and assemblies, learner growth and professional development.

Wesley Cagle asked Mr. Martinez, "What do you think is the main reason for increased test scores?"

Mr. Martinez suggested teacher training that revisited learning.

Grace Malson asked why growth was greater with younger students versus older students.

Mr. Martinez indicated that older students may need to do more "catch-up" growth. He suggested extended days for older students would be helpful.

Administrators

1. Principals presented their 2015-16 School Fundraisers.

F. Recommended Actions

1. Routine Matters/New Business

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

a. Approval of the Agenda

b. Minutes: September 10, 2015 Special Board Meeting
Minutes: August 19, 2015 Regular Board Meeting

c. Payment of Warrants –
Certificated/Classified Payrolls Dated: 8/31/15, 9/10/15, 9/11/15
Vendor Warrants: #16303699- 16303737, #16304532- 16304555, #16305276- 16305316, #16306450- 16306477, #16306970-16306971, #16307334- 16307362

d. Personnel

1. Resignations/Retirement – accepted the following:

Last	First	Assignment	
Lambert	Theresa	Bus Driver	Resignation effective 8/24/15
Mattingly	Melissa	Inst. Asst.	Resignation effective 8/31/15
Grummel	Ashley	Sp. Ed. Inst. Asst.	Resignation effective 8/17/15
Shewmaker	Matt	Custodian	Resignation effective 8/17/15
Sutton	Elisha	Yard Supervisor	Resignation effective 9/30/15

2. New Hires- approved the following:

Last	First	Assignment	Location
Barentson	Thomas	Interim Business Services Director	District Office
Biser	Lori	School Counselor	McCaffrey
Cabral	Carri	Classified Sub	NA
Calderon	Dolores	Classified Sub	NA
Cantu	Stacey (Transfer)	Instructional Assistant	Valley Oaks
Coker	Robin (Transfer)	Food Service Manager	Lake Canyon
Floyd	Jeanine	Yard Supervisor	River Oaks
Galeno	Tedra	Instructional Assistant	Greer
Gamboa	Graciela	Classified Substitute	
Haas	Megan	Teacher: Language Arts	McCaffrey
Hale	Cody	Classified Sub	NA
Hall	John	Yard Supervisor	McCaffrey
Hernandez	Veronica	ASES Instructional Assistant	Valley Oaks
Hopper	Joyce	Bus Driver	Transportation
Hoyos	Nancy	Preschool Instructional Assistant	Fairsite
Krudop	Kristin	Teacher: Sub	NA
Madrid	Christina	ASES Instructional Assistant	Greer
Martinez	Diana	Yard Supervisor	Valley Oaks
McGranahan	Chris	Custodian 3.5	Lake Canyon
McInnes	Jacqueline	Classified Sub	NA
Mello	Diane	Yard Supervisor	Valley Oaks
Myers	David (Transfer)	Custodian	Greer
Newman	Ryan	Technology Assistant	District Office
Noack	Kristin	ASES Instructional Assistant	Greer
Ocampo	Danielle	Yard Supervisor	Valley Oaks
Placencia	Juan	Custodian 3.5	River Oaks
Rashid	Yalda	Teacher: Language Arts	McCaffrey
Rojas	Jose	Classified Sub	NA
Sagert	Donna (Transfer)	Food Service Snack Program	Lake Canyon
Sagert	Jonathan (Transfer)	Custodian	Marengo Ranch
Sanchez	Jesus (Transfer)	Special Education Instructional Assistant	River Oaks
Sanders	Stacey	Yard Supervisor	Marengo Ranch
Sayre	Nathan	Custodian 3.5	Lake Canyon
Smith	Jaimie	Yard Supervisor	Valley Oaks

Soto Rangel	Maria	Yard Supervisor	McCaffrey
Stout	John	Bus Driver	Transportation
Suarez	Alex	Groundskeeper (3.75)	District Office
Thompson	Nicole	Teacher: SDC/RSP	Lake Canyon
Velasquez-Garcia	Blanca	Yard Supervisor	River Oaks
Villano	Alicia	District Clerk II	District Office
Zavala	Esmeralda	Bilingual Instructional Assistant	Lake Canyon

e. Donations

Lake Canyon

- Kelton Crawford donated \$914.00 through the PG&E YourCause program towards site use
- Katie Sickels donated \$250.02 through the PG&E YourCause program towards site use
- Jon Adams made a monetary donation through the PG&E YourCause program towards site use
- Raley's donated \$274.32 towards site use
- Lifetouch donated \$551.00 towards site use

Marengo Ranch

- Marengo Ranch PTC donated \$129.09 towards site use
- A donation of \$481.80 was made through the PG&E YourCause program towards site use

River Oaks

- River Oaks PTA donated \$200.00 towards site use
- Target made a monetary donation through the Thanks a Billion program towards site use
- Adrian Delgado donated \$200.00 through the PG&E YourCause program towards site use
- Margo Aguirre donated \$503.62 through the PG&E YourCause program towards Mrs. Suneri's and Mrs. Widermuth's classes

Valley Oaks

- Save Mart donated \$105.45 toward site use

McCaffrey

- Save Mart made a monetary donation towards Color Guard
- Save Mart made a monetary donation towards site use
- Raley's donated \$211.22 towards site use

Other

- Charles Simpson made a monetary donation towards GALEP

- f. 2015/16 Supplemental Education Services Providers
 - g. Nonpublic, Non-Sectarian School/Agency Services Master Contract Guiding Hands School, Inc.
- | | | |
|---------|--|---|
| 131.663 | Consent Calendar (continued) – Items Removed for Later Consideration: No items removed. | CC Items Removed |
| 131.664 | Consulting Services Agreement Between GJUESD and Isom Advisors, a Division of Urban Futures Inc. did not carry due to lack of a motion. | Isom Adv Agreement |
| 131.665 | A Public Hearing Regarding the Sufficiency of Instructional Materials and Determination through a Resolution Whether Each Student has Sufficient Textbooks and Instructional Materials Pursuant to Education Code 60119 was held. There was no public comment. | Public Hearing Inst Material Sufficiency |
| 131.666 | A motion was made by Wesley Cagle to amend item 131.666 to reflect Resolution #5 not #6 and to approve the resolution; GJUESD Resolution to Approve Sufficiency of Instructional Materials, seconded by Grace Malson and unanimously carried. | Res 6 Inst Material Sufficiency |
| 131.667 | A motion was made by Grace Malson to approve Request for California Department of Education (CDE) Allowance of Attendance Because of Emergency Conditions at Marengo Ranch Elementary on August 28, 2015, seconded by Kevin Papineau and unanimously carried. | ADA Allowance MRE |
| 131.668 | A motion was made by Kevin Papineau to approve Declaration of Need for Fully Qualified Educators for 2015/16, seconded by Matthew Giblin and unanimously carried. | Declaration of Need |
| 131.669 | A motion was made by Matthew Giblin to approve Professional Development Educator Effectiveness Expenditure Plan, seconded by Wesley Cagle and unanimously carried. | PD Plan |
| | Kevin Papineau suggested the district consider ways to cover substitute cost to maximize training dollars. | |
| 131.670 | A motion was made by Grace Malson to approve Memorandum of Understanding Between Sacramento County Office of Education and GJUESD To Jointly Operate A Community School (CARE Program), seconded by Kevin Papineau and unanimously carried. | CARE Agreement |

131.671 A motion was made by Matthew Giblin to approve Memorandum of Understanding Between the Sacramento County Office of Education and the Galt Joint Union Elementary School District to Assist in the implementation of Bullying Prevention Programs, seconded by Grace Malson and unanimously carried.

