

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Regular Board Meeting
February 23, 2022
6:00 p.m. Closed Session
7:00 p.m. Open Session

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

To Join Remotely Via Zoom
<https://galt-k12-ca.zoom.us/j/83642157241>
Or One tap mobile :
US: +16699006833,,83642157241# or
+13462487799,,83642157241#

AGENDA

Anyone may provide public comment to the Galt Joint Union Elementary School District Board of Education on any item within the Board’s subject matter jurisdiction. However, the Board may not take action on any item not on this Board meeting agenda except as authorized by Government Code section 54954.2.

- Complete a public comment form indicating the item you would like to address and give it to the board meeting assistant. Public comment via Zoom teleconference by notifying the board meeting assistant through the chatbox feature in Zoom (please include agenda item topic) or by using the raised hand feature in Zoom during the agenda item to be addressed. You will be identified by your Display Name in Zoom when called upon to speak.
- Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item.
- Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted on the GJUESD website with the agenda. Email public comment is limited to 450 words.
- The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Board of Education Meetings are recorded.

A. 6:00 p.m. – Closed Session Location:

B. Announce items to be discussed in Closed Session, Adjourn to Closed Session

1. STUDENT MATTER, Education Code §48918
 - Stipulated Expulsion No. 21/22-02
 - Stipulated Expulsion No. 21/22-03
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Gov. Code, 54956.9, subd. (d)[(2) or (3)]:
 - One potential case
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957, subd. (b)(1))
4. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz

- Employee Agency: (GEFA) Galt Elementary Faculty Association
- Employee Agency: (CSEA) California School Employee Association
- Non-Represented Employees

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

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

D. Board Meeting Protocol

E. Communication

1. Sacramento County Office of Education (SCOE): 2021-2022 First Period Interim Report

F. Reports

Superintendent Report

1. Current and Future Development in Galt

LCAP GOAL 1

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

1. Dual Language Immersion (DLI) Program Update

LCAP GOAL 2

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

1. Robert L. McCaffrey Middle School Positive Behavior Supports

OTHER REPORTS

1. Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan

G. Routine Matters/New Business

212.264 Consent Calendar

a. Approval of the Agenda

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

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

MOTION

b. Minutes

- January 26, 2022 Regular Board Meeting
- February 9, 2022 Special Board Meeting

c. Payment of Warrants

- Vendor Warrant Numbers: 22329007-22329032, 22330435-22330478, 22332990-22333065
- Certificated/Classified Payrolls Dated: 1/31/22, 2/10/22

d. Personnel

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

e. Donations

212.265	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
212.266	Board Action Regarding Stipulated Expulsion No. 21/22-02 and Stipulated Expulsion No. 21/22-03	MOTION
212.267	Pre-Draft Map Hearing No. 1 Presentation to Transition Governing Board Elections from At-Large to By-Trustee Area Elections	PUBLIC HEARING
212.268	Board Consideration of Approval of GJUESD 2020-2021 Audit Report by Christy White Associates	MOTION
212.269	Board Consideration of Approval of Resolution No. 13 Of The Galt Joint Union Elementary School District Board Of Trustees Regarding Mask Mandates For Students	MOTION
212.270	Board Consideration of Approval of 2021-22 Comprehensive School Safety Plan for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School	MOTION
212.271	Board Consideration of Approval of 2022-23 E-rate Service Provider	MOTION
212.272	Board Consideration of Approval of 2021-2022 Re-Opener between the California School Employees Association and its Galt Chapter #362 (CSEA) and CSEA Collective Bargaining Agreement Covering the Period Beginning July 1, 2021 and Ending June 30, 2022	MOTION
212.273	Board Consideration of Approval of Non-Represented Agreement Covering the Period Beginning July 1, 2021 and Ending June 30, 2022	MOTION
212.274	Board Consideration of Approval to Dispose of Surplus Vehicle Through a Public Auction	MOTION
212.275	Board Consideration of 2022 CSBA Delegate Assembly Ballot Sub-Region 6B (Sacramento County)	MOTION

- | | | |
|----------------|--|--------|
| 212.276 | Board Consideration of Approval of Resolution No. 11 - Resolution To Reduce Particular Kinds of Service and Abolish Classified Positions Due to Lack of Work or Lack of Funds | MOTION |
| 212.277 | Board Consideration of Approval of Resolution No. 12 – Resolution to Abolish/Reduce Certificated/Permit Positions Due to Reductions of Particular Kinds of Services | MOTION |
| 212.278 | Board Consideration of Approval of GJUESD Board Policies (BP), Administrative Regulations (AR) and Exhibits (E): <ul style="list-style-type: none"> 1. BP/AR/E(1)(2) 1312.3 Uniform Complaint Procedures 2. BP/AR 4119.11 Sexual Harassment 3. AR/E 4119.12 Title IX Sexual Harassment Complaint Procedures 4. BP/AR 5145.3 Nondiscrimination/Harassment 5. BP/AR 5145.7 Sexual Harassment 6. AR/E 5145.71 Title IX Sexual Harassment Complaint Procedures | MOTION |
| 212.279 | Board Consideration of Approval of Increase In Pay For Long-Term Substitute Daily Rate | MOTION |

H. Public Comments for topics not on the agenda

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

I. Pending Agenda Items

1. School District Properties
2. District Communications

The next regular meeting of the GJUESD Board of Education: March 23, 2022

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

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



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: Closed Session
Presenter: Lois Yount	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. STUDENT MATTER, Education Code §48918 <ul style="list-style-type: none"> ▪ Stipulated Expulsion No. 21/22-02 ▪ Stipulated Expulsion No. 21/22-03 2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Gov. Code, 54956.9, subd. (d)[(2) or (3)]: <ul style="list-style-type: none"> ▪ One potential case 3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957, subd. (b)(1)) 4. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz <ul style="list-style-type: none"> ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association ▪ Employee Agency: (CSEA) California School Employee Association ▪ Non-Represented Employees 5. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957 <ul style="list-style-type: none"> ▪ Superintendent 	



Revised February 9, 2022

Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

1. The meeting is being recorded.
2. The meeting is open to the public.
3. The meeting is being broadcast live through Zoom teleconference.

PUBLIC COMMENT

1. Public comments are three minutes per agenda item.
2. The Board shall limit the total time for public comment for each agenda item to 20 minutes.
3. With Board consent, the Board President may increase or decrease the time allowed for public comment.
4. To make a public comment via Zoom teleconference, notify the board meeting assistant through the chatbox feature in Zoom (please include agenda item topic) or by using the raised hand feature in Zoom during the agenda item to be addressed. You will be identified by your Display Name in Zoom when called upon to speak.
5. To make a public comment in person, complete a public comment form indicating the item you would like to address and give it to the board meeting assistant.

Email Public Comment

1. Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted to the GJUESD website with the agenda.
2. Email public comment is limited to 450 words.

BOARD VOTE AND CONNECTIVITY

1. Each motion will be followed by a roll call vote for action items.
2. Should a board member attend the meeting remotely and lose connectivity by teleconference or phone, the meeting will be delayed five minutes.

REGULAR BOARD MEETINGS SHALL BE ADJOURNED BY 10:30 P.M.





Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: Communication
Presenter: Lois Yount	Action Item: Information Item: XX

1. Sacramento County Office of Education (SCOE): 2021-2022 First Period Interim Report



David W. Gordon
Superintendent

January 14, 2022

Board of Education

Karina Talamantes
President

Paul A. Keefer, Ed.D., MBA
Vice President

Joanne Ahola

O. Alfred Brown, Sr.

Heather Davis

Harold Fong, MSW

Bina Lefkovitz

(916) 228-2500

www.scoe.net

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

SUBJECT: 2021-2022 First Period Interim Report

Dear Superintendent Yount:

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

- The multi-year projections submitted project that the unrestricted General Fund balance will decrease by \$2,072,494 in 2022-2023, and \$1,834,328 in 2023-2024. The district will need to implement budget solutions if its expenditures continue to exceed its revenues in the future.
- The district is projecting a decrease of 280 ADA in 2021-2022, and no change for 2022-2023 and 2023-2024.
- It is noted that both certificated and classified salary negotiations have not been settled for 2021-2022.

We are requesting that the district provide the following:

Before the district's board of education takes any action on a proposed collective bargaining agreement, the district must meet the public disclosure requirements of Government Code section 3547.5. **Please submit the public disclosure of the collective bargaining agreement to the county office for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.** This information must also be available to the

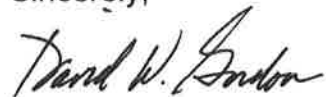
public prior to the date the governing board will take action on the proposed bargaining agreements, in accordance with Brown Act requirements. Also, as provided by the State Criteria and Standards (CCR Section 15451(b)(C)) and Education Code section 42142, when labor contract negotiations are settled after the adoption of the district's budget, the district must provide the County Superintendent a fiscal analysis of the agreement and its effect on the budget and, within 45 days of adoption of the agreement, any revisions to the district's current budget necessary to fulfill the terms of the agreement.

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

We would like to thank your staff for their cooperation during our review process.

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

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/NS/sl

cc: Thomas Silva, Board President, GJUESD
Nicole Lorenz, Chief Business Officer, GJUESD
Dr. Nancy Herota, Deputy Superintendent, SCOE
Nicolas Schweizer, Associate Superintendent, SCOE
Sharmila LaPorte, District Fiscal Services Director, SCOE



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: Reports
Presenter: Lois Yount	Action Item: Information Item: XX
<p><u>Superintendent Report</u></p> <ol style="list-style-type: none">1. Current and Future Development in Galt <p><u>LCAP GOAL 1</u> <i>Engaging learners in PreK-8 through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.</i></p> <ol style="list-style-type: none">1. Dual Language Immersion (DLI) Program Update <p><u>LCAP GOAL 2</u> <i>Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments</i></p> <ol style="list-style-type: none">1. Robert L. McCaffrey Middle School Positive Behavior Supports <p><u>OTHER REPORTS</u></p> <ol style="list-style-type: none">1. Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan	



SUPERINTENDENT REPORT

1. Current and Future Development in Galt

Growth in Galt continues to move at a slower pace compared to surrounding communities. Craig Hoffman, Galt Community Development Director, provided the district with the following updates on residential developments.

Development	Number of units in 6 years	Projecting new students by	Boundary School
Cardoso I	69	Fall 2022-2024	Valley Oaks
Cedar Flats	112	Fall 2022-2024	River Oaks
Veranda	60	2022-2023	Marengo Ranch
Simmerhorn Ranch	50	Fall 2023- 2024	River Oaks
Eastview	0	To Be Determined	Marengo Ranch

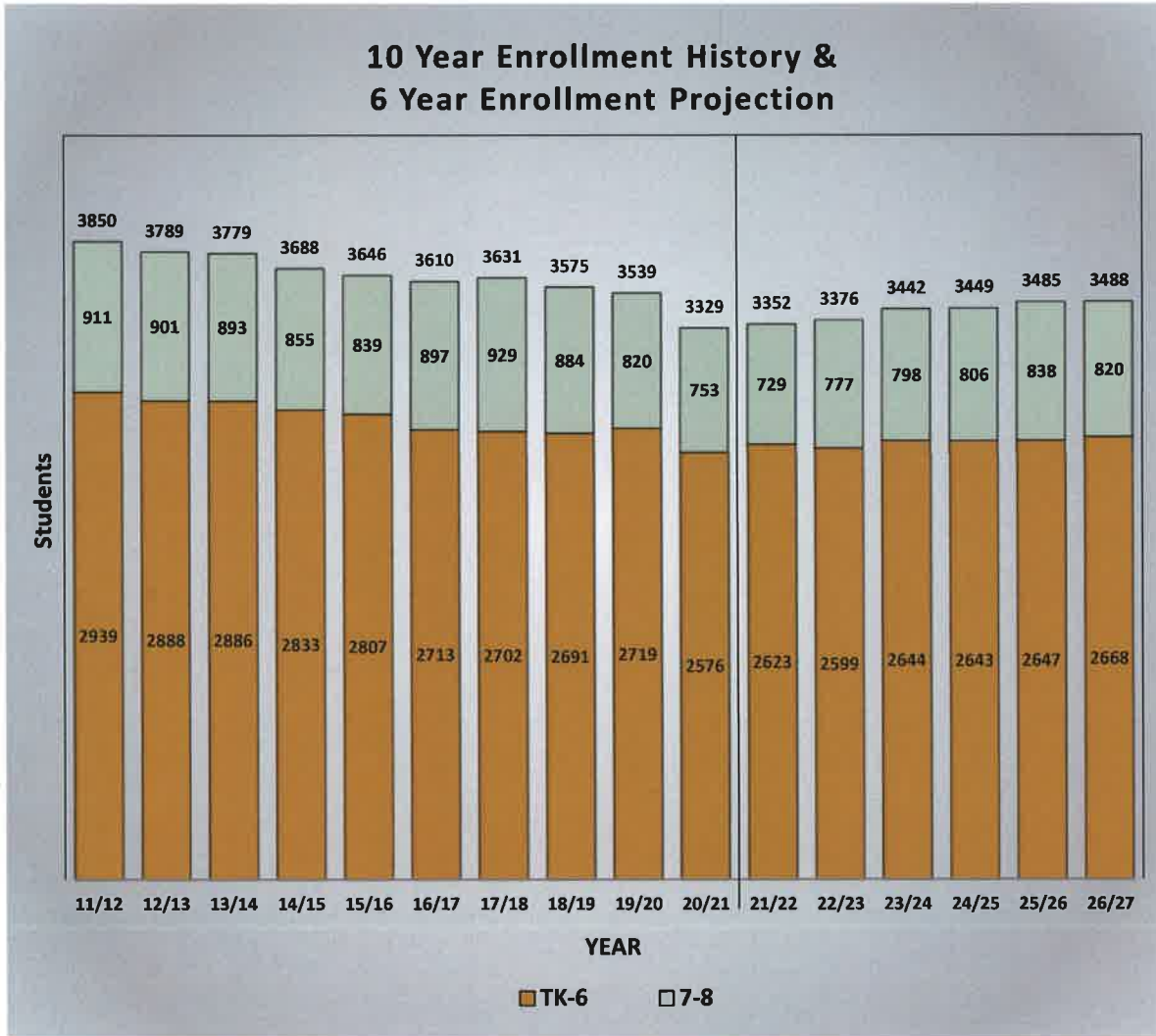
Currently, the District student yield rate is 0.458 students per housing unit. Current developments could potentially bring 145 new students to Galt by 2024. The District has classroom capacity to accommodate these students. Current student enrollment is 3,315. In 2014, student enrollment was 3,796.

Galt Joint Union Elementary School District

2020/21 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

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



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

This graph is color coded by grade groupings:

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

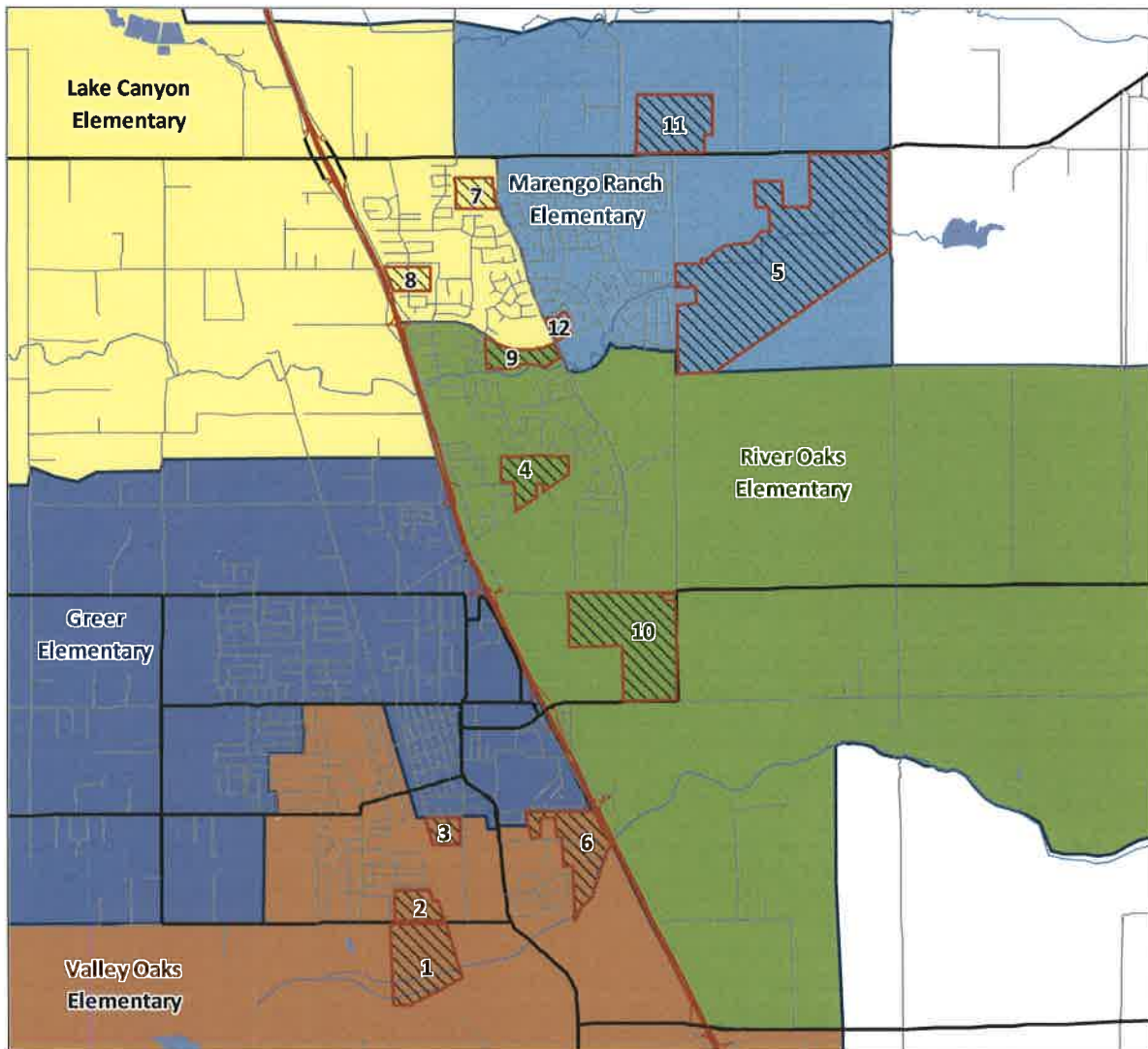
Green represents the historic and projected enrollment for the middle school grades 7-8.

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



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

NEW HOUSING DEVELOPMENTS



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

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

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

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

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

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

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

Based on 2010 Census Data for school district.

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

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

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

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



LCAP GOAL 1

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

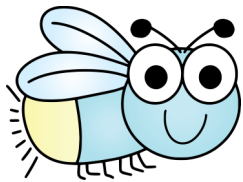
1. Dual Language Immersion (DLI) Program Update

DLI OUTREACH: In February, the first of several DLI Parent Information Nights were held virtually in English and Spanish with 84 attendees.

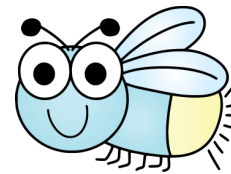
The sessions were recorded and placed on the District website along with a DLI Interest Form to complete. DLI applications will be available beginning March 1st.

DLI LEADERSHIP DEVELOPMENT: Monthly professional learning sessions continue, with bilingual educators and administrators participating.

A team will visit established Dual Immersion Programs in Davis Unified School District and Robla School District in March.



Fairsite Preschool and School Readiness Center



Are you interested in the Dual Language Immersion Program for the 2022-2023 school year?



Galt Joint Union Elementary School District will offer a Dual Language Immersion Program beginning with preschool and transitional kindergarten for the fall of 2022-2023 school year. With a progression through 6th grade each following year. Dual Language Immersion is a unique educational program that builds bilingualism and biliteracy in English and Spanish. Dual Language Immersion integrates native English speaking students and English learning Spanish speaking students in the same classroom.

Things to consider:



- Not income dependent
- Upon registration your child will be assessed to determine his/her native language level
- An ongoing commitment

Please visit our district website at <https://gjesd-ca.schoolloop.com/> for additional information and or to view the DLI Frequently Asked Questions. You can also contact Preschool Administrator, Kuljeet Nijjar at knijjar@galt.k12.ca.us or Valley Oaks Vice Principal, Laura Marquez at lm Marquez@galt.k12.ca.us



Please complete the following information to show your interest in your child participating in the Dual Language Immersion Program for the 2022-2023 school year and one of our staff members will be contacting you with additional information.

Student's first and last name: _____

Student's date of birth: ____/____/____ Gender: _____

Parent first and last name: _____

Home address: _____

Parent phone number: (____) _____

Parent email: _____



GJUESD

Dual Language Immersion Information Session

February 2022

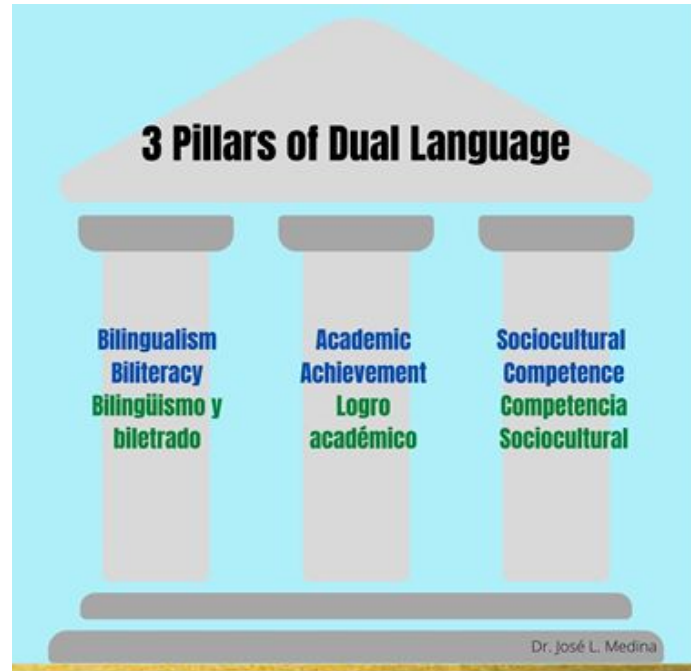
Fairsite Fireflies



Background

- 2017: District began exploring starting a Dual Language Immersion (DLI) program
- October 2021: District Survey
- 2022-2023: Plans for starting at Pre-School and TK level at Fairsite campus
- 2023-2024: Plan to expand to Kindergarten at Valley Oaks Elementary School

Dual Language Immersion (DLI) Goals



"In Dual Immersion Programs, English-dominant and target-language-dominant students are purposefully integrated with the goals of developing bilingual skills, academic excellence, and positive cross-cultural and personal competency attitudes for both groups of students."
(Lindholm-Leary, 2001 pg. 30)

Benefits

- High proficiency in biliteracy and bilingual skills
- DLI students outperform native English-speaking peers
- Enhanced cognitive abilities and interpersonal skills
- Preparation for a global society and marketplace
- Ability to communicate and excel academically in two languages
- Social-emotional: positive self-esteem, appreciation for cultural/linguistic diversity

Eligibility

- Parental choice
- Balance of 50% native English speakers, 50% native Spanish speakers
- Students with special educational needs may participate

90:10 Instructional Model

Grade	Target Language (Spanish)	English
Preschool/TK	90%	10%
Kinder	90%	10%
First	80%	20%
Second	70%	30% <input type="text"/>
Third	60%	40%
Fourth - Sixth	50%	50%
Seventh - Eighth	Maintenance	20-40%

Curriculum

- District's core curriculum and state-adopted materials would be used.
 - **ELA:** TK/Preschool: Benchmark: Ready to Advance/ Listos Y Adelante; K-6th Benchmark Advance/Benchmark Adelante
 - **Math:** Everyday Math
- Grade-level, standards based instruction. Preschool instruction is aligned with Preschool Learning Foundations.
- Lessons are taught in the target language (Spanish) following the 90:10 model.
- Teachers are highly trained and receive continuous professional development in delivering lessons that are understood by all students.

Some FAQs

- How can non-Spanish speakers learn when they are instructed in a language they don't understand for 90% of the day?
- What if no one at home speaks the second language? How will I help my child?
- Will my child be able to speak English in class until he/she learns enough vocabulary to communicate in Spanish?
- Is this a program fit for my child, our family?
- How can parents support their child in the program?

Video

[The Benefits of Dual Language Immersion](#)

Next Steps

- More information sessions
- Complete interest survey
- Registration
- Enrollment numbers for DLI program

For more information:

Laura Márquez, Valley Oaks Assistant Principal, 209-745-1564 ext 304 or lm Marquez@galt.k12.ca.us

Kuljeet Nijjar, Fairsite Early Learning Center Administrator, 209-745-1546 ext 303 or knijjar@galt.k12.ca.us

Donna Mayo-Whitlock, Director of Educational Services, 209-744-4545 ext 304 or dwhitlock@galt.k12.ca.us



LCAP GOAL 2

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

1. Robert L. McCaffrey Middle School Positive Behavior Supports

McCaffrey Middle School has expanded supports and services to meet the social-emotional needs of students, create a positive school climate, and ensure safety for all. Principal, Ron Rammer, will speak of these supports in place.

1. Two full time counselors supporting students and families:
 - a. Parent/student conferences
 - b. Student Success Team Meetings
 - c. Multi-Tiered System of Supports Coordinator
 - d. Academic support
 - e. Individual student check-ins
 - f. Grief counseling
 - g. Friendship groups
 - h. Coordinating student safety programs
 - i. Anti-gang
 - ii. Anti-drug and alcohol use
 - i. College guidance
 - j. High school support and preparation
2. School Resource Officer (SRO) is on campus Monday - Thursday with support from the high school SRO on Fridays.
3. KDOG presentations by administration on school issues and types of support offered to all students.
4. PE class presentations by administration on school issues and types of support offered to all students.
5. Full time yard supervisor (1), extended hour yard duty (1), yard duty before and after school and lunchtime (5 additional).
6. Wellness Center staffed by our counselors to which students have access during the day if they have a social-emotional issue.
7. Alternative Center (AC) is staffed by a credentialed teacher. This is a classroom where students can work with staff on their behavioral issues while keeping up with their classwork. The time spent in the AC can be in lieu of suspension.
8. Citizenship Development Program (CDP) is in place and thoroughly discussed with students by administration and teachers. The CDP offers clear consequences for students based on their behavior (Choices = Consequences).
9. The social-emotional learning program, Second Step, is being taught to all students through their PE classes.
10. All students are encouraged to download the STOPit app onto their phone. This app enables them to anonymously report any issue of concern to administration and counselors. This app is monitored 24/7 by counselors, administration, and the district office.
11. The McCaffrey Advisory Committee (MAC) is composed of student representatives from each homeroom. Their role is to advise school staff on issues of concern they see in the student population.
12. The skills of our full time school psychologist are utilized to assist any student with social-emotional needs. Our school psychologist also provides individual and group counseling.
13. Our Behavior Analyst is available and assists as needed with safety and mental health issues as they arise.



OTHER REPORTS

OTHER REPORTS

- 1. Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan**
California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students.

The Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of these Acts.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us 209-744-4545

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Numerous virtual stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the new 3-year LCAP was being developed. The 2021-22 LCAP included ESSER III funds to provide a well-rounded strategic plan. Themes emerged from stakeholder feedback that were incorporated into the LCAP. All feedback sessions were conducted in both English and Spanish. Parent/caregiver stakeholders participating in the meetings represented all of our unduplicated learner groups including English learners, low socioeconomic students, foster youth, and special education.

Key actions that were influenced by stakeholder input and also utilized funds provided through the Budget Act of 2021:

1. Motivation, Goal Setting, Hope Building

- Continue with Instructional Assistants (IAs) for small group support (more IAs for reading groups).
- Continue with GLEE or Bright Future Home Learning Academy (add online curriculum for students).
- Instructional Assistants for math support.
- Summer programs at all sites.

2. Social Emotional Learner Supports and Opportunities: learner, staff, family

- Yale University "RULER Training" is a systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence.
- Infuse more art into the school experience: Healthy Hearts and Minds Mentoring Program with artists in residency and mental health experts.
- At every school, social workers or counselors provide mental health services, social emotional, behavior, and academic support for high-risk students.

3. Scheduling and Calendar Considerations: Summer/School Year

- Expanded learning opportunities with transportation.
- Clubs will be offered in a summer program.

4. Programs, Clubs, Interventions, Training

- Expand after school and summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In alignment with Goal area #2: Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments, the additional funding was used to support student mental health services with social workers or counselors at every site (2 counselors at the middle school) and targeted wrap-around support services for unduplicated students and their families with the transition from elementary to middle school.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Numerous virtual stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the 2021 LCAP was being developed.

This feedback from Spring 2021 advisory committees also helped to shape the ESSER III Expenditure Plan.

The feedback from these various groups supported the development of the District's LCAP goals and the ESSER III Expenditure Plan:

Safe In-Person Learning

- Increase student safety at the middle school with additional yard supervisors
- Increase outdoor learning spaces & shade structures

Lost Instructional Time

- Additional Instructional Assistants for intervention and small group support
- Professional development for classified and certificated staff
- Additional curriculum
- Technology
- Extended Day (Acceleration Blocks)
- Robust summer program

Other (Social Emotional Learning and Mental Health Supports)

- Expand after school enrichment (Sports, SEL, STEAM)
- Environmental education
- Arts education

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation Highlights:

1. Strategies for Continuous and Safe In-Person Learning

- Increased administrators at school sites to support student health & safety and supervision
- HVAC units have been upgraded or routinely serviced
- Installing sinks in all classrooms
- Contracted nursing services and additional health staff have supported COVID-19 testing and contact tracing

2. Addressing the Impact of Lost Instructional Time

- Chromebooks and hotspots continue to be purchased based on student need
- Online personalized learning tools (MAP Accelerator and other online programs)
- TOSAs provide support services for English learners, data entry and reporting, and supporting the district literacy plan
- Acceleration blocks are providing after school targeted support to small groups of students
- Class sizes have been further reduced in grades K-2 to accelerate learning loss

3. Use of Remaining Funds

- Bright Future Home Learning Academy provides a safe long-term independent study program for approximately 100 students
- Additional counselor at the middle school provides mental health services and social emotional support
- Registered Behavior Technicians work with the District's Behavior Analyst to identify positive interventions and supports for individual students
- The District is in the process of developing of a PreK-8 Dual Language Immersion Program beginning with Pre-K

Implementation Challenges:

- Filling some of the positions created with new funding has been challenging. Positions difficult to fill include: yard supervisors, instructional assistants and certificated staff to meet students' needs in the acceleration blocks after school.
- In-person parent workshops and trainings have been placed on hold due to COVID-19 in-person meeting restrictions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The GJUESD’s LCAP serves as the District’s Strategic Plan and each school’s Single Plan for Student Achievement (SPSA) is also aligned with the LCAP.

All fiscal resources received are aligned to the Strategic Plan and District advisory committees have regular opportunities for feedback and suggestions on the use of those funds.