**MOU
w/SCOE
Bully Prev
Programs**

131.672 A motion was made by Wesley Cagle to approve Out-Of-State Conference Attendance by Robert Nacario to Attend the AASA Superintendent's Symposium in Park City and Salt Lake City, Utah, seconded by Kevin Papineau and unanimously carried.

**Out of State
Conf
AASA**

John Gordon suggested that board member GALLUP Strengths be included on nameplates.

Wesley Cagle requested to provide information to the Board regarding the recent JPA meeting. He indicated that a total of 1 million dollars in funding has been made available to both districts in a way that does not affect tax payers as the funds are not needed for anticipated bond debt service.

G. Pending Agenda Items

1. Curriculum, Instruction, Assessment, Technology Alignment
2. Electronic Board Agenda Packet
3. Special Education Services
4. School Furniture Analysis
5. Illuminate Parent Portal
6. Governance Team Continuous Improvement

H. Adjournment

The meeting adjourned at 9:50 p.m.

Matthew Giblin, Clerk

Date

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, August 12, 2015
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632

Board Members Present

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

Administrators Present

Karen Schauer Claudia Del Toro-Anguiano
Robert Nacario Donna Mayo-Whitlock

MINUTES

A. Closed Session was called to order at 5:35 p.m. by John Gordon.

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Claudia Del Toro-Anguiano, Robert Nacario
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

B. Closed Session Adjourned at 6:07 p.m. The open meeting was called to order at 6:08 p.m. by John Gordon followed by the flag salute. He announced no action taken in closed session.

C. Reports

Superintendent

1. Facilities Update: Leadership Consultants and Teamwork

Karen Schauer reported that the district is moving forward with complex facilities work. She indicated she has strategized or planned next steps with facilities experts in July including: Addison Covert, Attorney, Blair Aas, SCI, Steve Newsom, LPA, Jon Isom, Isom Advisors and most recently Constantine I. Baranoff, Baranoff Group. A future meeting is scheduled with John Dominguez with School Site Solutions.

Dr. Schauer stated that she will contact Mr. Baranoff to support strategic planning and implementation for new school preparation efforts and Facilities Master Plan implementation.

2. Jon Isom, Isom Advisors: District Facilities, Community Survey and Bond Program Considerations

Karen Schauer stated that at a previous meeting the Board provided direction to accept the Facilities Master Plan and consider approval following broader stakeholder input through a community survey.

Jon Isom covered information regarding a community survey and bond program considerations.

Mr. Isom proceeded to share the following information:

- 2012 and 2014 Bond Program Successes
- District Bond & Assessed Value History
- General Obligation Bond Proceeds
- Voter Demographics
- Timeline – June 2016 Election

Mr. Isom stated that GJUESD has significant facilities needs. He indicated the District could generate up to \$22 million with a General Obligation Bond.

John Gordon asked if a district could file an appeal to the State Board of Education to generate more funds due to significant facilities needs.

Mr. Isom stated that a district could file an appeal and that most are approved.

Mr. Isom continued with discussion on Galt's voting population and Bond eligible election dates. He indicated that the timeline and process begins with the District and is initiated with public information gathering. Mr. Isom continued, the District has only done one General Obligation Bond and is working on a FPM so the need is clear and extensive. The real question is "does the community like the district".

Mr. Isom stated that planning goes from now until a resolution goes to the board. Isom Advisors typically charges a \$25k fixed fee paid from bond proceeds. He indicated the campaign committee work is supported through fundraising.

John Gordon stated that he needs to better understand costs and what funds the District will use.

Public Comment:

Al Baldwin addressed the Board regarding a General Obligation (GO) bond. He asked what would happen if the high school considers a GO bond at the same time as the elementary district. Additionally, he stated that the cost of water meters in the city is going to affect the communities input towards a bond so the survey questions need to be scrutinized. He indicated that schools definitely need this but he is thinking there are a lot of things going on in the community right now.

John Gordon stated that the purpose of the survey is to get a clear understanding of what the community will support. The school district has a track record of being sensitive to tax papers. Objective questions are crucial on the survey.

John Isom stated that if the high school seeks a GO bond during the same election we may want to add that as a component in the survey. The high school district seeking a bond at the same time as the elementary school district would not necessarily result in a no vote. The community has supported education needs in the past.

- | | | |
|---------|--|----------------------------|
| 131.649 | A motion was made by Wesley Cagle to approve the Revised Local Control Accountability Plan Following Sacramento County Office of Education Review, seconded by Grace Malson. The motion carried by a vote of 3 Ayes by Wesley Cagle, Grace Malson and Matthew Giblin and a No vote by John Gordon. | LCAP |
| 131.650 | A motion was made by Matthew Giblin to approve Resolution #3; Resolution Ordering the Layoff of Classified Employees, seconded by Wesley Cagle and unanimously carried. | Res 3
Classified
RIF |
| 131.651 | A motion was made by Grace Malson to approve Migrant Education District Service Agreement 2015-16, seconded by Wesley Cagle and unanimously carried. | Migrant Ed
Agreement |

John Gordon indicated that he would like to learn more about Migrant Ed student patterns. Such as their retention rate, learning challenges, and housing status. He requested this item be added as a pending agenda item.

Matthew Giblin suggested that maybe our summer food program could provide some insight.

Donna Whitlock stated that Gerardo Martinez could provide additional information at an upcoming meeting.

D. Pending Agenda Items

1. Curriculum, Instruction, Assessment, Technology Alignment
2. Technology Analysis for Board Members
3. Special Education Services
4. School Furniture Analysis
5. Migrant Education

E. Adjournment

The meeting adjourned at 7:08 p.m.