The Federal American Rescue Plan Act and Federal Elementary and Secondary School Emergency Relief expenditure plans are in alignment with the District’s LCAP Goals:

- #1. Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.
- #2. Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.264 Board Consideration of Approval of Consent Calendar
Presenter: Lois Yount	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes <ul style="list-style-type: none"> ▪ January 26, 2022 Regular Board Meeting ▪ February 9, 2022 Special Board Meeting c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrant Numbers: 22329007-22329032, 22330435-22330478, 22332990-22333065 ▪ Certificated/Classified Payrolls Date: 1/31/22, 2/10/22 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. Donations 	

Galt Joint Union Elementary School District Board of Education Minutes

Regular Board Meeting
January 26, 2022

Teleconference via Zoom
Webinar ID: 854 6264 2251

Board Members Present

Thomas Silva
Wesley Cagle
Traci Skinner
Grace Malson
Casey Raboy

Administrators Present

Lois Yount	Nicole Lorenz
Claudia Del Toro-Anguiano	Donna Mayo-Whitlock
Ron Rammer	Donna Gill
Jennifer Porter	Judi Hayes
Kuljeet Nijjar	Laura Papineau
David Nelson	Stephanie Simonich
	Tina Homdus

THIS MEETING WAS HELD PURSUANT TO ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO DIRECTING ALL PUBLIC MEETINGS IN THE COUNTY TO OCCUR VIRTUALLY UNTIL FURTHER NOTICE AND ENCOURAGING WORKPLACES TO CONDUCT MEETINGS REMOTELY AS BUSINESS NEEDS PERMIT

DATE OF ORDER: January 6, 2022

6:00 p.m. – Closed Session Location: Video Teleconference

Closed session was called to order at 6:21 p.m. by Thomas Silva.

Present for the closed session: Thomas Silva, Grace Malson, Traci Skinner, Wesley Cagle, Casey Raboy, Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, and from the office of Dannis Woliver Kelley, Chris Keiner and William Tunick, Attorneys at Law

1. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Gov. Code, §54956.9, subd. (d)[(2) or (3)]:
 - One matter
2. STUDENT MATTER, Education Code §48918
 - Stipulated Expulsion #21/22-1
3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

Closed Session adjourned at 7:22 p.m. The open meeting was called to order at 7:26 p.m., followed by the flag salute. Thomas Silva announced no action was taken in closed session.

Board Meeting Protocol

Lois Yount shared the Board Meeting Protocol and stated 2 written public comments were received and posted to the District website.

Reports

Superintendent Report

- 1. COVID-19 Pandemic Status and Implications for Schools, Staff, and Operations

Lois Yount reported local COVID-19 case rates in Sacramento County are trending downwards. She emphasized that positive cases in the GJUESD are significantly lower now than a week ago. Ms. Yount shared difficulties the District has faced during this omicron outbreak, including 22 percent of students absent in the past week and 15 percent of staff. Additionally, multiple preschool classrooms and two special education classrooms have had to close. Large assemblies have been canceled, and most meetings occur via zoom. COVID-19 testing kits and N95 masks have been made available to all district staff, and a message has been sent to all middle school families that the District is providing voluntary N95 masks to middle school students. KN95 masks for elementary students are on order. Ms. Yount said, "things are getting better." She thanked the District staff for their hard work to keep schools open and parents for continuing to follow health guidelines. She stated there had been three revisions to the Decision Forest from Sacramento County Health Department in a month and a public health order regarding public meetings occurring virtually until further notice.

Tom Silva stated his appreciation to everyone. He asked how transportation recruitment and services were going?

Lois Yount stated recruitment is going well. A transportation committee meeting was held yesterday, January 25, 2022, to discuss strategy. Some ideas include signing bonuses and looking at what surrounding Districts are doing for incentives. The Governor's budget proposal would devote funds to support school transportation efforts.

LCAP GOAL 1

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

- 1. Lois Yount reported the Kids Discover Educator of the Month for October 2021 as Kathy Lucchesi, teacher.

Claudia Del Toro-Anguiano, Curriculum Director, recognized Kathy Lucchesi's effective program implementation with her students. Congratulations to her.

Wesley Cagle, Board Member, said his son loved Ms. Lucchesi's class. She is an amazing teacher.

Thomas Silva and Traci Skinner concurred.

Lois Yount stated that Ms. Lucchesi is currently the home learning academy teacher and is doing a great job.

2. 2022-2023 School Registration

Lois Yount reported registration opened on Tuesday, January 18. New this year, parents can register online. The link is on the GJUESD website. Parents can also download applications for print or pick up packets at any District school. Additionally, the enrollment dates for Transitional Kindergarten (TK) expanded. More students will be eligible to attend TK this year.

3. Dual Language Immersion Program

Donna Whitlock, Educational Services Director, reported. She indicated the District is working with a California Association for Bilingual Education (CABE) consultant. The rollout is dependent on parent participation. Dual Language Immersion (DLI) information nights are scheduled for February 1 in English and February 3 in Spanish. Additionally, the District will call every family that indicated they are interested in the program through the feasibility survey. We will also contact all Transitional Kindergarten (TK) families registered for the next school year. Laura Marquez, Assistant Principal, and Kuljeet Nijjar, Prevention and Intervention Coordinator, are spearheading the information nights. The meetings will be recorded and placed on the District website with an interest form for families.

LCAP GOAL 2

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

1. Food and Nutrition Services

Nick Svobodo, Food & Nutrition Services Supervisor, reported. He shared the number of meals served throughout the District this school year. Meals Included lunch buddies for students who bring limited non-nutritious snacks for lunch.

Mr. Svobodo stated that product availability had been a challenge. However, fresh produce is readily available. Other challenges include staffing due to retirees, open positions and sub availability. He gave a "shout out" to the food and nutrition staff. They are creative with menu items and find ways to make students smile by decorating kitchens and making special treats.

Mr. Svobodo provided information on Galt Grub Grab. These are shelf-stable grocery boxes donated by the Sacramento Food Bank and are available for community members based on delivery availability and a rotating schedule posted on the District website.

Wesley Cagle and Thomas Silva thanked Mr. Svobodo for his fantastic work reflected in long-serving retirees.

OTHER REPORTS

1. School Services of California Governor's Budget Workshop for 2022-23

Nicole Lorenz, Chief Business Officer, provided a bulleted overview of the state budget and the state economy.

- Robust state revenues provide the state General Fund with a surplus of \$45.7 billion for the 2022-23 fiscal year
- Significant increases projected for Personal Income Tax and Sales and Use Tax, two of the Big Three taxes
- The Governor's Budget reflects significant reserves, including the Budget Stabilization Account (Rainy Day Fund), the Public School System Stabilization Account, and the general operations reserve
- While there are many positive economic indicators, there is still a level of economic uncertainty due to the unpredictability of COVID-19
- Inflation has become a major concern as the cost of everyday goods and services continue to rise to levels not seen since 1982
- The Federal Reserve's response to inflation, including interest rate hikes, could impact the stock market

Capital Advisors advises school districts could see significant changes to the May revision.

Ms. Lorenz reported the COLA is higher likely due to inflation costs. The Governor proposes an average ADA formula to help mitigate the ADA budget cliff most districts face. Special Education is getting another COLA as the Governor continues to invest in special education, and there is ongoing funding for expanded learning. Ms. Lorenz indicated additional Proposition 98 money to provide meals to all students and funding for school kitchen improvements.

Ms. Lorenz said there is grant money for electric school buses described by Kerri Gardner, Transportation Supervisor, at the last regular Board meeting. Additionally, the Governor proposes general fund money to fund school facility investments for current applications.

Ms. Lorenz said CalPERS and CalSTRS rates are increasing. The Governor is not proposing any relief.

Thomas Silva stated, "the more categorical we have, the less local control we have."

Lois Yount commented, "will the COLA even cover the CalSTRS and CalPERS increases."

2. Williams Uniform Complaint Process (UCP) Quarter 2 Report
Lois Yount reported no complaints.

Routine Matters/New Business

212.264 Grace Malson made a motion to approve the Consent Calendar, second by Wesley Cagle and unanimously carried.

**Consent
Calendar**

- a. Approval of the Agenda
- b. Minutes
 - December 13, 2021, Annual Organizational Meeting

- c. Payment of Warrants
- Vendor Warrant Numbers: 22323067-22323104; 22323648-22323667; 22324422-22324467; 22325144-22325161; 22326796-22326889; 22328170-22328221
 - Certificated/Classified Payrolls Dated: 12/10/21, 01/01/22, 01/10/22, 01/14/22

d. Personnel

Resignations/Retirees			
Name	Position	Effective Date	Site
Bandy, Jo Ellen (Retirement, 29 years)	Food Service Lead	2/4/22	River Oaks
Garcia, Donna	Instructional Assistant	1/2/22	Vernon E. Greer
Gill, Donna (Retirement, 15 years)	Principal	6/28/22	River Oaks
Munoz, Janet (Retirement, 23 years)	ASES Coordinator	12/30/21	Vernon E. Greer
Quist, Christina	Food Service Worker	12/17/21	Vernon E. Greer
Rammer, Ron (Retirement, 30 years)	Principal	6/28/22	McCaffrey Middle
Rodriguez, Antonio	Instructional Assistant, ASES	12/17/21	McCaffrey Middle

Leave of Absence Requests			
Name	Position	Effective Date	Site
Hopper, Joyce	Bus Driver	12/7/21	Transportation
Jones, Lori	District Clerk II	1/10/22	District Office
Muniz, Celeste	ASES Coordinator	1/10/22	Valley Oaks
Odell, Yvette	Secretary	1/10/22	Fairsite
Pierre, Anya	Teacher	3/11/22	River Oaks

New Hires/Status Change		
Name	Position	Site
Arrieta, Yolanda	Yard Supervisor	McCaffrey Middle
Ceja, Lorena	Instructional Assistant, ASES	Valley Oaks
Gomez, Maribel (Status Change)	Food Service Worker	Marengo Ranch
Harkness, Taryn	Instructional Assistant, Special Education	Fairsite
Leon, Janett	Yard Supervisor	Vernon E. Greer
Lopez, Shalise	Instructional Assistant, Special Education	Vernon E. Greer
Luna Garcia, Raquel	Counselor	McCaffrey Middle
Macias, Beatriz (Status Change)	Instructional Assistant, Bilingual	Fairsite
Martinez-Garcia, Cassandra	Instructional Assistant, Special Education	Lake Canyon
Mendoza, Francisco	Classified Substitute	N/A

Mejia Posas, Jose	Classified Substitute	N/A
Moore, Selena	Classified Substitute	N/A
Najera, Kelly	Yard Supervisor	Marengo Ranch
Prieto Chase, Lydia (Status Change)	Food Service Worker	Lake Canyon
Rivera Flores, Mayra	Yard Supervisor	McCaffrey Middle
Smith, Dania	Classified Substitute	N/A
Solomon, Benjamin	Certificated Substitute	N/A
Valencia, Eileen (Status Change)	Instructional Assistant, Special Education	Marengo Ranch

e. Donations

f. Master Contract for Non-Public Schools and Agencies: The Stepping Stones Group

212.265 Consent Calendar (Continued) – Items Removed for Later Consideration
There were no items removed. **CC Items Removed**

212.266 Thomas Silva made a motion to approve Stipulated Expulsion Case #21/22-1 Recommendation, seconded by Traci Skinner and unanimously carried. **Stipulated Expulsion**

212.267 Thomas Silva, Board President, referenced Senator Richard Pan's proposal, Keep Schools Open and Safe Act, to close the personal belief exemption loophole for COVID-19 school vaccinations. Mr. Silva indicated this is not a choice but an ultimatum and not the kind of leadership constituents deserve from Sacramento. COVID-19 is not the existential threat to children that other diseases are. **Res 9 Personal Belief Exemption**

Casey Raboy, Board Member, stated that how legislators legislate is not up to us. We didn't have a say in how the other diseases were mandated. It's a law. She stated that unvaccinated people are dying.

Traci Skinner, Board Member, said, "however, we can use our voices to express our concerns; we elect them."

Traci Skinner made a motion to approve Resolution No. 9 Supporting Personal Belief Exemptions Related to the COVID-19 School Vaccine Mandates, seconded by Wesley Cagle. A vote of four Ayes carried the motion from Thomas Silva, Traci Skinner, and Grace Malson's and a No vote from Casey Raboy.

212.268 Lois Yount reported a need to expand and centralize the Transitional Kindergarten program to serve students best. She shared facility improvements over the last five years at Fairsite and upgrades scheduled for 2022. Ms. Yount also shared facility index and scores comparing Fairsite results to other district schools. **FS Elem CDS Code**

Grace Malson shared that parents have indicated concern about their students attending different schools.

Ms. Yount responded that transportation would be provided to students, and there is the potential for a staggered start time. Additionally, the program will be a half-day program.

Wesley Cagle expressed concern that the District redrew school boundaries so students could attend their local schools. He is concerned about students having to take a bus across town.

Lois Yount said all students go to Fairsite for preschool. Students are still able to attend Kindergarten through 6th grade at their homeschool. She indicated that approximately 58 students currently attending Fairsite are eligible for Transitional Kindergarten (TK) next school year.

Donna Whitlock stated that the District is projecting 4 TK teachers for next year.

Wesley Cagle asked if Fairsite is changed to an elementary school, would it be possible to open it up to grades 1-6?

Lois Yount said yes, but the plan is to serve four-year-olds. The District does not have the facilities or playground space at every elementary school to serve this group of students.

Grace Malson asked if it is possible to have one school on the east side of Galt to serve TK?

Lois Yount indicated It is possible; however, we would still be transporting students and still would not have neighborhood schools for TK.

Tom Silva asked Ms. Yount to discuss the challenges of combining TK & Kindergarten students in one classroom.

Lois Yount stated that research shows that combination classrooms are challenging. The fundamental development of play for TK is oftentimes overlooked in a TK/K combo class. We hear from parents that TK students are really getting two years of Kindergarten. The District feels if we can have straight TK classrooms, we can serve both TK and K better.

Casey Raboy made a motion to approve Re-Opening Fairsite Elementary Due to the implementation of Universal Transitional Kindergarten (UTK) and the Establishment Of New County District School (CDS) Code, seconded by Thomas Silva. A vote of four Ayes carried the motion from Casey Raboy, Thomas Silva, Traci Skinner, and Grace Malson, and a No vote from Wesley Cagle.

212.269 Thomas Silva made a motion to approve Resolution No. 10 Accepting Final Completion of Contract for Greer Elementary HVAC Upgrades and Roof Replacement S&B James Construction Management Company, seconded by Grace Malson and unanimously carried.

**Res 10
GE NOC**

- 212.270** Grace Malson made a motion to approve Cooperative Agreement Between GJUESD and Turning Point Community Programs, seconded by Casey Raboy and unanimously carried. Turning Point Agreement
- 212.271** Donna Whitlock stated that by education code, the School Accountability Report Cards (SARC's) have to be updated annually by February 1. She highlighted the information in the SARC related to average class size and enrollment as incorrect, and the teacher credential information is missing. Ms. Whitlock indicated that the California Department of Education (CDE) would correct the data. She added Measures of Academic Progress (MAP) results are included in the SARCs since the California Assessment of Student Performance and Progress (CASPP) was not administered due to the COVID-19 pandemic. SARCs
- Ms. Whitlock reported zero suspensions were reported in the SARCS. However, there was one suspension at Robert L. McCaffrey Middle School in the last week of the school year. This suspension will be reflected in next year's SARC.
- Thomas Silva noted FIT report trends that caught his attention. He indicated the Lake Canyon Elementary report indicated numerous water stains on ceiling tiles. Another trend included lots of comments about electrical issues at Greer. Reports indicate exhaust fans in restrooms that don't work throughout all schools. He said COVID prevention measures should include ensuring enough ventilation in restrooms. However, he understands as the report is generated, maintenance is already working on some of these issues.
- As soon as the reports are available, Lois Yount said the District reviews them with maintenance, and copies are given to custodians and principals. She will follow up on the mentioned areas.
- Donna Whitlock stated that the SARCS data would be corrected before posting on the district website. She thanked principals and assistant principals for their efforts.
- Wesley Cagle made a motion to approve 2021-2022 School Accountability Report Cards (SARCs) for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary, and McCaffrey Middle School, seconded by Casey Raboy and unanimously carried.
- 212.272** Grace Malson made a motion to approve Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding 2021-2022 Article XVIII Salary and Related Items, seconded by Traci Skinner and unanimously carried. GEFA TA
- 212.273** Thomas Silva made a motion to approve the following GJUESD Board Policies (BP) and Administrative Regulations (AR), seconded by Wesley Cagle and unanimously carried. Policies
1. BP 3516.5 Emergency Schedules
 2. BP4131 Staff Development
 3. BP 6120 Response to Instruction and Intervention

4. BP/AR 6164.4 Identification and Evaluation of Individuals for Special Education
5. BP/AR 6164.41 Children with Disabilities Enrolled by Their Parents in Private School
6. BP/AR 6164.5 Student Success Teams
7. BP/AR 4112.42 Drug and Alcohol Testing for School Bus Drivers

212.274 The Board of Trustees held a First Reading of GJUESD Board Policies (BP) and Administrative Regulations (AR).

1st Reading Policies

Thomas Silva would like staff to demonstrate how parents and the community can access board policies on the District webpage.

Donna Whitlock will add this request to the next regular meeting of the Board agenda.

1. BP/AR/E(1)(2) 1312.3 Uniform Complaint Procedures
2. BP/AR 4119.11 Sexual Harassment
3. AR/E 4119.12 Title IX Sexual Harassment Complaint Procedures
4. BP/AR 5145.3 Nondiscrimination/Harassment
5. BP/AR 5145.7 Sexual Harassment
6. AR/E 5145.71 Title IX Sexual Harassment Complaint Procedures

212.275 Lois Yount stated the revision to the 2021-2022 calendar is needed to add the Juneteenth National Independence Day federal holiday.

Revised School Calendar 2021-22

Grace Malson made a motion to approve the Revised 2021-2022 School Calendar, seconded by Casey Raboy and unanimously carried.

212.276 Wesley Cagle made a motion to approve the 2022-2023 School Calendar, seconded by Casey Raboy and unanimously carried.

School Calendar 2022-23

Public Comments

1. Stevie Choate addressed the Board regarding:
 - support for the Dual Language Immersion program plan
 - support for Item 212.268; Re-Opening Fairsite due to the implementation of Universal Transitional Kindergarten (UTK)
 - support for virtual board meetings
 - support for staff and teachers
 - disappointment regarding the Board of Trustees' vote to pass Resolution 9, supporting personal belief exemptions related to the COVID-19 school vaccine mandate.
2. Martha Velma addressed the Board regarding her disappointment regarding the Board of Trustees' vote to pass Resolution 9, supporting personal belief exemptions related to the COVID-19 school vaccine mandate.

Two Public Comments were received via email:

1. On behalf of certificated members, Heather Wetzel addressed the Board with concerns related to item 212.268, Re-Opening Fairsite due to the implementation of Universal Transitional Kindergarten (UTK) and the Dual Language Immersion program plan.
2. Ashley Barrett addressed the Board urging a no vote regarding item 212.268 Re-Opening Fairsite due to the implementation of Universal Transitional Kindergarten (UTK).

Pending Agenda Items

1. School District Properties
2. District Communications

Adjournment 9:55 p.m.

Traci Skinner

Date

1/24/2022

Dear Board Members,

As the GEFA president, I am writing on behalf of our certificated members. We would like to thank the board for consideration of our compensation TA, as well as our calendar for the next school year. With drastically increased workloads this year and the rise of costs on all goods and services, it is important for our employees in every category to receive a COLA.

Our membership also has several concerns in regards to tentative changes next year. Currently, our contract does not have language that would allow or assist in TK being moved to Fairsite or creating a Dual Emersion program. We understand that the laws and expectations are changing, but any changes in workload or job description must be negotiated. These negotiations should take place prior to board approval. Our membership was very disheartened to find out about TK moving to Fairsite from parents asking them questions about the program and finding out that the information was already available on the website prior to board approval and negotiations. It is a huge slap in the face for the teachers to be the last to know when they are the first to be affected. Both the TK at Fairsite and Dual Emersion program will result in teachers being moved around, displaced, and possibly laid off.

Fairsite's facilities are not up-to-date. They are in the same condition as when we negotiated to close the school in 2008/2009. The district could not afford repairs at the time and we were facing severe cuts and layoffs. The union negotiated restructuring to minimize the impact on our teachers and the district's budget. I used to sub and teach summer school there and I remember how horrible summers and winters were with the failing HVAC systems. I also remember being warned to not bring food in my room due to the cockroaches and rodents. Have these issues been resolved? Last I saw, the play structures were taped off because they were too dangerous for the kids. Parents complain often about how hard it is to get kids to preschool, while having to get their other children to other sites. This seems like a hardship to our parents, while also having safety concerns for the children and staff.

With a Dual Emersion Program, even more teacher movement will occur. Each year that a grade level is added, a teacher will be bumped due to not having the right certification. Do we actually have the support of families to successfully implement a program like this?

Amidst all of the chaos in education, why are we creating so many significant changes when we are supposed to be catching our students up?

Thank you for your time.

Heather Wetzel

GEFA President and 5th Grade Teacher



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

Public Comment Regarding Agenda Item 212.268

1 message

Ashley Barrett <mrsbarrettashley@gmail.com>

Tue, Jan 25, 2022 at 10:21 AM

To: tsilva@galt.k12.ca.us, gmalson@galt.k12.ca.us, tskinner@galt.k12.ca.us, craboy@galt.k12.ca.us, wcagle@galt.k12.ca.us, superintendent@galt.k12.ca.us, nlorenz@galt.k12.ca.us, cdeltoro@galt.k12.ca.us, dwhitlock@galt.k12.ca.us

To whom it may concern,

PLEASE VOTE AGAINST THIS - 212.268 Board Consideration of Approval To Re-Open Fairsite Elementary Due to Implementation Of Universal Transitional Kindergarten (UTK) And Establishment Of New County District School (CDS) Code.

I am pleading with the Galt Joint Union Elementary School District to keep transitional kindergarten (TK) at home schools; NOT to move it to the Fairsite campus.

I am a mom that will have a second grader and a TK student and I can't stress it enough how inconvenient and out of the way it is to go to different schools when they should be at the same school, as they are now. Especially since they will have similar start times and it will be impossible to be at the same place at the same time. Our home school is River Oaks Elementary, and Fairsite is on the opposite side of town. River Oaks is less than a mile from our home. At times, we have to walk to school and won't have our vehicle available. It will not be an option to get my TK student to the Fairsite location, as it is not a safe walk and it is too far away to walk.

Please ask and communicate with the parents and families this is going to impact. This is going to disrupt our school goals and make it so my child won't be able to attend TK all together if it moves to the Fairsite location. She looks forward to her education to start, and asks every single day. If it moves to Fairsite she won't be starting until she can go to the same school location as my son.

Please do not do this to the families that depend on our elementary school being close to our homes.

Concerned Parent,

Ashley Barrett

Galt Joint Union Elementary School District Board of Education Minutes

Special Board Meeting
February 9, 2022

Teleconference Link via Zoom
Webinar ID: 84092809294

Board Members Present

Thomas Silva
Grace Malson
Traci Skinner
Wesley Cagle
Casey Raboy

Administrators Present

Lois Yount
Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Nicole Lorenz

THIS MEETING WAS HELD PURSUANT TO ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO DIRECTING ALL PUBLIC MEETINGS IN THE COUNTY TO OCCUR VIRTUALLY UNTIL FURTHER NOTICE AND ENCOURAGING WORKPLACES TO CONDUCT MEETINGS REMOTELY AS BUSINESS NEEDS PERMIT

DATE OF ORDER: January 6, 2022

- A. Open Session Location:** Video Teleconference
- B. The open meeting was called to order at 6:36 p.m., followed by the flag salute.**
- C. Board Meeting Protocol**
Lois Yount, Superintendent, shared the board meeting protocol.

D. New Business

212.277 Lois Yount provided an overview before the presentation from Chris Keiner, Attorney, Dannis Woliver Kelley. She indicated board members are currently elected at large, where the voters elect each member throughout the District. Mr. Keiner will explain the difference between at-large elections and trustee area elections. Following the presentation, the Board will discuss and consider adopting a resolution to transition to trustee area elections.

Res 8
Redistricting

Chris Keiner began by stating its legal counsel advises that the Board adopt the resolution to transition from at-large to by-trustee area elections.

The California Voting Rights Act (CVRA) of 2001 prohibits the use of an at-large election if it would impair the ability of a protected class, as defined, to elect candidates of its choice or otherwise influence the outcome of an election, as a result of the dilution or the abridgment of the rights of voters who are members of a protected class. Mr. Keiner shared examples of voting outcomes using at-large versus by-trustee area elections.

Mr. Keiner stated that the District could face substantial attorney fees for alleged violations of the CRVA and to date there have been no successful challenges to the CVRA.

Mr. Keiner stated the resolution has specific steps and an estimated time frame to complete the transition process. The deadline to complete the transition process for the November 2022 general election is July 6, 2022. The estimated timeline may be augmented or adjusted by the District as necessary.

Mr. Keiner described the process in three phases. 1) Pre-map 2) Map development/adoption and 3) Implementation.

Wesley Cagle, Board Member, said he felt this was a good thing for the District as more people may decide to run for elected office.

Thomas Silva, Board President, concurred with Mr. Cagle but added that a member might feel obligated to advocate for the school that falls within their District instead of the needs of the entire District as a whole.

Public Comments: Veronica Kaufman and Stevie Choate addressed the Board.

Wesley Cagle made a motion to approve Resolution No. 8 of the District Intention to Transition from At-Large to By-Trustee Area Elections, seconded by Casey Raboy and unanimously carried.

212.278 Grace Malson made a motion to approve SchoolWorks, Inc. Census Data Analysis and Trustee Area Boundary Study Contract, seconded by Thomas Silva and unanimously carried.

SchoolWorks
Contract

E. Public Comments for topics not on the agenda
There were no comments.

F. Pending Agenda Items
1. School District Properties
2. District Communications

G. Adjournment 7:25 p.m.

Traci Skinner, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees			
Name	Position	Effective Date	Site
Dariano, Berit	Teacher	6/9/22	Lake Canyon
Frantson, Eric	Instructional Assistant, ASES	02/07/2022	McCaffrey
Lowery, Alexandria	Teacher	6/9/22	Vernon E. Greer
McEvoy, Caitlin	Teacher	2/21/22	Valley Oaks
Rocha, Taylor	Instructional Assistant, Special Education	2/3/22	McCaffrey Middle
Wolfe, Elizabeth	Teacher	6/9/22	Lake Canyon
Wood, Shannon	Teacher	6/9/22	River Oaks
Leave of Absence Requests			
Name	Position	Effective Date	Site
Garcia, Teri	Instructional Assistant	2/28/22	River Oaks
Hernandez, Araceli	Food Service Lead	2/25/22	Lake Canyon
Lopez, Veronica	Instructional Assistant, Bilingual	1/10/22	Fairsite
McEvoy, Caitlin	Teacher	2/7/22	Valley Oaks
Mino, Deanna	Teacher	3/28/22	McCaffrey
Torres, Jodi	Yard Supervisor	2/7/22	Transportation
New Hires/Status Change			
Name	Position		Site
Fishback, Darla	Classified Substitute		N/A
Geach, Siena	Instructional Assistant, Special Education		Vernon E. Greer
Gribnau, Linda	Instructional Assistant		Lake Canyon
Hernandez Lopez, Gloria	Yard Supervisor		Marengo Ranch
Lyman, Hillary	Classified Substitute		N/A
Mason, Cheryl (Status Change)	Food Service Lead		River Oaks
Ott, Evelyn	Yard Supervisor		River Oaks
Ramirez Ramirez, Narvin	Classified Substitute		N/A
Rocha, Kayley	Classified Substitute		N/A
Terra, Diana	Classified Substitute		N/A
Salgado, Veronica (Status Change)	ASES Coordinator		Vernon E. Greer



CONSENT CALENDAR

Donations

DISTRICT-WIDE

Assemblymember Jim Cooper, Representing the 9th California Assembly District, provided GJUESD with 13 Adult and 35 student Vision Service Plan (VSP) Eyes of Hope gift certificates. Each gift certificate provides access to eye care and, if prescribed, glasses at no cost from a local VSP network doctor.



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.265 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Lois Yount	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



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: February 23, 2022	Agenda Item: 212.266 Board Action Regarding Stipulated Expulsion No. 21/22-02 and Stipulated Expulsion No. 21/22-03
Presenter: Lois Yount	Action Item: XX Information Item:



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.267 Pre-Draft Map Hearing No. 1 Presentation to Transition Governing Board Elections from At-Large to By-Trustee Area Elections
Presenter: Lois Yount	Action Item: XX Information Item:

The Galt Joint Union Elementary School District’s Board of Trustees is currently elected under an at-large election system in which voters in the entire District elect trustees. Cities, public entities, and other school districts have recently had their at-large election systems challenged under the California Voting Rights Act (CVRA). On February 9, 2022, the Board adopted a resolution with the intent to transition to by-trustee area elections. In a by-trustee area election system, each Board Trustee must reside within the designated trustee area boundary and is elected only by the voters in that trustee area.



Introduction to Trustee Boundary Maps

Galt Joint Union Elementary School District

Presented by Ken Reynolds
President, SchoolWorks, Inc.



Federal Voting Rights Act and the CVRA

Section 2 of the Federal Voting Rights Act of 1965:

Prohibits voting practices or procedures that discriminate on the basis of race, color, or membership in one of the language minority groups identified in Section 4(f)(2) of the Act.

CVRA:

The California Voting Rights Act of 2001 (CVRA) prohibits the use of an at-large election in a political subdivision if it would impair the ability of a protected class, as defined, to elect candidates of its choice or otherwise influence the outcome of an election.

This bill prohibits the use of a district-based election in a political subdivision if it would impair the ability of a protected class, as defined, to elect candidates of its choice. The bill requires a court to implement specified remedies upon a finding that a district-based election was imposed or applied in a manner that impaired the ability of a protected class to elect candidates of its choice.



California Code, Education Code - EDC § 5019.5

Following each decennial federal census, and using population figures as validated by the Population Research Unit of the Department of Finance as a basis, the governing board of each school district or community college district in which trustee areas have been established, and in which each trustee is elected by the residents of the area he or she represents, shall adjust the boundaries of any or all of the trustee areas of the district so that one or both of the following conditions is satisfied:

(1) The population of each area is, as nearly as may be, the same proportion of the total population of the district as the ratio that the number of governing board members elected from the area bears to the total number of members of the governing board.

(2) The population of each area is, as nearly as may be, the same proportion of the total population of the district as each of the other areas.

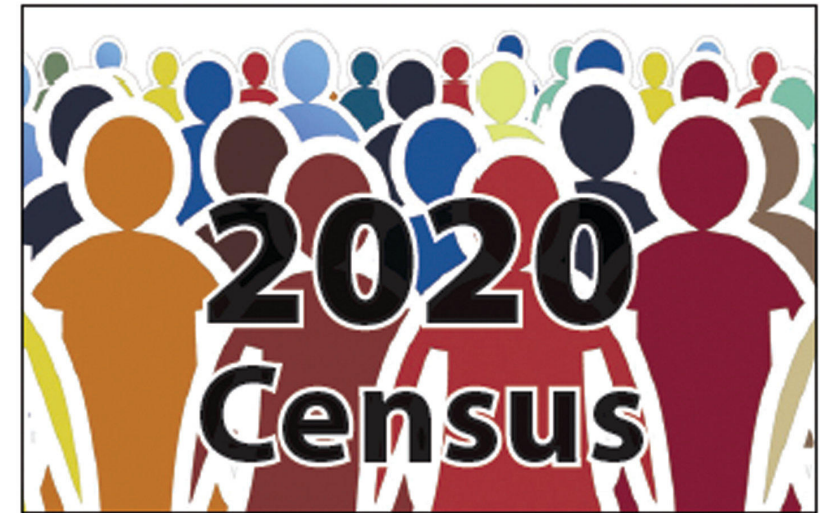


California Code, Education Code - EDC § 1002

The trustee areas shall be as nearly equal in population as may be, except that in establishing or changing the boundaries of the trustee areas the county committee may give consideration to the following factors:

- (1) Topography.
- (2) Geography.
- (3) Cohesiveness, contiguity, integrity, and compactness of territory.
- (4) Community of interests of the trustee areas.

In any event, the county committee shall ensure that trustee areas are as nearly equal in population as practicable.



Trustee Boundary Map Process

Two pre-map public hearings within 30 days:

Allows the board and public to provide input on the creation of the trustee areas.