Matthew Giblin, Clerk

Date



Board Meeting Agenda Item Information

Meeting Date: 10/22/15	Agenda Item: 131.673 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

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



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: 10/28/15	Agenda Item: 131.674 Board Action Regarding Student Matter: Expulsion Case #15/16-01
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:



Board Meeting Agenda Item Information

Meeting Date: 10/28/15	Agenda Item: 131.675 Public Hearing: Resolution #6 of the Board of Trustees Approving the GJUESD School Facility Need Analysis, Adopting Residential School Facility Fees In Compliance with Government Code Sections 65995.5 and 65995.6, and Making Related Finding and Determinations
Presenter: Tom Barentson	Action Item: Information Item: Public Hearing: XX

Pursuant to Government Code 65995.5, the District may levy an alternative fee (“Level 2 fee) to the District’s Level 1 fee if certain requirements are met. The School Facility Needs Analysis (“Needs Analysis”), prepared by SCI Consulting Group, is required annually to establish the need for and level of the Level 2 fee. The District has been made eligible for new construction funding under the School Facility Program and satisfies the 2 of the 4 statutory requirements necessary to levy Level 2. Furthermore, the Needs Analysis has determined that the District is justified in imposing a district-wide Level 2 fee at the K-8 rate of \$3.23 per square foot for new residential development. There is no increase to the rate as the rate of \$3.23 per residential square foot is the same as last year.

In order to adopt the School Facility Needs Analysis and impose the Level 2 fees justified in the Needs Analysis, the District must conduct a Public Hearing and adopt Resolution #6 adopting the Needs Analysis and the Level 2 fee.

The Level 2 fee takes effect immediately upon adoption and is effective for a period of one year.

RESOLUTION #6

RESOLUTION OF THE BOARD OF TRUSTEES APPROVING
THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT'S
SCHOOL FACILITY NEEDS ANALYSIS, ADOPTING RESIDENTIAL
SCHOOL FACILITY FEES IN COMPLIANCE WITH GOVERNMENT CODE
SECTIONS 65995.5 AND 65995.6, AND MAKING RELATED FINDINGS
AND DETERMINATIONS

RESOLVED by the Board of Trustees (the "Board") of the Galt Joint Union Elementary School District (the "District"), County of Sacramento, State of California, that:

WHEREAS, this Board has had a School Facility Needs Analysis ("Needs Analysis") prepared as outlined in Section 65995 of the California Government Code; and

WHEREAS, said Need Analysis outlines the shortfall in revenues without levying fees as authorized in Sections 65995.5 and 65995.6 of the Government Code.

WHEREAS, the purpose of this Resolution is to approve and adopt fees pursuant to Government Code Section 65995.5 and 65995.6 on residential development projects in the amount of \$3.23 per square foot.

NOW, THEREFORE, IT IS HEREBY RESOLVED as follows:

1. The Board hereby receives and approves the School Facility Needs Analysis, October 2015 as prepared by SCI Consulting Group.
2. Based upon said Needs Analysis, the Board makes the following findings.
 - a.) The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential development in the District.
 - b.) The fees are to be used to finance the construction and reconstruction of school facilities for new students generated by residential development.
 - c.) There is a reasonable relationship between the need for the fees, the use of the fees, and the development projects on which the fees are imposed.
 - d.) There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the development projects on which the fees are imposed.
3. The Board hereby finds and determines the necessity to levy the fees authorized in Sections 65995.5 and 65995.6 of the Government Code in the amount of \$3.23 per square foot of new residential development.
4. The imposition of the fees shall take effect immediately.
5. The Superintendent or designee shall notify the City of Galt and the County of Sacramento having jurisdiction over territory within the District and request that no

building permits be issued on or after this date without certification from the District that the fees specified herein have been paid.

6. The Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled October 28, 2015 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, was published in a newspaper in accordance with Sections 65995.5 and 65995.6 of the California Government Code and at least 30 days prior to the meeting. A copy of said Needs Analysis was mailed to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees within the period specified by law. Additionally at least 30 days prior to the meeting the District made available to the public the final Needs Analysis for review.

7. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this resolution.

APPROVED, PASSED AND ADOPTED this 28th day of October 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President, Board of Trustees
Galt Joint Union Elementary School District

ATTEST:

Secretary, Board of Trustees
Galt Joint Union Elementary School District



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

SCHOOL FACILITY NEEDS ANALYSIS

SEPTEMBER 2015
FINAL REPORT

PREPARED FOR:

**BOARD OF TRUSTEES
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

PREPARED BY:

SCIConsultingGroup
4745 MANGELS BLVD.
FAIRFIELD, CALIFORNIA 94534
PHONE 707.430.4300
FAX 707.430.4319
www.sci-cg.com

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GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

BOARD OF TRUSTEES

John Gordon, President
Kevin Papineau, Vice President
Matthew Giblin, Clerk
Wesley Cagle, Representative
Grace Malson, Member

SUPERINTENDENT

Dr. Karen Schauer

FACILITY PLANNING CONSULTANT

SCI Consulting Group

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EXECUTIVE SUMMARY

INTRODUCTION

This School Facility Needs Analysis (“Needs Analysis”) was prepared pursuant to the requirements of Senate Bill 50, Chapter 407; Statutes 1998, (hereinafter “Chapter 407/98” or “SB 50”) which became effective on November 4, 1998 after voters in California supported Proposition 1A. The purpose of this Needs Analysis is to evaluate the need for and amount of developer fees allowed for new residential construction, pursuant to Chapter 407/98 for the Galt Joint Union Elementary School District (“District”).

Chapter 407/98 essentially authorizes qualifying school districts to levy three different levels of developer fees. These three levels of fees are from Government Code Sections 65995, 65995.5 and 65995.7. Developer fees levied pursuant to Government Code Section 65995 are typically called “Statutory fees”, “Stirling fees”, or “Level 1 fees” and the current maximum Stirling fee amounts for K-12 facilities are \$3.36 per square foot of residential construction and \$0.54 per square foot of commercial/industrial construction. These amounts are adjusted every two years in an amount equal to the statewide cost index for Class B construction, as determined by the State Allocation Board (“SAB”) at its January meeting. The District shares the K-12 commercial / industrial fee with the Galt Joint Union High School District. The District currently collect 60 percent, or \$0.324 per square foot of new commercial area constructed within the District.

Chapter 407/98 established two new sections, Section 65995.5 and 65995.7 that allow school districts to impose higher fees on residential construction if certain conditions are met by the school district. Government Code Section 65995.5 provides for an alternative fee (hereinafter the “Level 2 fee”) that may provide approximately 50 percent of the cost of school construction and site costs (using statewide average costs).

Government Code Section 65995.7 provides for developer fees that would be approximately twice the amounts authorized for Level 2 fees. This “Level 3 fee” may be levied by school districts if State funding becomes unavailable from the State Allocation Board. In essence, Section 65995.7 allows a district to effectively double the Level 2 fee. However, if the district later receives any State funding, any amounts collected in excess of Level 2 or 3 fees would have to be reimbursed to the developers from whom it was collected.

In order to impose such fees, this Needs Analysis must make the following determinations:

- Determine if the District has been approved as eligible by the State Allocation Board (“SAB”) for new construction grant funds under the School Facility Program (“SFP”); and
- Determine if the District has satisfied two of the four requirements set forth in Government Code Section 65995.5(b)(3); and
- Determine the District’s maximum allowable Level 2 fee and Level 3 fees as authorized by Government Code Sections 65995.5 and 65995.7 respectively.