Drawing of Maps based on public input and guidelines and requirements for Trustee Boundary Maps.

Three post-map hearings:

Present maps to the school board and opportunity for public input.

Additional maps may be developed and some maps may be modified to address any concerns.

At or after the third post-map public hearing, the school board may approve a map.

County Committee holds a public hearing to review and approve the map.

THANK YOU

Questions?



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.268 Board Consideration of Approval of GJUESD 2020-2021 Audit Report by Christy White Associates
Presenter: Nicole Lorenz	Action Item: XX Information Item:

Education Code 41020 requires an independent annual financial and compliance audit of a school's financial and internal controls. The 2020-2021 Fiscal Year Audit has been completed by Christy White Associates and will be presented by Michael Ash, CPA & Partner with Christy White Associates.

There were no findings for 2020-2021 and the 2019-2020 finding corrective action plan was deemed implemented by the auditors.

Board approval is recommended.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

AUDIT REPORT
JUNE 30, 2021



Galt Joint Union Elementary School District

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
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JUNE 30, 2021**

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FINANCIAL SECTION



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

INDEPENDENT AUDITORS' REPORT

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Galt Joint Union Elementary School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Galt Joint Union Elementary School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of Galt Joint Union Elementary School District, as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Emphasis of Matter

Change in Accounting Principle

As described in Note 16 to the basic financial statements, the Galt Joint Union Elementary School District adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*, which established accounting and financial reporting standards for the identification and reporting of fiduciary activities. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedule of changes in total OPEB liability and related ratios, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Galt Joint Union Elementary School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 21, 2022 on our consideration of Galt Joint Union Elementary School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Galt Joint Union Elementary School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Galt Joint Union Elementary School District's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
January 21, 2022

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

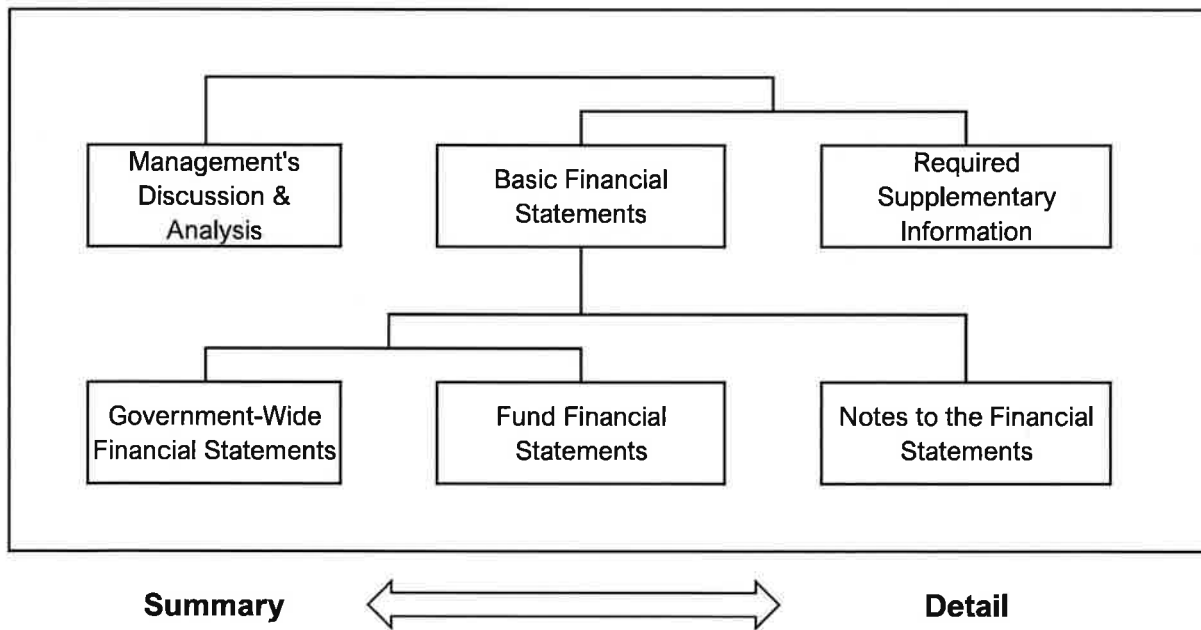
Our discussion and analysis of Galt Joint Union Elementary School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2021. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was \$(21,461,286) at June 30, 2021. This was an increase of \$2,653,077 from the prior year, after restatement.
- Overall revenues were \$53,632,791 which exceeded expenses of \$50,979,714.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financial Section



**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

OVERVIEW OF FINANCIAL STATEMENTS (continued)

Components of the Financial Section (continued)

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ▶ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.

- ▶ **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - ▶ **Governmental Funds** provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$(21,461,286) at June 30, 2021, as reflected in the table below. Of this amount, \$(41,597,577) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2021	2020	Net Change
ASSETS			
Current and other assets	\$ 22,456,454	\$ 14,773,217	\$ 7,683,237
Capital assets	38,347,285	36,603,689	1,743,596
Total Assets	60,803,739	51,376,906	9,426,833
DEFERRED OUTFLOWS OF RESOURCES	10,285,816	11,153,989	(868,173)
LIABILITIES			
Current liabilities	11,602,372	6,774,067	4,828,305
Long-term liabilities	77,396,185	74,905,935	2,490,250
Total Liabilities	88,998,557	81,680,002	7,318,555
DEFERRED INFLOWS OF RESOURCES	3,552,284	5,099,842	(1,547,558)
NET POSITION			
Net investment in capital assets	15,453,667	13,587,650	1,866,017
Restricted	4,682,624	4,450,260	232,364
Unrestricted	(41,597,577)	(42,286,859)	689,282
Total Net Position	\$ (21,461,286)	\$ (24,248,949)	\$ 2,787,663

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges it slightly, so you can see our total revenues and expenses for the year.

	Governmental Activities		
	2021	2020	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 728,343	\$ 487,210	\$ 241,133
Operating grants and contributions	14,378,706	8,701,156	5,677,550
Capital grants and contributions	2,110,960	-	2,110,960
General revenues			
Property taxes	8,529,060	8,198,309	330,751
Unrestricted federal and state aid	27,406,664	27,484,094	(77,430)
Other	479,058	601,456	(122,398)
Total Revenues	53,632,791	45,472,225	8,160,566
EXPENSES			
Instruction	30,082,684	26,543,760	3,538,924
Instruction-related services	4,988,181	5,847,227	(859,046)
Pupil services	4,815,864	5,071,016	(255,152)
General administration	3,963,688	3,576,806	386,882
Plant services	3,989,024	4,150,187	(161,163)
Ancillary and community services	72,015	44,125	27,890
Debt service	908,054	928,390	(20,336)
Other outgo	89,498	118,551	(29,053)
Depreciation	2,070,706	1,991,813	78,893
Enterprise activities	-	3,444	(3,444)
Total Expenses	50,979,714	48,275,319	2,704,395
Change in net position	2,653,077	(2,803,094)	5,456,171
Net Position - Beginning, as Restated*	(24,114,363)	(21,445,855)	(2,668,508)
Net Position - Ending	\$ (21,461,286)	\$ (24,248,949)	\$ 2,787,663

*Beginning net position was restated for the 2021 year only.

The cost of all our governmental activities this year was \$50,979,714 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$8,529,060, because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions, charges for services, unrestricted federal and state aid, and other revenues.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below, we have presented the net cost of each of the District's functions. Net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services	
	2021	2020
Instruction	\$ 19,417,480	\$ 22,008,312
Instruction-related services	3,839,633	4,179,678
Pupil services	2,218,889	2,761,947
General administration	2,501,828	3,095,980
Plant services	2,652,172	3,968,345
Ancillary and community services	71,978	44,010
Debt service	908,054	928,390
Transfers to other agencies	80,965	109,032
Depreciation	2,070,706	1,991,813
Enterprise activities	-	(554)
Total Expenses	\$ 33,761,705	\$ 39,086,953

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$12,655,913, which is more than this year's restated beginning fund balance of \$9,874,115. The District's General Fund had \$3,714,893 more in operating revenues than expenditures for the year ended June 30, 2021.

CURRENT YEAR BUDGET 2020-2021

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2020-2021 the District had invested \$38,347,285 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2021	2020	Net Change
CAPITAL ASSETS			
Land	\$ 3,885,138	\$ 3,885,138	\$ -
Construction in progress	550,481	12,435,696	(11,885,215)
Land improvements	1,864,113	29,808	1,834,305
Buildings & improvements	78,269,630	64,420,875	13,848,755
Furniture & equipment	3,494,399	3,353,629	140,770
Accumulated depreciation	(49,716,476)	(47,521,457)	(2,195,019)
Total Capital Assets	\$ 38,347,285	\$ 36,603,689	\$ 1,743,596

Long-Term Liabilities

At year-end, the District had \$77,396,185 in long-term liabilities, an increase of 3% from last year – as shown in the table below. (More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.)

	Governmental Activities		
	2021	2020	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 24,066,005	\$ 24,852,961	\$ (786,956)
Early retirement incentive	1,580,996	754,786	826,210
Compensated absences	178,217	215,193	(36,976)
Total OPEB liability	5,786,764	5,502,343	284,421
Net pension liability	47,249,320	44,974,839	2,274,481
Less: current portion of long-term liabilities	(1,465,117)	(1,394,187)	(70,930)
Total Long-term Liabilities	\$ 77,396,185	\$ 74,905,935	\$ 2,490,250

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

In its March 2021 and June 2021 quarterly reports, the UCLA Anderson Forecast anticipated a robust recovery from the COVID-19-induced recession that began in March 2020. However, in its September 2021 quarterly report, hopes for blockbuster economic growth have been tempered by the spread of the delta variant and stagnating vaccination rates, which in turn have led to consumer caution and supply constraints. As a result, what could have been a couple of years of blockbuster economic performance will now likely feature solid but unspectacular growth. The economy is currently down 5.3 million payroll jobs from its pre-COVID peak, and there is little evidence to suggest that the expiration of enhanced unemployment benefits will lead to a surge in job applications.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET (continued)

Fiscal policy for the funding of public education changes annually based on fluctuations in State revenues. Governor Gavin Newsom's "California Comeback Plan" includes a mix of ongoing and one-time investments of \$100 billion made possible by an unanticipated surge in state revenues and robust federal stimulus funding.

Landmark legislation passed in year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per-pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups in low-income brackets, those that are English language learners and foster youth.

Factors related to LCFF that the District is monitoring include: (1) estimates of funding in the next budget year and beyond; (2) the Local Control and Accountability Plan (LCAP) that aims to link student accountability measurements to funding allocations; (3) ensuring the integrity of reporting student data through the California Longitudinal Pupil Achievement Data System (CALPADS); and (4) meeting annual compliance and audit requirements.

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

The District participates in state employee pensions plans, California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2021. The amount of the liability is material to the financial position of the District. Beginning in 2021-22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually (not to exceed 20.25% of creditable compensation), the projected employer contribution rate for 2021-22 is 16.92%. The CalPERS Board adopted an employer contribution rate of 22.91% for 2021-22. The projected increased pension costs to school employers remain a significant fiscal factor.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2021-22 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Business Office at 1018 C Street #210, Galt, California 95632.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2021**

	<u>Governmental Activities</u>
ASSETS	
Cash and investments	\$ 16,632,576
Accounts receivable	5,405,273
Inventory	37,524
Prepaid expenses	381,081
Capital assets, not depreciated	4,435,619
Capital assets, net of accumulated depreciation	<u>33,911,666</u>
Total Assets	<u>60,803,739</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	9,721,283
Deferred outflows related to OPEB	<u>564,533</u>
Total Deferred Outflows of Resources	<u>10,285,816</u>
LIABILITIES	
Deficit cash	71,212
Accrued liabilities	4,524,399
Current loans	5,000,000
Unearned revenue	541,644
Long-term liabilities, current portion	1,465,117
Long-term liabilities, non-current portion	<u>77,396,185</u>
Total Liabilities	<u>88,998,557</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	2,907,859
Deferred inflows related to OPEB	<u>644,425</u>
Total Deferred Inflows of Resources	<u>3,552,284</u>
NET POSITION	
Net investment in capital assets	15,453,667
Restricted:	
Capital projects	2,256,671
Debt service	1,069,100
Educational programs	1,098,962
Food service	138,558
Associated student body	119,333
Unrestricted	<u>(41,597,577)</u>
Total Net Position	<u>\$ (21,461,286)</u>

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021**

Function/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 30,082,684	\$ 164,158	\$ 8,390,086	\$ 2,110,960	\$ (19,417,480)
Instruction-related services					
Instructional supervision and administration	1,544,982	81,207	576,841	-	(886,934)
Instructional library, media, and technology	246,962	-	30,801	-	(216,161)
School site administration	3,196,237	41,376	418,323	-	(2,736,538)
Pupil services					
Home-to-school transportation	900,278	-	149,574	-	(750,704)
Food services	1,886,078	-	1,787,555	-	(98,523)
All other pupil services	2,029,508	16,196	643,650	-	(1,369,662)
General administration					
Centralized data processing	1,049,319	-	828,464	-	(220,855)
All other general administration	2,914,369	51,242	582,154	-	(2,280,973)
Plant services	3,989,024	370,713	966,139	-	(2,652,172)
Ancillary services	33,757	-	37	-	(33,720)
Community services	38,258	-	-	-	(38,258)
Interest on long-term debt	908,054	-	-	-	(908,054)
Other outgo	89,498	3,451	5,082	-	(80,965)
Depreciation (unallocated)	2,070,706	-	-	-	(2,070,706)
Total Governmental Activities	\$ 50,979,714	\$ 728,343	\$ 14,378,706	\$ 2,110,960	(33,761,705)
General revenues					
Taxes and subventions					
Property taxes, levied for general purposes					6,834,770
Property taxes, levied for debt service					1,660,723
Property taxes, levied for other specific purposes					33,567
Federal and state aid not restricted for specific purposes					27,406,664
Interest and investment earnings					51,804
Interagency revenues					156,316
Miscellaneous					270,938
Subtotal, General Revenue					36,414,782
CHANGE IN NET POSITION					2,653,077
Net Position - Beginning, as Restated					(24,114,363)
Net Position - Ending					\$ (21,461,286)

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2021**

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS			
Cash and investments	\$ 12,184,476	\$ 4,448,100	\$ 16,632,576
Accounts receivable	4,905,857	499,416	5,405,273
Due from other funds	128,560	18,903	147,463
Stores inventory	-	37,524	37,524
Prepaid expenditures	381,081	-	381,081
Total Assets	\$ 17,599,974	\$ 5,003,943	\$ 22,603,917
LIABILITIES			
Deficit cash	\$ -	\$ 71,212	\$ 71,212
Accrued liabilities	3,459,107	728,578	4,187,685
Due to other funds	18,903	128,560	147,463
Current loans	5,000,000	-	5,000,000
Unearned revenue	541,472	172	541,644
Total Liabilities	9,019,482	928,522	9,948,004
FUND BALANCES			
Nonspendable	401,081	47,524	448,605
Restricted	991,969	4,027,897	5,019,866
Assigned	5,851,610	-	5,851,610
Unassigned	1,335,832	-	1,335,832
Total Fund Balances	8,580,492	4,075,421	12,655,913
Total Liabilities and Fund Balances	\$ 17,599,974	\$ 5,003,943	\$ 22,603,917

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET
POSITION
JUNE 30, 2021**

Total Fund Balance - Governmental Funds \$ 12,655,913

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets:

In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:

Capital assets	\$ 88,063,761	
Accumulated depreciation	<u>(49,716,476)</u>	38,347,285

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatrued interest owing at the end of the period was:

(336,714)

Long-term liabilities:

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Total general obligation bonds	\$ 24,066,005	
Early retirement incentive	1,580,996	
Compensated absences	178,217	
Total OPEB liability	5,786,764	
Net pension liability	<u>47,249,320</u>	(78,861,302)

Deferred outflows and inflows of resources relating to pensions:

In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

Deferred outflows of resources related to pensions	\$ 9,721,283	
Deferred inflows of resources related to pensions	<u>(2,907,859)</u>	6,813,424

Deferred outflows and inflows of resources relating to OPEB:

In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported.

Deferred outflows of resources related to OPEB	\$ 564,533	
Deferred inflows of resources related to OPEB	<u>(644,425)</u>	(79,892)

Total Net Position - Governmental Activities \$ (21,461,286)

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2021**

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES			
LCFF sources	\$ 33,543,031	\$ -	\$ 33,543,031
Federal sources	7,032,419	1,623,263	8,655,682
Other state sources	5,046,000	2,869,224	7,915,224
Other local sources	2,645,097	2,260,927	4,906,024
Total Revenues	48,266,547	6,753,414	55,019,961
EXPENDITURES			
Current			
Instruction	29,170,657	464,742	29,635,399
Instruction-related services			
Instructional supervision and administration	1,505,689	24,534	1,530,223
Instructional library, media, and technology	228,428	-	228,428
School site administration	3,044,873	65,942	3,110,815
Pupil services			
Home-to-school transportation	803,223	-	803,223
Food services	184,028	1,614,039	1,798,067
All other pupil services	1,934,481	15,772	1,950,253
General administration			
Centralized data processing	1,074,068	-	1,074,068
All other general administration	2,367,387	283,908	2,651,295
Plant services			
Facilities acquisition and maintenance	3,850,096	80,666	3,930,762
Ancillary services	261,547	3,397,998	3,659,545
Community services	37	33,720	33,757
Transfers to other agencies	38,342	-	38,342
Debt service			
Principal	64,936	-	64,936
Interest and other	-	885,000	885,000
Interest and other	23,862	820,188	844,050
Total Expenditures	44,551,654	7,686,509	52,238,163
Excess (Deficiency) of Revenues Over Expenditures	3,714,893	(933,095)	2,781,798
Other Financing Sources (Uses)			
Transfers in	15,647	-	15,647
Transfers out	-	(15,647)	(15,647)
Net Financing Sources (Uses)	15,647	(15,647)	-
NET CHANGE IN FUND BALANCE	3,730,540	(948,742)	2,781,798
Fund Balance - Beginning, as Restated	4,849,952	5,024,163	9,874,115
Fund Balance - Ending	\$ 8,580,492	\$ 4,075,421	\$ 12,655,913

The accompanying notes are an integral part of these financial statements.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021**

Net Change in Fund Balances - Governmental Funds \$ 2,781,798

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay:

In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	\$	3,938,615	
Depreciation expense:		<u>(2,195,019)</u>	1,743,596

Debt service:

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:

885,000

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:

9,478

Accreted interest on long-term debt:

In governmental funds, accreted interest on capital appreciation bonds is not recorded as an expenditure from current sources. In the government-wide statement of activities, however, this is recorded as interest expense for the period.

(123,863)

Compensated absences:

In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was:

36,976

Other expenditures relating to prior periods:

Certain expenditures recognized in governmental funds relate to prior periods. Typical examples are payments on structured legal settlements or retirement incentives paid over time. These expenditures are recognized in the government-wide statement of activities in the period in which the obligations were first incurred, so they must not be recognized again in the current period. Expenditures relating to prior periods for early retirement incentives were:

268,175

(continued on next page)

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2021**

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was: (258,660)

Pensions:

In governmental funds, pension costs are recognized when employer contributions are made. In the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was: (1,620,857)

Other liabilities not normally liquidated with current financial resources:

In the government-wide statements, expenses must be accrued in connection with any liabilities incurred during the period that are not expected to be liquidated with current financial resources. Examples include special termination benefits such as retirement incentives financed over time, and structured legal settlements. This year, expenses incurred for such obligations were: (1,094,385)

Amortization of debt issuance premium or discount:

In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized over the life of the debt. Amortization of premium or discount for the period is: 25,819

Change in Net Position of Governmental Activities

\$ 2,653,077

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Galt Joint Union Elementary School District (the “District”) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-8 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization’s relationship with the District is such that exclusion would cause the District’s financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District’s governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fund Financial Statements. The fund financial statements provide information about the District's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Student Activity Fund: This fund may be used to account for student body activities that do not meet the fiduciary criteria established in GASB Statement No. 84.

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs. All moneys received by the District for, or from the operation of, child development services covered under the Child Care and Development Services Act (*Education Code Section 8200 et seq.*) shall be deposited into this fund. The moneys may be used only for expenditures for the operation of child development programs. The costs incurred in the maintenance and operation of child development services shall be paid from this fund, with accounting to reflect specific funding sources (*Education Code Section 8328*).

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections 38090–38093*). The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections 38091 and 38100*).

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code Section 15146*) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code Section 17462*) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code Section 41003*).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections 17620–17626*). The authority for these levies may be county/city ordinances (*Government Code Sections 65970–65981*) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section 66006*).

County School Facilities Fund: This fund is established pursuant to *Education Code Section 17070.43* to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), or the 2004 State School Facilities Fund (Proposition 55) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code Section 17070 et seq.*).

Capital Projects Fund for Blended Component Units: This fund is used to account for capital projects financed by Mello-Roos Community Facilities Districts and similar entities that are considered blended component units of the District under generally accepted accounting principles (GAAP).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections 15125–15262*). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

Governmental Funds

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, "available" means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Unearned Revenue (continued)

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time the individual inventory items are requisitioned. Inventories are valued at historical cost and consist of expendable supplies held for consumption.

Capital Assets

The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their acquisition value as of the date received. The District maintains a capitalization threshold of \$5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over an estimated useful life of 5-50 years depending on the asset class.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds." These amounts are eliminated in the statement of net position.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the total OPEB liability, deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB, and OPEB expense have been determined by an independent actuary. For this purpose, benefit payments are recognized when currently due and payable in accordance with the benefit terms.

Generally accepted accounting principles require the reported results must pertain to liability and asset information within certain defined timeframes. For this report, the following timeframes are used:

Valuation Date	June 30, 2020
Measurement Date	June 30, 2021
Measurement Period	July 1, 2020 through June 30, 2021

Gains and losses related to changes in total OPEB liability are recognized in OPEB expense systematically over time. The first amortized amounts are recognized in OPEB expense for the year the gain or loss occurs. The remaining amounts are categorized as deferred outflows and deferred inflows of resources related to OPEB and are to be recognized in future OPEB expense. The amortization period differs depending on the source of gain or loss. The difference between projected and actual earnings is amortized on a straight-line basis over five years. All other amounts are amortized on a straight-line basis over the average expected remaining service lives of all members that are provided with benefits (active, inactive, and retired) at the beginning of the measurement period.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Premiums and Discounts

In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method.

Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Fund Balance (continued)

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Budgetary Data (continued)

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

J. New Accounting Pronouncements

GASB Statement No. 84 – In January 2017, GASB issued Statement No. 84, *Fiduciary Activities*. This standard's primary objective is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2019. The District has implemented this Statement as of June 30, 2021.

GASB Statement No. 87 – In June 2017, GASB issued Statement No. 87, *Leases*. This standard's primary objective is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after June 15, 2021. The District has not yet determined the impact on the financial statements.

GASB Statement No. 91 – In May 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. This standard's primary objectives are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2021. The District has not yet determined the impact on the financial statements.

GASB Statement No. 92 – In January 2020, GASB issued Statement No. 92, *Omnibus 2020*. This standard's primary objectives are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. A portion of this statement was effective upon issuance, while the majority of this statement was postponed by GASB Statement No. 95 and is effective for periods beginning after June 15, 2021. The District has implemented the requirements that were effective upon issuance but has not yet determined the impact on the financial statements for the requirements of this statement that are not yet effective.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. New Accounting Pronouncements (continued)

GASB Statement No. 97 – In June 2020, GASB issued Statement No. 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans* – an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32. This standard’s primary objectives are to increase consistency and comparability related to reporting fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; to mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and to enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans. The statement is effective for periods beginning after June 15, 2021. The District has not yet determined the impact on the financial statements.

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Activities
Investment in county treasury*	\$ 15,932,318
Cash on hand and in banks	118,630
Cash with fiscal agent	480,416
Cash in revolving fund	30,000
Total	\$ 16,561,364

*Presented net of deficit cash

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 2 – CASH AND INVESTMENTS (continued)

B. Policies and Practices (continued)

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section 41001*. The Sacramento County Treasurer’s pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County’s investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District’s investment in the pool is based upon the District’s pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Cash with Fiscal Agent – The District maintains a \$480,416 balance in escrow related to its Tax Revenue and Anticipation Notes described in Note 7.

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker’s Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$16,033,947 and an amortized book value of \$15,932,318. The average weighted maturity for this pool is 300 days.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 2 – CASH AND INVESTMENTS (continued)

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated.

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2021, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Sacramento County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The District's fair value measurements at June 30, 2021 were as follows:

	<u>Uncategorized</u>
Investment in county treasury	<u>\$ 16,033,947</u>
Total	<u>\$ 16,033,947</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2021 consisted of the following:

	General Fund	Non-Major Governmental Funds	Governmental Activities
Federal Government			
Categorical aid	\$ 1,988,520	\$ 326,262	\$ 2,314,782
State Government			
Apportionment	2,022,449	-	2,022,449
Categorical aid	495,342	63,211	558,553
Lottery	240,970	-	240,970
Local Government			
Other local sources	158,576	109,943	268,519
Total	\$ 4,905,857	\$ 499,416	\$ 5,405,273

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021 was as follows:

	Balance July 01, 2020	Additions	Deletions	Balance June 30, 2021
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 3,885,138	-	-	\$ 3,885,138
Construction in progress	12,435,696	-	11,885,215	550,481
Total Capital Assets not Being Depreciated	16,320,834	-	11,885,215	4,435,619
Capital assets being depreciated				
Land improvements	29,808	1,834,305	-	1,864,113
Buildings & improvements	64,420,875	13,848,755	-	78,269,630
Furniture & equipment	3,353,629	140,770	-	3,494,399
Total Capital Assets Being Depreciated	67,804,312	15,823,830	-	83,628,142
Less Accumulated Depreciation				
Land improvements	11,347	93,206	-	104,553
Buildings & improvements	44,894,711	1,977,500	-	46,872,211
Furniture & equipment	2,615,399	124,313	-	2,739,712
Total Accumulated Depreciation	47,521,457	2,195,019	-	49,716,476
Governmental Activities				
Capital Assets, net	\$ 36,603,689	\$ 13,628,811	\$ 11,885,215	\$ 38,347,285

Depreciation expense for the year ended June 30, 2021 was allocated to governmental functions as follows:

Instruction	\$ 20,856
Home-to-school transportation	37,940
Food services	8,199
Centralized data processing	34,212
All other general administration	4,249
Plant services	18,857
Unallocated	2,070,706
Total	\$ 2,195,019

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 5 – INTERFUND TRANSACTIONS

A. Interfund Receivables/Payables (Due From/Due To)

Individual interfund receivable and payable balances at June 30, 2021 were as follows:

<u>Due To Other Funds</u>	<u>Due From Other Funds</u>		
	<u>General Fund</u>	<u>Non-Major Governmental Funds</u>	<u>Total</u>
General Fund	\$ -	\$ 18,903	\$ 18,903
Non-Major Governmental Funds	128,560	-	128,560
Total	\$ 128,560	\$ 18,903	\$ 147,463

Due from the General Fund to the Child Development Fund for workers compensation.	\$ 1,325
Due from the General Fund to the Cafeteria Fund for workers compensation.	2,416
Due from the General Fund to the Capital Facilities Fund for workers compensation.	162
Due from the General Fund to the County School Facilities Fund to reimburse the fund for expenditure.	15,000
Due from the Child Development Fund to the General Fund for indirect costs and preschool reserve adjustment.	35,514
Due from the Cafeteria Fund to the General Fund for indirect costs.	77,399
Due from the Capital Facilities Fund to the General Fund for administrative fee.	15,647
Total	\$ 147,463

B. Operating Transfers

The individual Interfund transfer for the year ended June 30, 2021 consisted of \$15,647 from the Capital Facilities Fund to the General Fund for an administrative fee.

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2021 consisted of the following:

	<u>Non-Major Governmental Funds</u>		<u>District-Wide</u>	<u>Governmental Activities</u>	
	<u>General Fund</u>	<u>Funds</u>		<u>General Fund</u>	<u>Activities</u>
Payroll	\$ 678,303	\$ 4,668	\$ -	\$ 682,971	
Construction	-	661,511	-	661,511	
Vendors payable	2,780,804	62,399	-	2,843,203	
Unmatured interest	-	-	336,714	336,714	
Total	\$ 3,459,107	\$ 728,578	\$ 336,714	\$ 4,524,399	

NOTE 7 – TAX AND REVENUE ANTICIPATION NOTES (TRAN)

On March 17, 2021, the District issued \$5,000,000 of Tax and Revenue Anticipation Notes with interest rates ranging from 0.14 to 0.22 percent. The notes were issued to supplement cash flows. Interest and principal are due in full on December 30, 2021. The repayment of the notes will occur through state aid intercepts between July and November 2021.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 8 – UNEARNED REVENUE

Unearned revenue at June 30, 2021 consisted of the following:

	General Fund	Non-Major Governmental Funds	Governmental Activities
Federal sources	\$ 37,709	\$ -	\$ 37,709
State categorical sources	503,763	-	503,763
Local sources	-	172	172
Total	\$ 541,472	\$ 172	\$ 541,644

NOTE 9 – LONG-TERM DEBT

A schedule of changes in long-term debt for the year ended June 30, 2021 consisted of the following:

	Balance July 01, 2020	Additions	Deductions	Balance June 30, 2021	Balance Due In One Year
Governmental Activities					
General obligation bonds	\$ 20,141,680	\$ 123,863	\$ 180,000	\$ 20,085,543	\$ 125,000
Unamortized premium	671,281	-	25,819	645,462	25,819
Subtotal general obligation bonds	20,812,961	123,863	205,819	20,731,005	150,819
Direct placement general obligation bonds	4,040,000	-	705,000	3,335,000	755,000
Total general obligation bonds	24,852,961	123,863	910,819	24,066,005	905,819
Early retirement incentive	754,786	1,094,385	268,175	1,580,996	381,081
Compensated absences	215,193	-	36,976	178,217	178,217
Total OPEB liability	5,502,343	284,421	-	5,786,764	-
Net pension liability	44,974,839	2,274,481	-	47,249,320	-
Total	\$ 76,300,122	\$ 3,777,150	\$ 1,215,970	\$ 78,861,302	\$ 1,465,117

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments for early retirement incentive are made in the General Fund.
- Payments for compensated absences are typically liquidated in the General Fund and the Non-Major Governmental Funds.