In addition to making these determinations, this Needs Analysis must establish that a reasonable relationship or “nexus” exists between new development that occurs within the District and the need for additional school facilities as a result of new development. More specifically, this Needs Analysis will present findings in order to meet the procedural requirements of the Mitigation Fee Act, also known as AB 1600, which are as follows:

1. Identify the purpose of the fee;
2. Identify the use to which the fee is to be put;
3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed;
4. Determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed;
5. Determine how there is a reasonable relationship between the amount of the fee and the cost of the public facility or portion of the public facility attributable to the development on which the fee is imposed.

SUMMARY OF FINDINGS

1. School capacity pursuant to SB 50 is calculated on a teaching station basis whereby all permanent classrooms are counted. Portable classrooms are also counted, but only up to the amount that equals 25 percent of the number of permanent classrooms. Using this measure of school capacity, the District's State Capacity in 2014-15 is 3,775 K-8 students.
2. The District has an enrollment, as of October 2014, of 3,693 K-8 students. Therefore, the District's enrollment exceeds existing school capacity and new school facilities will be required for enrollments generated by new residential development.
3. Based on a study of historical residential construction and the City of Galt's current development plan for new homes, approximately 878 new single family homes and 241 multi-family units forecast to be constructed within the District over the next 5 years.
4. A student generation rate analysis of newly constructed residential units finds that each new single family home generates an average of 0.538 K-8 students and each new multi-family home generates an average of 0.290 K-8 students.
5. Over the next five years, 544 additional students are projected from the 878 new residential homes and 241 multi-family units.
6. Based on an average new single family residential home size of 2,340 square feet and a multi-family residential unit size of 850 square feet, the total projected new residential area is 2,258,969 square feet.
7. The current allowable costs for new school construction pursuant to SB 50 are \$10,345 per elementary student and \$10,942 per middle school student.
8. In addition to new school construction costs, SB 50 states that 50 percent of site acquisition, site development costs, and off-site development can be included. The allowable site acquisition and site development costs per student for the District are \$2,091 per elementary student and \$7,876 per middle school student.
9. The total allowable costs per student for Level 2 fees are \$11,384 per elementary student and \$12,211 per middle school student.
10. Using these cost factors and the projected number of new homes, the maximum amount chargeable to residential development for the Level 2 fee is \$3.23. Of this total amount \$5,710,166 is attributable to new elementary school facilities and \$1,590,436 is attributable to new middle school facilities.

11. The District owns the “Jeffery T. Jennings” site for a future elementary school. The District has no other “surplus” school sites, surplus facilities or other local funding for capital improvements that can be used to offset the cost of facilities needed for students from new residential development subject to the Level 2 fee.
12. Based on costs allowable by Government Code § 65995, this Needs Analysis determines that the maximum amount chargeable to residential development as an alternative “Level 2” fee is \$3.23 per square foot of new residential area. Additionally, in the event that new construction state funding becomes unavailable, the District is authorized to charge a Level 3 fee in the amount of \$6.46 per square foot of new residential area.
13. The District is eligible for new construction funding under the School Facility Program (“SFP”) and satisfies 2 of the 4 statutory requirements necessary to levy Level 2 fees pursuant to Government Code Section 65995.5(b)(3).

SUMMARY OF RECOMMENDATIONS

1. The District should continue to levy the alternative school facility fee (“Level 2 fee”) at the rate of \$3.23 per square foot for all new residential development, with the exception of any residential development that is paying mitigation through a developer mitigation agreement, Mello-Roos special tax or other special tax.
2. As justified in the Level 1 Fees Justification Report, adopted in October 2014, the District should continue to levy the maximum allowable commercial / industrial fee of \$0.54 per square foot. This fee is shared with the Galt Joint Union High School District with the District receiving 60 percent, or \$0.324 per square foot.
3. The Level 2 fee should be adopted and implemented pursuant to Government Code Section 65995.5 and as generally summarized in Appendix B to this Needs Analysis.
4. It is important to keep in mind that the projections and related facility needs presented in this Needs Analysis are based on a State formula for the general purpose of legally justifying the need for and amount of the Level 2 fee. SCI Consulting Group recommends that the District rely on more comprehensive and detailed demographic analysis and facility plans for long-term facility planning.

DISTRICT PROFILE

DISTRICT PROFILE

The Galt Joint Union Elementary School District encompasses the City of Galt and surrounding areas in Sacramento County. According to the October 2014 CBEDS, the District currently serves 3,693 K-8 students in regular education programs. The District currently operates five elementary schools and one middle school: Valley Oaks Elementary, River Oaks Elementary, Marengo Ranch Elementary, Lake Canyon Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School.

In reading the enclosed information, the reader should be reminded that the information presented in the Needs Analysis is relevant to the 2014-15 school year and does not reflect any changes that may occur in the 2015-16 school year.

EXISTING SCHOOL BUILDING CAPACITY AND ENROLLMENT

Pursuant to SB 50, existing school building capacity is determined by a teaching station methodology whereby each permanent teaching station is counted and loaded at the rate of 25 students per classroom for grades K-6 and 27 students per classroom for grades 7-8. Pursuant to Education Code Section 17071.30(b), the maximum number of portable classrooms included within the capacity calculation shall not exceed 25 percent of the number of permanent classrooms.

Figure 1 presents an analysis of current enrollments in comparison to allowable state capacity. By this measure, the District's capacities exceed enrollment by 82 K-12 students.

FIGURE 1 – EXISTING SCHOOL BUILDING CAPACITY AND ENROLLMENT (2014-15)

	SB50 State Capacity	Oct-14 Enrollment	Excess Capacity
Elementary Schools	2,599	2,837	(238)
Middle Schools	1,176	856	320
Total K - 8	3,775	3,693	82

(Appendix C provides the existing school building capacity calculation for the District.)

PROJECTIONS AND DEMOGRAPHICS

PROJECTED DEVELOPMENT

As indicated in the figure below, the City issued an annual average of 28 single family building permits from 2000 through 2006. The total number of annual building permits peaked at 308 in 2005, but has declined remarkably since 2007. 2014 is the first year since 2008 that the number of building permits pulled have begun increase.

FIGURE 2 – ANNUAL RESIDENTIAL BUILDING PERMITS ISSUED, CITY OF GALT

Year	SFR	MFR	Total
2002	104	0	104
2003	190	0	190
2004	189	0	189
2005	271	37	308
2006	206	0	206
2007	46	0	46
2008	14	0	14
2009	1	0	1
2010	0	81	81
2011	0	0	0
2012	1	0	1
2013	1	0	1
2014	72	0	72
2015*	26	0	26

Source: Construction Industry Research Board and City of Galt Building Department

Notes:

* Building permits year-to-date through June 2015.

Figure 3 below outlines the approved and proposed residential building projects registered with the City of Galt Planning Department as of June 2015. As indicated, these projects represent over 2,792 new residential units currently under construction, approved, or in the application process.

FIGURE 3 – RESIDENTIAL DEVELOPMENT PROJECT LIST, CITY OF GALT

	Total Units ¹	Permits Issued	Remaining Units	General Status
Single Family Residential				
Fairway Oaks	100	0	100	Tentative Map Approved
Creekside 2, Unit 2 ²	38	31	7	Partially Completed
Countryside 2 ²	14	0	14	Tentative Map Approved
Emerald Park # 22	25	0	25	Tentative Map Approved
Creekside 4	67	52	15	Partially Completed
The Village at Lexington Heights	65	0	65	Tentative Map Approved
Lonnie Estates	16	0	16	Tentative Map Approved
Morali Estates	50	0	50	Tentative Map Approved
River Oaks Unit 3	274	72	202	Partially Completed
Ceder Flats Estates	120	0	120	Under Review
Creekside 3	71	0	71	Partially Completed
Legacy Estates	5	0	5	Tentative Map Approved
Parlin Oaks P.U.D.	223	0	223	Tentative Map Approved
Park Creek Village P.U.D. ¹	39	0	39	Tentative Map Approved
Eastview Specific Plan	1,444	0	1444	Under Review
TOTAL UNITS	2,551	155	2,396	
Multi Family Residential				
Eastview Specific Plan	241	0	241	Under Review
TOTAL MULTI-FAMILY	241	0	241	
GRAND TOTAL	2,792	155	2,637	

Source: City of Galt Planning Department. Development Project List as of June 2015.

Notes:

¹ List excludes senior living projects.

² Residential development projects within Community Facilities District No. 1 which are not subject to the alternate Level 2 developer fee.

Future levels of residential development will primarily be determined by the supply and demand for new homes in the area. The historical rate of purchase and occupancy of new homes in the District has averaged approximately 192 units annually before the decline in 2007. With this level of growth history in Galt and the housing market beginning to improve, the demand for new homes in the area should pick up and not be constrained by the supply. Therefore, development projections were formulated under a market absorption methodology whereby the demand for new housing stock was assumed to continue to match the available supply.

The figure below lists the 5-year projected residential development within the District. Based on historical development, current building projects and figures provided by the City of Galt Planning Department, this Needs Analysis projects 878 single-family homes ("SFR") and 241 multi-family residential units ("MFR") will be constructed within the next five years.

FIGURE 4 – FIVE-YEAR PROJECTED RESIDENTIAL DEVELOPMENT

Housing Type	Total Projected Housing Units
Single Family Residential ("SFR")	878
Multi-Family Residential ("MFR")	241
Total Projected Residential Units	1,119

STUDENT GENERATION RATES

Student generation rates, otherwise known as “yield factors”, are the average number of students that are generated by each new housing unit. Student generation rates for new housing units were determined by SCI Consulting Group. The student generation rate analysis found that new single family homes generate an average of 0.538 K-8 students while multi-family residential units generate an average 0.290 K-8 students.

FIGURE 5 – STUDENT GENERATION RATES FOR NEW HOUSING

Housing Type	K-6	7 - 8	K - 8
New Single Family Residential	0.420	0.118	0.538
New Multi-Family Residential	0.226	0.064	0.290

ENROLLMENT FROM NEW HOUSING

The figure below lists the number of students projected by grade level from the forecasted new homes. If 1,119 new housing units are constructed as projected, and each new SFR and MFR is expected to yield 0.538 and 0.290 students respectively, then the District enrollments will increase by approximately 544 students.

FIGURE 6 – ENROLLMENT GENERATED FROM NEW HOUSING

Period	Projected Homes		Students Generated		
	SFD	MFR	K-6	6-8	K-8
5-Years	878	241	424	120	544

UNHOUSED ENROLLMENT

As shown in Figure 1, no excess capacity exists at the elementary school level, thus all elementary school students generated by new development are considered unhousted. However, existing capacity exceeds middle school enrollment by 320 students. The District will experience middle school enrolment growth beyond the five-year period of this Needs Analysis. Therefore, the excess middle school capacity will be needed to house students generated from residential units constructed over the next five (5) years and residential units constructed beyond the five-year period of this Needs Analysis. Therefore, the excess middle school

capacity shown in Figure 1 must be allocated between the projected residential development shown in Figure 4 and residential units to be constructed beyond the next five (5) years.

According to City's 2030 General Plan and information obtained from the California Department of Finance, the District can expect an additional 5,994 single-family and 3,096 multi-family units at buildout of the General Plan. These figures include residential units for the next five (5) years and residential units to be constructed beyond the next five (5) years. Allocating the excess middle school capacity identified in Figure 1 between the residential units to be constructed over the next five (5) years and residential units to be constructed beyond the next five (5) years based on the number of students each group of residential units is expected to generate results in 42 middle school student capacity to be allocated over the next five (5) years. Therefore, only 78 middle school students of the 120 student generated by new development over the next five (5) years are considered unhoused.

NEW RESIDENTIAL BUILDING AREA

SCI Consulting Group conducted an analysis of building permit issued within the City of Galt over the past 5 years. This analysis indicates that single family homes were developed at an average of 2,340 square feet and multi-family units at an average of 850 square feet. Using these findings, Figure 7 projects 2,258,969 square feet of new residential area will be developed over the next 5 years.

FIGURE 7 – NEW RESIDENTIAL SQUARE FOOTAGE

	SFR	MFR	TOTAL
Average Dwelling Size (Sq. Ft.)	2,340	850	2,019
Total Units (5 years)	878	241	1,119
Total Residential Square Footage	2,054,119	204,850	2,258,969

LEVEL 2 FEE DETERMINATION

Education Code Section 17072.10 establishes allowable cost factors for school construction that are used to determine the appropriate Level 2 fee for new residential development. These cost factors were developed on a per-student basis and are based on approximately 50 percent of statewide school construction costs. It should be noted however, that the actual cost of school construction may be significantly higher than the cost factors indicate. Any shortfall in funding from the State school construction bond program (funded by Proposition 47) and the Level 2 fee will need to be addressed by local school districts.

ALLOWABLE COSTS

As of April 15, 2015, the allowable cost factors for new school construction for 2015 are \$11,384 per elementary student and \$12,211 per middle school student. These allowable cost factors include the base per pupil grant pursuant to Education Code § 17072.10, the auto alarm/detection grant, the sprinkler grant required by Education Code § 17074.56(a)), labor compliance program grant pursuant Labor Code § 1771.7(e) and the general site development grant pursuant to SAB Regulation 1859.76 for each grade level. These allowable costs are summarized in the figure below.

FIGURE 8 – ALLOWABLE COSTS FOR CONSTRUCTION AND GENERAL SITE DEVELOPMENT

Allowable Grants	K-6	7-8
Per Pupil Base Grants ¹	\$10,345	\$10,942
Automatic Fire Detection/Alarm System Grants ¹	\$12	\$17
Automatic Sprinkler System Grants ¹	\$173	\$206
General Site Development Grant ¹	\$854	\$1,046
Total Per Pupil Grants	\$11,384	\$12,211

Source: State Allocation Board

Notes:

¹ Approved April 15, 2015 by the State Allocation Board to become effective January 1, 2015.

In addition, the District can include 50 percent of the cost of site acquisition, offsite improvements, and site development. Land acquisition costs within the District are assumed to be \$379,600 per acre. Arguments for higher or lower land costs can be made; however, the amount presented is appropriate and conservative for the purpose of this Needs Analysis. Land acquisition costs also included an additional 4 percent for appraisal, survey and escrow costs as allowed by SAB Regulation 1859.74(a)(2).

The District owns one school site, the “Jeffery T. Jennings” site, for a future elementary school. However, according to the District 2015 Facilities Master Plan, the next elementary school will likely be located within the Eastview Specific Plan. For purposes of this Needs Analysis, no land acquisition costs is assumed for the next elementary school since surplus value of Jeffrey T. Jennings site would offset the land acquisition cost of the Eastview Specific Plan site.

Site development costs are based on the actual site development cost for the District’s Lake Canyon Elementary School, adjusted for inflation using the 44 percent change in the School Facility Program Grant for New Construction from January 2006 (\$7,082 for K-6) to January 2015 (\$10,345 for K-6). Site development costs include service site development, off-site development and utilities costs.

As further detailed in Figure 9 on the following page, the site acquisition and development costs equate to \$2,091 per elementary student and \$7,876 per middle school student. This brings the bringing total SB50 new school construction costs per student to \$13,475 per elementary student and \$20,087 per middle school student.

LEVEL 2 FEE DETERMINATION

The determination of allowable costs and Level 2 fees is presented in Figure 9 on the following page. This table calculates a *composite* single family/multi-family fee based on aggregate SB50 new school facility construction costs. This fee is the amount that is justified and should be established for new residential construction. As shown, the District can justify a Level 2 single family/multi-family fee in the amount of \$3.23 per square foot of new residential area.

FIGURE 9 – LEVEL 2 FEE DETERMINATION

	Grade Level		Total
	K - 6	7 - 8	
Unhoused Enrollment From New Development	424	78	502
New School Size	650	900	
Schools Needed	0.65	0.09	
Allowable Site Acreage ¹	9.0	20.8	
Total Acreage Required	5.85	1.87	7.7
Land Acquisition Cost per Acre ²	\$0	\$379,600	
Site Development Cost per Acre ³	\$302,000	\$302,000	
Total Site Acquisition/Development Cost/Acre	\$302,000	\$681,600	
Allowable Site Acq./Devel. Costs/Acre ⁴	\$151,000	\$340,800	
Allowable School Construction Cost per Student ⁵	\$11,384	\$12,211	
Allowable Site Acq./Devel. Cost per Student ⁶	\$2,091	\$7,876	
School Facilities Cost	\$4,826,816	\$952,458	\$5,779,274
Site Acquisition and Development Cost	\$883,350	\$637,978	\$1,521,328
Total Allowable SB50 Costs	\$5,710,166	\$1,590,436	\$7,300,602
Total New Residential Area (Sq. Ft.)			2,258,969
Alternative ("Level 2") Fee per Square Foot			\$3.23

Notes:

¹ Based on the 1998 edition of "School Site Analysis and Development" published by the CDE pursuant to Govt. Code § 65995.5(h).

² There are no land acquisition costs for K-5 facilities because the District currently owns the site for its next school. Land costs include an additional 4% for appraisal, survey and escrow costs per SAB Regulation 1859.74(a)(2).

³ Estimated cost per acre for site development, utilities and public infrastructure improvements is based on actual costs for Lake Canyon Elementary adjusted for inflation based upon the 44% change in the School Facility Program Grants for New Construction from January 2005 (\$7,082) to January 2015 (\$10,345).

⁴ Pursuant to SB50, 50% of total site acquisition and development costs are allowable in calculating Level 2 fees.

⁵ The unhoused pupil grant is the sum of the base grant, the auto/detection grant, the fire sprinkler grant and the general site development grant as adjusted by the State Allocation Board on April 15, 2015.

⁶ The allowable SB50 site acquisition and development costs calculated per student utilizing new school size and acreage required per campus.

SCHOOL SITES, FACILITIES AND LOCAL FUNDING SURPLUSES

This section evaluates and considers surplus school sites, surplus facilities and other local funding for capital improvements that can be used to offset the cost of facilities needed for students from new residential development. More specifically, pursuant to Government Code Section 65995.6(b), the District must “identify and consider (a) any surplus property owned by the school district that can be used as a school site or that is available for sale to finance school facilities, (b) the extent to which projected enrollment growth can be accommodated at existing surplus school facilities, and (c) local sources of revenue that are available or dedicated to finance the construction or reconstruction of school facilities needed to accommodate any growth in enrollments attributable to new residential development.”

SURPLUS SCHOOL SITES

The District owns one elementary school site, the “Jeffery T. Jennings” site, for a future elementary school. However, according to the District 2015 Facilities Master Plan, the next elementary school will likely be located within the Eastview Specific Plan and the Liberty Ranch Development. For purposes of this Needs Analysis, no land acquisition cost is assumed for the next elementary school since the surplus value of Jeffrey T. Jennings site would offset the land acquisition cost of the Eastview Specific Plan site.

The District owns no other school sites for future schools.

SURPLUS SCHOOL FACILITIES

The District has no existing surplus school facilities to accommodate projected enrollment growth from new development.

SURPLUS LOCAL FUNDS

The following is an evaluation of other local funding sources that might be available or could be dedicated to finance the construction or reconstruction of school facilities needed to accommodate enrollment growth attributable to new residential development.

MELLO-ROOS COMMUNITY FACILITIES DISTRICTS

The District, under the Galt Schools Joint Powers Authority, currently has Mello-Roos Community Facilities Districts (“CFDs”). Properties included in these CFDs are

levied special taxes for new school construction. These special taxes must be used exclusively to provide additional school facilities for enrollments generated by homes in the CFD. Therefore, these revenues are not available to offset the cost of facilities required for students generated by development subject to the Level 2 fee.

GENERAL OBLIGATION BONDS

The District passed a \$9,240,000 General Obligation Bond in October 2001. This bond amount was considered approximately half of the funding needed to build McCaffrey Middle School and Lake Canyon Elementary School. These schools have been constructed and the bond proceeds expended.

CERTIFICATES OF PARTICIPATION

Special Tax Certificates of Participation Bonds (“COPs”) were authorized and issued by the District under a Joint Powers Agreement in 1992 for Mello-Roos District CFD No. 1. The bond proceeds were used to construct school facilities required for enrollments generated by new development within CFD No. 1. Therefore, there are no COP proceeds available to offset the Level 2 fee.

GENERAL FUND REVENUE

The District’s general funds are needed by the District to provide for the operation of its instructional program. There are no unencumbered funds at the District that could be used to construct new facilities or reconstruct existing facilities.

LOTTERY REVENUE

Government Code Section 8880.5(m) states that “all funds from the California State Lottery Education Fund shall be used exclusively for education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing research, or any other non-instructional purpose.”

COMMERCIAL / INDUSTRIAL STATUTORY FEES

Commercial and industrial statutory fees levied pursuant to Government Code Section 65995 continue to be justified for the District. As determined in the Appendix A of this Needs Analysis, these fees offset only a portion of the cost of new school facilities and will continue to be needed to provide additional school facilities for enrollments generated by employees from new commercial and industrial businesses.

OTHER LOCAL FUNDING SOURCES

Any other local funding sources that may become available will be required to provide additional school capacity for current unhoused enrollments.

LEVEL 2 & 3 FEE ELIGIBILITY

LEVEL 2 AND 3 FEES

This section frames the District's eligibility to continue to levy alternative school facility fees ("Level 2 fees"), in terms of the statutory requirements pursuant to Government Code Sections 65995.5(1) and 65995.5(3). In general, the District must make a "timely" application to the State Facilities Program and satisfy a certain number of statutory requirements in order to levy Level 2 fees. The specific requirements and findings for both fees are discussed below.

THE SCHOOL DISTRICT MUST MAKE A TIMELY APPLICATION FOR STATE FUNDING FOR NEW CONSTRUCTION UNDER THE STATE FACILITIES PROGRAM.

This statutory requirement has been met for the District. The District is eligible to receive new construction funding under the School Facilities Program. On January 29, 1999, the District submitted eligibility documents to the State to participate in the State Facilities Program. SAB forms 50-01, 50-02 and 50-03 were approved by the State Allocation Board on April 28, 1999. As of March 4, 2014, the District is eligible for new construction funding for 1,356 students for grades K-6.

UNTIL JANUARY 1, 2000, SATISFY ONE OF THE FOLLOWING CONDITIONS AND, ON OR AFTER JANUARY 1, 2000, MEETING TWO OF THE FOLLOWING CONDITIONS:

1. Attempt to pass a local bond at least once within the past four years and get approval of 50 percent plus one of the voters.

This statutory condition has not been met by the District. The District's last local bond measure was in October 2001.

2. Have at least 30 percent of K-6 enrollment on multi-track year-round education; or at least 40 percent of public school students in grades K-12 are on multi-track year round education schedules within the high school attendance area for which the district is applying for funding.

This statutory condition has not been met by the District. The District does not provide a multi-track year round education at any school.

3. Have issued debt or incurred obligations for capital outlay in an amount equivalent to 15 percent of the District's local bonding capacity (30 percent if post November 1998 landowner-approved Mello-Roos special taxes are included).

This statutory condition has been met by the District. The Galt Joint Powers Authority's current debt level for capital outlay is 58.86% of the District's bonding capacity, and thus is greater than 15 percent required.

4. At least 20 percent of the teaching stations in the District are relocatable classrooms.

This statutory condition has been met for the District. The District's total classroom inventory is 49.8 percent relocatable classrooms.

The District has made a timely application for state funding, has over 20 percent of teaching stations in relocatable classrooms, and has bond indebtedness greater than 15 percent of the District's total local bonding capacity. Therefore, the District meets 2 of the 4 statutory prerequisites for levying Level 2 fees.

LEVEL 3 FEE DETERMINATION

If State school construction funding becomes unavailable due to a lack of State school construction bonds, the District would be eligible to levy fees pursuant to Government Code Section 65995.7 at twice the currently justified amount for Level 2 fees. The amounts of these Level 3 fees for residential construction would be as shown below.

It should be noted that if the District levies a Level 3 fee and later receives any State funding, any amounts collected in excess of the Level 3 fee would have to be refunded to the property owners from whom it was collected. If such reimbursement were to occur, the District could deduct from the reimbursable amount its expenditures for interim housing for students from new residential development. A statewide facilities bond has been approved for circulation for the November 8, 2016 ballot. If the ballot fails school districts will have the authority to collect a Level 3 fees as there will be no State school construction funding available.

FIGURE 10 – LEVEL 3 FEE DETERMINATION

Cost and Fee Categories	Amount
Allowable Cost per Elementary Student	\$26,950
Allowable Cost per Middle School Student	\$40,175
Alternate Level 3 Fee per Square Foot	\$6.46

NEXUS FINDINGS

This section frames the results of the Needs Analysis in terms of the nexus requirements pursuant to AB 1600 which is codified in California Government Code § 66000¹. In general, it must be demonstrated that a reasonable relationship or “nexus” exists between new development that occurs within the District and the need for additional school facilities as a result of new residential development. The specific nexus requirements and findings for the fee are discussed below.

IDENTIFY THE PURPOSE OF FEE

The purpose of the fee is to provide funding for construction and reconstruction of school facilities for new students generated by residential development.

IDENTIFY THE USE OF FEE

As outlined in the Needs Analysis, the general purpose of the fee is to fund the construction of additional school facilities as outlined in the Needs Analysis. The District may need to purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from fees collected on residential development may be used to pay for any of the following:

- Construction or reconstruction of school facilities;
- Acquisition or leasing of land for school facilities;
- Design of school facilities;
- Permit and plan checking fees;
- Testing and inspection of school sites and buildings;
- Furniture for use in new school facilities;
- Purchased or leased interim school facilities;
- Legal and administrative costs associated with providing school facilities to students generated by new development;
- Administration of the justification and collection of developer fees;
- Other miscellaneous costs resulting from student enrollment growth caused by new development.

¹ Otherwise known as the Mitigation Fee Act.

DETERMINE HOW THERE IS A REASONABLE RELATIONSHIP BETWEEN THE FEE'S USE AND THE TYPE OF DEVELOPMENT PROJECT ON WHICH THE FEE IS IMPOSED

New residential development will cause families to move into the District and will, consequently, generate additional students in the District. As previously discussed, adequate school facilities do not exist for all these students. New residential development, therefore, creates a need for additional school facilities. The fee's use (acquiring new facilities) is therefore reasonably related to the type of project (new residential development) upon which it is imposed.

DETERMINE HOW THERE IS A REASONABLE RELATIONSHIP BETWEEN THE NEED FOR PUBLIC FACILITIES AND THE TYPE OF DEVELOPMENT ON WHICH THE FEE IS IMPOSED

As previously discussed in this Needs Analysis, the District has insufficient permanent capacity to house all additional students projected to enroll in the District. New residential development, therefore, will generate "unhoused students" and consequently, create a need for additional school facilities.

DETERMINE HOW THERE IS A REASONABLE RELATIONSHIP BETWEEN THE AMOUNT OF FEE AND THE COST OF THE PUBLIC FACILITY ATTRIBUTABLE TO THE DEVELOPMENT ON WHICH THE FEE IS IMPOSED

The relationship between the amount of the Level 2 fee and the cost of the school facilities attributable to new residential development is detailed in Figure 9. As shown, the cost of school facilities attributable to each square foot of new residential housing units is \$3.23 per square foot.

APPENDICES

Appendix A – Requirements for Adoption of the Needs Analysis

Appendix B – Existing School Building Capacity Determination

Appendix C – Bonding Capacity Calculation

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APPENDIX A – REQUIREMENTS FOR ADOPTION OF THE NEEDS ANALYSIS

To levy Alternate (“Level 2”) fees, a school district must perform the following tasks:

1. Prepare a Needs Analysis as described by Government Code Section 65995.5.
2. The final Needs Analysis must be made available for public review for a period of at least 30 days.
3. Publish notice of hearing for the Needs Analysis and fee increase in a newspaper of general circulation at least 30 days prior to the hearing.
4. Mail a copy of the Needs Analysis 30 days prior to hearing to any party that has submitted a written request for such copies at least 45 days prior to the hearing.
5. Notify and provide a copy of the Needs Analysis to the local planning and land use agencies at least 45 days prior to the hearing as required by Government Code Section 65232.2.
6. The Governing Board must respond to any written comments received on the Needs Analysis.
7. Conduct a public hearing after the 30-day review period.
8. Pass a resolution adopting the Needs Analysis and Level 2 or Level 3 fee, as applicable.
9. The fees take effect immediately upon adoption and are effective for a period of one year. Level 1 fees take effect 60 days after adoption by the Board.
10. Annually prepare a new Needs Analysis that updates the required elements for the Needs Analysis, including new yield factors from new homes, school costs, capacities and other factors, and repeat the adoption process.

APPENDIX B – EXISTING SCHOOL BUILDING CAPACITY DETERMINATION

EXISTING SCHOOL BUILDING CAPACITY

	Grade Levels	Permanent Classrooms	Total Portable T. Stations	Maximum 25% Port. T. Stations ¹	Total Teaching Stations	Total Capacity ²
Fairsite	PreK - K	11	14	3	14	350
Greer Elementary	K-6	8	27	2	10	250
Lake Canyon	K-6	27	0	0	27	675
Marengo Ranch	K-6	12	26	3	15	375
River Oaks	TK-6	12	21	3	15	375
Valley Oaks	K-6	16	19	4	20	500
Elementary School Total		86	107	15	101	2,525
Robert L. McCaffrey	7-8	34	12	9	43	1,161
Middle School Total		34	12	9	43	1,161
Classroom Capacity		120	119	24	144	3,686
SER Adjustment - Elementary School						74
SER Adjustment - Middle School						15
Existing School Building Capacity						3,775

Notes:

¹ Pursuant to SB50, portable classrooms are included in school capacity calculations for SB50 fees at a rate of 25% times the number of permanent classrooms at the school site.

² Capacity is equal to the counted number of total teaching stations times 25 students per station for grades K-6 and 27 students per station for grades 7-12.

APPENDIX C – BONDING CAPACITY CALCULATION

Assessed Value Calculation

District Assessed Value (July 2015)	\$2,188,738,648
Maximum Bonding Percentage	1.25%
District Maximum Bonding Capacity	\$27,359,233

Outstanding Debt Obligation ¹

ESD, 2002 G.O. Bond	\$258,684
ESD, 2012 G.O. Bond	\$7,325,000
Jt. Powers Bond 2008	\$8,520,000
Total Debt Obligation	\$16,103,684
Percentage of Bonding Capacity	58.86%

Notes:

¹ Remaining principal amount only.

² A CFD Special Tax was approved by the landowners in 1990 with the District receiving a 60% share of the Special Tax.

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Galt Joint Union Elementary School District

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209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 10/28/15	Agenda Item: 131.676 Board Consideration of Approval of Resolution #6 of the Board of Trustees Approving the GJUESD School Facility Need Analysis, Adopting Residential School Facility Fees In Compliance with Government Code Sections 65995.5 and 65995.6, and Making Related Finding and Determinations
Presenter: Tom Barentson	Action Item: XX Information Item:

RESOLUTION #6

RESOLUTION OF THE BOARD OF TRUSTEES APPROVING
THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT'S
SCHOOL FACILITY NEEDS ANALYSIS, ADOPTING RESIDENTIAL
SCHOOL FACILITY FEES IN COMPLIANCE WITH GOVERNMENT CODE
SECTIONS 65995.5 AND 65995.6, AND MAKING RELATED FINDINGS
AND DETERMINATIONS

RESOLVED by the Board of Trustees (the "Board") of the Galt Joint Union Elementary School District (the "District"), County of Sacramento, State of California, that:

WHEREAS, this Board has had a School Facility Needs Analysis ("Needs Analysis") prepared as outlined in Section 65995 of the California Government Code; and

WHEREAS, said Need Analysis outlines the shortfall in revenues without levying fees as authorized in Sections 65995.5 and 65995.6 of the Government Code.

WHEREAS, the purpose of this Resolution is to approve and adopt fees pursuant to Government Code Section 65995.5 and 65995.6 on residential development projects in the amount of \$3.23 per square foot.

NOW, THEREFORE, IT IS HEREBY RESOLVED as follows:

1. The Board hereby receives and approves the School Facility Needs Analysis, October 2015 as prepared by SCI Consulting Group.
2. Based upon said Needs Analysis, the Board makes the following findings.
 - a.) The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential development in the District.
 - b.) The fees are to be used to finance the construction and reconstruction of school facilities for new students generated by residential development.
 - c.) There is a reasonable relationship between the need for the fees, the use of the fees, and the development projects on which the fees are imposed.
 - d.) There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the development projects on which the fees are imposed.
3. The Board hereby finds and determines the necessity to levy the fees authorized in Sections 65995.5 and 65995.6 of the Government Code in the amount of \$3.23 per square foot of new residential development.
4. The imposition of the fees shall take effect immediately.
5. The Superintendent or designee shall notify the City of Galt and the County of Sacramento having jurisdiction over territory within the District and request that no

building permits be issued on or after this date without certification from the District that the fees specified herein have been paid.

6. The Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled October 28, 2015 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, was published in a newspaper in accordance with Sections 65995.5 and 65995.6 of the California Government Code and at least 30 days prior to the meeting. A copy of said Needs Analysis was mailed to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees within the period specified by law. Additionally at least 30 days prior to the meeting the District made available to the public the final Needs Analysis for review.

7. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this resolution.

APPROVED, PASSED AND ADOPTED this 28th day of October 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President, Board of Trustees
Galt Joint Union Elementary School District

ATTEST:

Secretary, Board of Trustees
Galt Joint Union Elementary School District