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2021 amounted to \$178,217. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. General Obligation Bonds

The outstanding general obligation bonded debt at June 30, 2021 consisted of the following:

	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding			Bonds Outstanding June 30, 2021
					July 01, 2020	Additions	Deductions	
	2002	August 1, 2016	5.00-9.28%	\$ 258,684	\$ 1,306,680	\$ 123,863	\$ -	\$ 1,430,543
	2017	August 1, 2046	3.125-5.00%	9,600,000	8,735,000	-	-	8,735,000
	2019	August 1, 2046	3.375%-5.00%	10,100,000	10,100,000	-	180,000	9,920,000
Direct placement:	2012	August 1, 2024	1.95%	7,880,000	4,040,000	-	705,000	3,335,000
					\$ 24,181,680	\$ 123,863	\$ 885,000	\$ 23,420,543

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 9 – LONG-TERM DEBT (continued)

B. General Obligation Bonds (continued)

The annual payments to amortize the general obligation bonds payable are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2022	\$ 125,000	\$ 739,956	\$ 864,956
2023	155,000	732,956	887,956
2024	180,000	724,581	904,581
2025	215,000	714,706	929,706
2026	382,770	1,670,311	2,053,081
2027 - 2031	1,990,914	4,298,117	6,289,031
2032 - 2036	3,145,000	2,708,156	5,853,156
2037 - 2041	4,620,000	2,017,516	6,637,516
2042 - 2046	6,525,000	974,469	7,499,469
2047	1,575,000	30,713	1,605,713
Accretion	1,171,859	(1,171,859)	-
Total	\$ 20,085,543	\$ 13,439,622	\$ 33,525,165

The annual payments to amortize the direct placement general obligation bonds payable are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2022	\$ 755,000	\$ 57,671	\$ 812,671
2023	800,000	42,510	842,510
2024	860,000	26,325	886,325
2025	920,000	8,970	928,970
Total	\$ 3,335,000	\$ 135,476	\$ 3,470,476

C. Early Retirement Incentive

The District has provided early retirement incentives through Public Agency Retirement Services. The projected costs for these participants for future years are as follows:

<u>Year Ended June 30,</u>	<u>Payment</u>
2022	\$ 381,081
2023	381,081
2024	381,080
2025	218,877
2026	218,877
Total	\$ 1,580,996

D. Other Postemployment Benefits

The District's beginning total OPEB liability was \$5,502,343 and increased by \$284,421 during the year ended June 30, 2021. The ending total OPEB liability at June 30, 2021 was \$5,786,764. See Note 11 for additional information regarding the total OPEB liability.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 9 – LONG-TERM DEBT (continued)

E. Net Pension Liability

The District's beginning net pension liability was \$44,974,839 and increased by \$2,274,481 during the year ended June 30, 2021. The ending net pension liability at June 30, 2021 was \$47,249,320. See Note 12 for additional information regarding the net pension liability.

NOTE 10 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2021:

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable			
Revolving cash	\$ 20,000	\$ 10,000	\$ 30,000
Stores inventory	-	37,524	37,524
Prepaid expenditures	381,081	-	381,081
Total non-spendable	<u>401,081</u>	<u>47,524</u>	<u>448,605</u>
Restricted			
Educational programs	991,969	106,993	1,098,962
Food service	-	138,558	138,558
Associated student body	-	119,333	119,333
Capital projects	-	2,257,199	2,257,199
Debt service	-	1,405,814	1,405,814
Total restricted	<u>991,969</u>	<u>4,027,897</u>	<u>5,019,866</u>
Assigned			
Reserve for board approval	3,860,913	-	3,860,913
Supplemental concentration carryover	883,474	-	883,474
Reserve for lottery expenditures	621,832	-	621,832
Payment of retiree benefits	273,664	-	273,664
School site carryovers	135,447	-	135,447
Reserve for teacher lottery	76,280	-	76,280
Total assigned	<u>5,851,610</u>	<u>-</u>	<u>5,851,610</u>
Unassigned	1,335,832	-	1,335,832
Total Fund Balance	<u>\$ 8,580,492</u>	<u>\$ 4,075,421</u>	<u>\$ 12,655,913</u>

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 3 percent of General Fund expenditures and other financing uses.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 11 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description

The Galt Joint Union Elementary School District’s defined benefit OPEB plan, The Galt Joint Union Elementary School District Retiree Benefit Plan (the Plan) is described below. The Plan is a single employer defined benefit plan administered by the District. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement 75.

B. Benefits Provided

The eligibility requirements and benefits provided by the Plan are described below.

	<u>Certificated Management</u>	<u>Certificated</u>	<u>Classified</u>	<u>Classified Management</u>
Benefit types provided	Medical, dental and vision	Medical, dental and vision	Medical, dental and vision	Medical, dental and vision
Duration of Benefits	5 years but not beyond age 65*	5 years but not beyond age 65	To age 65	5 years but not beyond age 65*
Required Service	20 years	20 years	20 years	20 years
Minimum Age	55	55	60	55
Dependent Coverage	Yes	Yes	No	Yes
District Contribution %	1	1	1	1
District Cap	\$7,620 per year	\$7,620 per year	\$8,400 per year	\$7,620 per year

*Hired before 6/15/92 entitled to lifetime benefits

C. Plan Membership

Membership of the Plan consisted of the following:

	<u>Number of participants</u>
Inactive employees receiving benefits	25
Inactive employees entitled to but not receiving benefits*	-
Participating active employees	<u>352</u>
Total number of participants**	<u>377</u>

*Information not provided

**As of the June 30, 2020 valuation date

D. Contributions

For fiscal year 2020-2021, the District contributed \$162,486 to the Plan, all of which was used for current premiums.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 11 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

E. Total OPEB Liability

The Galt Joint Union Elementary School District's total OPEB liability of \$5,786,764 was determined by an actuarial valuation as of June 30, 2020 and rolled forward to the measurement date.

F. Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement unless otherwise specified:

Economic assumptions:

Inflation	2.75%
Salary increases	2.75%
Investment rate of return	2.16%
Healthcare cost trend rates	4.00%

Non-economic assumptions:

Mortality:

Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Mortality for Miscellaneous and Schools Employees

Retirement rates:

Certificated	Hired before 1/1/2013: 2020 CalSTRS 2.0%@60 Rates. Hired after 12/31/2012: 2020 CalSTRS 2.0%@62 Rates.
Classified	Hired before 1/1/2013: 2017 CalPERS 2.0%@55 Rates for Schools Employees. Hired after 12/31/2012: 2017 CalPERS 2.0%@62 Rates for Schools Employees.

The actuarial assumptions used in the June 30, 2020 valuation were based on a review of plan experience. CalSTRS and CalPERS periodically study the experience for participating agencies and establish tables that are appropriate for each pool.

The discount rate was based on an index of 20 year General Obligation municipal bonds.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 11 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

G. Changes in Total OPEB Liability

	<u>June 30, 2021</u>
Total OPEB Liability	
Service cost	\$ 305,036
Interest on total OPEB liability	122,620
Changes of assumptions	19,251
Benefits payments	<u>(162,486)</u>
Net change in total OPEB liability	284,421
Total OPEB liability - beginning	<u>5,502,343</u>
Total OPEB liability - ending	<u>\$ 5,786,764</u>
Covered-employee payroll	\$ 24,104,747
District's total OPEB liability as a percentage of covered-employee payroll	24.01%

H. Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the Galt Joint Union Elementary School District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (1.16 percent) or one percentage point higher (3.16 percent) than the current discount rate:

	1% Decrease	Valuation Discount Rate	1% Increase
	(1.16%)	(2.16%)	(3.16%)
Total OPEB liability	\$ 6,229,900	\$ 5,786,764	\$ 5,366,511

I. Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following presents the total OPEB liability of the Galt Joint Union Elementary School District, as well as what the District's total OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (3.00 percent) or one percentage point higher (5.00 percent) than the current healthcare cost trend rate:

	1% Decrease	Valuation Trend Rate	1% Increase
	(3.00%)	(4.00%)	(5.00%)
Total OPEB liability	\$ 5,173,303	\$ 5,786,764	\$ 6,509,600

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 11 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

J. OPEB Expense and Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the fiscal year ended June 30, 2021, the Galt Joint Union Elementary School District recognized OPEB expense of \$421,146. At June 30, 2021, the Galt Joint Union Elementary School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 644,425
Changes in assumptions	564,533	-
Total	<u>\$ 564,533</u>	<u>\$ 644,425</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2022	\$ 51,547	\$ 58,057
2023	51,547	58,057
2024	51,547	58,057
2025	51,547	58,057
2026	51,547	58,057
Thereafter	306,798	354,140
Total	<u>\$ 564,533</u>	<u>\$ 644,425</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	<u>Net pension liability</u>	<u>Deferred outflows related to pensions</u>	<u>Deferred inflows related to pensions</u>	<u>Pension expense</u>
STRS Pension	\$ 32,854,150	\$ 7,242,613	\$ 2,565,792	\$ 3,707,083
PERS Pension	14,395,170	2,478,670	342,067	2,413,151
Total	<u>\$ 47,249,320</u>	<u>\$ 9,721,283</u>	<u>\$ 2,907,859</u>	<u>\$ 6,120,234</u>

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits Provided

The CalSTRS defined benefit plan has two benefit formulas:

1. CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.
2. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2021, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2021 19.10% of annual payroll reduced to 16.15% pursuant to California Senate Bill 90 (SB 90). The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$3,087,113 for the year ended June 30, 2021.

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately \$1,916,704 to CalSTRS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 32,854,150
State's proportionate share of the net pension liability associated with the District	<u>16,936,181</u>
Total	<u>\$ 49,790,331</u>

The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2020, the District's proportion was 0.034 percent, which did not change from its proportion measured as of June 30, 2019.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2021, the District recognized pension expense of \$3,707,083. In addition, the District recognized pension expense and revenue of \$529,534 for support provided by the State. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ 780,425	\$ -
Differences between expected and actual experience	57,973	926,543
Changes in assumptions	3,203,745	-
Changes in proportion and differences between District contributions and proportionate share of contributions	113,357	1,639,249
District contributions subsequent to the measurement date	3,087,113	-
Total	<u>\$ 7,242,613</u>	<u>\$ 2,565,792</u>

The \$3,087,113 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2022	\$ 583,073	\$ 853,419
2023	1,325,528	788,327
2024	1,591,320	398,224
2025	533,237	288,500
2026	72,505	163,750
2027	49,837	73,572
Total	<u>\$ 4,155,500</u>	<u>\$ 2,565,792</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2018, and rolling forward the total pension liability to June 30, 2019 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Rate of Return*	7.10%
Wage Inflation	3.50%

* Net of investment expenses, but gross of administrative expenses.

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2016 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study for the period July 1, 2015–June 30, 2018.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS’ independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2020, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Public Equity	42%	4.80%
Real Estate	15%	3.60%
Private Equity	13%	6.30%
Fixed Income	12%	1.30%
Risk Mitigating Strategies	10%	1.80%
Inflation Sensitive	6%	3.30%
Cash/Liquidity	2%	-0.40%
	100%	

*20-year geometric average

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	\$ 49,638,044	\$ 32,854,150	\$ 18,996,682

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits Provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2021 was 22.68% of annual payroll reduced to 20.70% pursuant to California Senate Bill 90 (SB 90). Contributions to the plan from the District were \$1,412,264 for the year ended June 30, 2021.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the District reported a liability of \$14,395,170 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2020, the District's proportion was 0.047 percent, which was a decrease of 0.002 percent from its proportion measured as of June 30, 2019.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

B. California Public Employees’ Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2021, the District recognized pension expense of \$2,413,151. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ 299,662	\$ -
Differences between expected and actual experience	713,956	-
Changes in assumptions	52,788	-
Changes in proportion and differences between District contributions and proportionate share of contributions	-	342,067
District contributions subsequent to the measurement date	1,412,264	-
Total	<u>\$ 2,478,670</u>	<u>\$ 342,067</u>

The \$1,412,264 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2022	\$ 369,810	\$ 119,396
2023	311,860	117,196
2024	241,640	105,475
2025	143,096	-
Total	<u>\$ 1,066,406</u>	<u>\$ 342,067</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2018, and rolling forward the total pension liability to June 30, 2019 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.50%
Discount Rate	7.15%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 90% of scale MP 2016.

The actuarial assumptions used in the June 30, 2018, valuation were based on the results of an actuarial experience study for the period from 1997 to 2015.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 12 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions (continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*	Real Return Years 11+**
Global Equity	50.0%	4.80%	5.98%
Fixed Income	28.0%	1.00%	2.62%
Inflation Assets	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Assets	13.0%	3.75%	4.93%
Liquidity	1.0%	0.0%	-0.92%
	100.0%		

*An expected inflation of 2.00% used for this period.

**An expected inflation of 2.92% used for this period.

Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS' website.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease (6.15%)	Current Discount Rate (7.15%)	1% Increase (8.15%)
District's proportionate share of the net pension liability	\$ 20,695,681	\$ 14,395,170	\$ 9,166,061

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 13 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2021.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2021.

C. Construction Commitments

As of June 30, 2021, the District had no commitments with respect to unfinished capital projects.

NOTE 14 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in three joint ventures under joint powers authorities (JPAs), the Schools Insurance Authority, the Galt Schools Joint Powers Authority, and the Galt Middle School Joint Powers Authority. The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

A. Schools Insurance Authority

The Schools Insurance Authority, a California Joint Powers Authority (SIA) arranges for and/or provides insurance coverage for its members. SIA is governed by a board consisting of a representative from each member district. The board controls the operations of SIA, including any influence by the member districts beyond their representation on the coverage requested and shares surpluses and deficits proportionately to their participation in the SIA.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 14 – PARTICIPATION IN JOINT POWERS AUTHORITIES (continued)

B. Galt Schools Joint Powers Authority

The Galt Schools Joint Powers Authority Community Facilities District No. 1988-1 (CFD) was formed by a Joint Powers Agreement among the Galt Joint Union Elementary School District and the Galt Joint Union High School District pursuant to the Mello-Roos Community Facilities Act of 1982 to issue debt and levy the special tax on property owners within the Community Facilities District. The CFD is governed by a board of directors consisting of two representatives from each member district and one representative chosen from the community. The board controls the operations, has decision-making authority, the power to designate management and primary accountability for fiscal matters of the CFD. The Board of Directors authorized a bond election, which passed on June 24, 1991, to incur a bonded indebtedness in the maximum aggregate principal amount of \$60,000,000, the proceeds of which were used for school construction in each member District.

C. Galt Middle School Joint Powers Authority

The City of Galt and the Galt Joint Union Elementary District created the Galt Middle School Joint Power Authority (JPA) as a separate public entity. The purpose of this JPA was to facilitate the exchange of property owned by each entity. The JPA is administered by a separate governing board and is included as a component unit of the City of Galt.

NOTE 15 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Other Postemployment Benefits

Pursuant to GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the District recognized deferred outflows of resources related to other postemployment benefits and deferred inflows of resources related to other postemployment benefits in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 11. At June 30, 2021, total deferred outflows related to other postemployment benefits was \$564,533 and total deferred inflows related to other postemployment benefits was \$644,425.

B. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 12. At June 30, 2021, total deferred outflows related to pensions was \$9,721,283 and total deferred inflows related to pensions was \$2,907,859.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2021**

NOTE 16 – RESTATEMENT OF NET POSITION AND FUND BALANCE

The amounts previously reported at June 30, 2020 as the ending net position for Governmental Activities and the ending fund balance for the Student Activity Fund have been restated due to the implementation of GASB Statement No. 84, *Fiduciary Activities*. Based on the clarifications provided by GASB Statement No. 84 and California Education Code regarding associated student body (ASB) accounts, it has been determined that the District's ASB accounts are not fiduciary because they do not meet the criteria established by GASB Statement No. 84, paragraph 11(c)(2) regarding administrative involvement. The June 30, 2020 ending balances have been restated as follows:

	Governmental Activities
Net Position - Beginning, as Previously Reported	\$ (24,248,949)
Restatement	134,586
Net Position - Beginning, as Restated	<u>\$ (24,114,363)</u>
	Student Activity Fund
Fund Balance - Beginning, as Previously Reported	\$ -
Restatement	134,586
Fund Balance - Beginning, as Restated	<u>\$ 134,586</u>

REQUIRED SUPPLEMENTARY INFORMATION

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
REVENUES				
LCFF sources	\$ 30,228,366	\$ 32,561,700	\$ 33,543,031	\$ 981,331
Federal sources	3,522,870	6,392,456	7,108,230	715,774
Other state sources	3,182,886	3,625,081	5,046,000	1,420,919
Other local sources	2,337,516	2,490,519	2,547,810	57,291
Total Revenues	39,271,638	45,069,756	48,245,071	3,175,315
EXPENDITURES				
Certificated salaries	18,645,994	18,771,278	19,618,104	(846,826)
Classified salaries	7,808,935	7,615,325	7,653,937	(38,612)
Employee benefits	9,846,828	9,891,893	9,902,162	(10,269)
Books and supplies	1,159,278	3,312,242	2,727,990	584,252
Services and other operating expenditures	3,476,910	4,974,032	4,218,803	755,229
Capital outlay	-	277,426	452,243	(174,817)
Other outgo				
Excluding transfers of indirect costs	48,150	96,618	64,936	31,682
Transfers of indirect costs	(126,299)	(109,690)	(110,383)	693
Total Expenditures	40,859,796	44,829,124	44,527,792	301,332
Excess (Deficiency) of Revenues Over Expenditures	(1,588,158)	240,632	3,717,279	3,476,647
Other Financing Sources (Uses)				
Transfers in	5,000	5,000	15,647	10,647
Other sources	10,000	10,000	19,683	9,683
Transfers out	(182,232)	(87,943)	-	87,943
Net Financing Sources (Uses)	(167,232)	(72,943)	35,330	108,273
NET CHANGE IN FUND BALANCE	(1,755,390)	167,689	3,752,609	3,584,920
Fund Balance - Beginning	4,578,081	4,578,081	4,578,081	-
Fund Balance - Ending	\$ 2,822,691	\$ 4,745,770	\$ 8,330,690	\$ 3,584,920

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- Actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Special Reserve Fund for Other Postemployment Benefits, in accordance with the fund type definitions promulgated by GASB Statement No. 54.
- Audit adjustments are not reported in this schedule.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS
FOR THE YEAR ENDED JUNE 30, 2021**

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Total OPEB Liability				
Service cost	\$ 305,036	\$ 358,020	\$ 330,222	\$ 321,384
Interest on total OPEB liability	122,620	190,574	173,096	174,416
Difference between expected and actual experience	-	(760,539)	-	-
Changes of assumptions	19,251	523,627	133,384	-
Benefits payments	<u>(162,486)</u>	<u>(150,589)</u>	<u>(151,867)</u>	<u>(212,285)</u>
Net change in total OPEB liability	284,421	161,093	484,835	283,515
Total OPEB liability - beginning	<u>5,502,343</u>	<u>5,341,250</u>	<u>4,856,415</u>	<u>4,572,900</u>
Total OPEB liability - ending	<u>\$ 5,786,764</u>	<u>\$ 5,502,343</u>	<u>\$ 5,341,250</u>	<u>\$ 4,856,415</u>
Covered-employee payroll	\$ 24,104,747	\$ 23,613,774	\$ 23,706,898	\$ 23,769,563
District's total OPEB liability as a percentage of covered-employee payroll	24.01%	23.30%	22.53%	20.43%

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2021**

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.034%	0.034%	0.034%	0.035%	0.036%	0.039%	0.039%
District's proportionate share of the net pension liability	\$ 32,854,150	\$ 30,789,523	\$ 31,171,690	\$ 32,411,894	\$ 29,164,417	\$ 26,425,515	\$ 22,790,430
State's proportionate share of the net pension liability associated with the District	16,936,181	16,797,876	17,847,338	19,174,759	16,605,226	13,976,147	13,761,846
Total	<u>\$ 49,790,331</u>	<u>\$ 47,587,399</u>	<u>\$ 49,019,028</u>	<u>\$ 51,586,653</u>	<u>\$ 45,769,643</u>	<u>\$ 40,401,662</u>	<u>\$ 36,552,276</u>
District's covered payroll	\$ 18,566,456	\$ 18,459,479	\$ 18,545,539	\$ 18,428,449	\$ 17,970,503	\$ 18,108,164	\$ 17,050,352
District's proportionate share of the net pension liability as a percentage of its covered payroll	177.0%	166.8%	168.1%	175.9%	162.3%	145.9%	133.7%
Plan fiduciary net position as a percentage of the total pension liability	71.8%	72.6%	71.0%	69.5%	70.0%	74.0%	76.5%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALPERS
FOR THE YEAR ENDED JUNE 30, 2021**

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.047%	0.049%	0.050%	0.050%	0.049%	0.049%	0.050%
District's proportionate share of the net pension liability	\$ 14,395,170	\$ 14,185,316	\$ 13,223,340	\$ 11,846,976	\$ 9,624,665	\$ 7,274,020	\$ 5,676,217
District's covered payroll	\$ 6,758,223	\$ 6,752,880	\$ 6,584,218	\$ 6,301,273	\$ 5,846,434	\$ 5,479,526	\$ 5,277,886
District's proportionate share of the net pension liability as a percentage of its covered payroll	213.0%	210.1%	200.8%	188.0%	164.6%	132.7%	107.5%
Plan fiduciary net position as a percentage of the total pension liability	70.0%	70.0%	70.8%	71.9%	73.9%	79.4%	83.4%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2021**

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 3,087,113	\$ 3,159,847	\$ 2,998,698	\$ 2,660,562	\$ 2,328,603	\$ 1,958,062	\$ 1,608,005
Contributions in relation to the contractually required contribution*	(3,087,113)	(3,159,847)	(2,998,698)	(2,660,562)	(2,328,603)	(1,958,062)	(1,608,005)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 19,092,527	\$ 18,566,456	\$ 18,459,479	\$ 18,545,539	\$ 18,428,449	\$ 17,970,503	\$ 18,108,164
Contributions as a percentage of covered payroll	16.17%	17.02%	16.24%	14.35%	12.64%	10.90%	8.88%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2021**

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 1,412,264	\$ 1,330,952	\$ 1,215,286	\$ 1,012,438	\$ 875,561	\$ 690,769	\$ 644,995
Contributions in relation to the contractually required contribution*	(1,412,264)	(1,330,952)	(1,215,286)	(1,012,438)	(875,561)	(690,769)	(644,995)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 6,539,800	\$ 6,758,223	\$ 6,752,880	\$ 6,584,218	\$ 6,301,273	\$ 5,846,434	\$ 5,479,526
Contributions as a percentage of covered payroll	21.59%	19.69%	18.00%	15.38%	13.89%	11.82%	11.77%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2021**

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Changes in Total OPEB Liability and Related Ratios

This 10-year schedule is required by GASB Statement No. 75 for all sole and agent employers that provide other postemployment benefits (OPEB). Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 75 was applicable. The schedule presents the sources of change in the total OPEB liability, and the components of the total OPEB liability and related ratios, including the total OPEB liability as a percentage of covered-employee payroll.

Changes in Benefit Terms

None.

Changes in Assumptions

The discount rate was decreased from 2.20% to 2.16% since the previous measurement.

Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for CalSTRS and CalPERS.

Changes in Assumptions

There were no changes in economic assumptions since the previous valuations for CalSTRS and CalPERS.

Schedule of District Contributions

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the difference between the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the District's covered payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution as a percentage of the District's covered payroll.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO REQUIRED SUPPLEMENTARY INFORMATION, continued
 FOR THE YEAR ENDED JUNE 30, 2021**

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2021, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Certificated salaries	\$ 18,771,278	\$ 19,618,104	\$ 846,826
Classified salaries	\$ 7,615,325	\$ 7,653,937	\$ 38,612
Employee benefits	\$ 9,891,893	\$ 9,902,162	\$ 10,269
Capital outlay	\$ 277,426	\$ 452,243	\$ 174,817

SUPPLEMENTARY INFORMATION

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021**

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 1,066,270
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	85,308
Title III, English Learner Student Program	84.365	14346	89,785
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	62,759
California Statewide Early Math Initiative	84.UNK	*	6,592
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	770,493
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	39,974
IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	13430	41,363
IDEA Basic Local Assistance Entitlement, Preschool ISP's	84.027A	13682	580
Subtotal Special Education Cluster			<u>852,410</u>
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	265,886
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	926,476
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	1,102,221
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	156,738
Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	84.425	15535	139,314
Subtotal Education Stabilization Fund Discretionary Grants			<u>2,590,635</u>
Total U. S. Department of Education			<u>4,753,759</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
COVID-19 Emergency Acts Funding/Extending Summer Food Service Program and SSO:			
Child Nutrition Cluster			
School Breakfast Program - Basic	10.553	13525	66,658
School Breakfast Program - Needy	10.553	13526	324,696
National School Lunch Program	10.555	13391	633,926
USDA Commodities	10.555	*	66,064
Subtotal Child Nutrition Cluster			<u>1,091,344</u>
CACFP Claims - Centers and Family Day Care	10.558	13393	345,749
Total U. S. Department of Agriculture			<u>1,437,093</u>
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:			
<i>Passed through California Department of Education:</i>			
Child Dev. Coronavirus Response and Relief Supplemental Appropriations One-Time Stipend	93.575	15555	46,856
Total U. S. Department of Health & Human Services			<u>46,856</u>
U. S. DEPARTMENT OF THE TREASURY:			
<i>Passed through California Department of Education:</i>			
COVID-19 Emergency Acts Funding:			
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	21.019	25516	2,373,852
Total U. S. Department of the Treasury			<u>2,373,852</u>
Total Federal Expenditures			<u>\$ 8,611,560</u>

* - Pass-Through Entity Identifying Number not available or not applicable

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2021**

Grade Level	2020-21 Number of Days	Status
Kindergarten	180	Complied
Grade 1	180	Complied
Grade 2	180	Complied
Grade 3	180	Complied
Grade 4	180	Complied
Grade 5	180	Complied
Grade 6	180	Complied
Grade 7	180	Complied
Grade 8	180	Complied

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2021**

	2022 (Budget)		2021		2020		2019
General Fund - Budgetary Basis**							
Revenues And Other Financing Sources	\$ 56,327,079	\$	48,280,401	\$	42,752,581	\$	41,462,511
Expenditures And Other Financing Uses	46,027,717		44,527,792		42,546,531		40,909,460
Net change in Fund Balance	<u>\$ 10,299,362</u>	<u>\$</u>	<u>3,752,609</u>	<u>\$</u>	<u>206,050</u>	<u>\$</u>	<u>553,051</u>
Ending Fund Balance	<u>\$ 18,630,052</u>	<u>\$</u>	<u>8,330,690</u>	<u>\$</u>	<u>4,580,610</u>	<u>\$</u>	<u>4,374,560</u>
Available Reserves*	<u>\$ 1,380,832</u>	<u>\$</u>	<u>1,335,832</u>	<u>\$</u>	<u>3,422,680</u>	<u>\$</u>	<u>2,261,779</u>
Available Reserves As A Percentage Of Outgo	<u>3.00%</u>		<u>3.00%</u>		<u>8.04%</u>		<u>5.53%</u>
Long-term Liabilities	<u>\$ 77,396,185</u>	<u>\$</u>	<u>78,861,302</u>	<u>\$</u>	<u>76,300,122</u>	<u>\$</u>	<u>76,828,669</u>
Average Daily Attendance At P-2***	<u>3,401</u>		<u>3,402</u>		<u>3,402</u>		<u>3,433</u>

The General Fund balance has increased by \$3,956,130 over the past two years. The fiscal year 2021-22 budget projects a further increase of \$10,299,362. For a District this size, the State recommends available reserves of at least 3% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years and anticipates incurring an operating surplus during the 2021-22 fiscal year. Total long-term obligations have increased by \$2,032,633 over the past two years.

Average daily attendance has decreased by 31 ADA over the past two years. A decrease of 1 ADA is anticipated during the 2021-22 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Special Reserve Fund for Other Postemployment Benefits, in accordance with the fund type definitions promulgated by GASB Statement No. 54. Audit adjustments are also not reflected in this schedule.

***Due to the COVID-19 pandemic, Average Daily Attendance at P-2 was not reported in 2021. Funding was based on Average Daily Attendance at P-2 as reported in 2020.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL
STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2021**

	General Fund	Student Activity Fund	Special Reserve Fund for Postemployment Benefits
June 30, 2021, annual financial and budget report fund balance	\$ 8,330,690	\$ -	\$ 273,664
Adjustments and reclassifications:			
Increase (decrease) in total fund balances:			
Adjustment for TRAN	(23,862)	-	-
Recording of Student Activity Fund (GASB 84)	-	119,333	-
Fund balance transfer (GASB 54)	273,664	-	(273,664)
Net adjustments and reclassifications	<u>249,802</u>	<u>119,333</u>	<u>(273,664)</u>
June 30, 2021, audited financial statement fund balance	<u>\$ 8,580,492</u>	<u>\$ 119,333</u>	<u>\$ -</u>

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2021**

The District does not sponsor any charter schools.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 SCHEDULE OF FIRST FIVE PROGRAM EXPENDITURES
 FOR THE YEAR ENDED JUNE 30, 2021**

	Budget		Actual		Variance
Personnel services	\$ 154,860	\$	154,028	\$	(832)
Benefits	49,475		46,812		(2,663)
Materials and supplies	16,820		20,665		3,845
Contractual services	18,116		17,766		(350)
Indirect costs	13,327		13,326		(1)
Total	<u>\$ 252,598</u>	<u>\$</u>	<u>252,597</u>	<u>\$</u>	<u>(1)</u>

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 JUNE 30, 2021**

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Capital Projects Fund for Blended Component Units	Bond Interest and Redemption Fund	Non-Major Governmental Funds
ASSETS									
Cash and investments	\$ 119,333	\$ 102,093	\$ 10,000	\$ 1,114	\$ 913,909	\$ 1,889,605	\$ 8,518	\$ 1,403,528	\$ 4,448,100
Accounts receivable	-	43,289	341,922	255	107,143	4,262	87	2,458	499,416
Due from other funds	-	1,325	2,416	-	162	15,000	-	-	18,903
Stores inventory	-	-	37,524	-	-	-	-	-	37,524
Total Assets	\$ 119,333	\$ 146,707	\$ 391,862	\$ 1,369	\$ 1,021,214	\$ 1,908,867	\$ 8,605	\$ 1,405,986	\$ 5,003,943
LIABILITIES									
Deficit cash	\$ -	\$ -	\$ 71,212	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 71,212
Accrued liabilities	-	4,200	57,169	841	5,698	660,670	-	-	728,578
Due to other funds	-	35,514	77,399	-	15,647	-	-	-	128,560
Unearned revenue	-	-	-	-	-	-	-	172	172
Total Liabilities	-	39,714	205,780	841	21,345	660,670	-	172	928,522
FUND BALANCES									
Non-spendable	-	-	47,524	-	-	-	-	-	47,524
Restricted	119,333	106,993	138,558	528	999,869	1,248,197	8,605	1,405,814	4,027,897
Total Fund Balances	119,333	106,993	186,082	528	999,869	1,248,197	8,605	1,405,814	4,075,421
Total Liabilities and Fund Balance	\$ 119,333	\$ 146,707	\$ 391,862	\$ 1,369	\$ 1,021,214	\$ 1,908,867	\$ 8,605	\$ 1,405,986	\$ 5,003,943

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
 FOR THE YEAR ENDED JUNE 30, 2021**

	Student Activity Fund	Child Development Fund	Cafeteria Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Capital Projects Fund for Blended Component Units	Bond Interest and Redemption Fund	Non-Major Governmental Funds
REVENUES									
Federal sources	\$ -	\$ 46,856	\$ 1,576,407	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,623,263
Other state sources	-	647,758	97,534	-	4,132	2,103,477	-	16,323	2,869,224
Other local sources	18,467	3,348	904	1,196	580,751	7,482	364	1,648,415	2,260,927
Total Revenues	18,467	697,962	1,674,845	1,196	584,883	2,110,959	364	1,664,738	6,753,414
EXPENDITURES									
Current									
Instruction	-	464,742	-	-	-	-	-	-	464,742
Instruction-related services									
Instructional supervision and administration	-	24,534	-	-	-	-	-	-	24,534
School site administration	-	65,942	-	-	-	-	-	-	65,942
Pupil services									
Food services	-	-	1,614,039	-	-	-	-	-	1,614,039
All other pupil services	-	15,772	-	-	-	-	-	-	15,772
General administration									
All other general administration	-	32,984	77,399	-	173,525	-	-	-	283,908
Plant services	-	44,932	-	-	32,534	-	3,200	-	80,666
Facilities acquisition and maintenance	-	-	-	788,894	1,615,452	862,762	130,890	-	3,397,998
Ancillary services	33,720	-	-	-	-	-	-	-	33,720
Debt service									
Principal	-	-	-	-	-	-	-	885,000	885,000
Interest and other	-	-	-	700	-	-	-	819,488	820,188
Total Expenditures	33,720	648,906	1,691,438	789,594	1,821,511	862,762	134,090	1,704,488	7,686,509
Excess (Deficiency) of Revenues									
Over Expenditures	(15,253)	49,056	(16,593)	(788,398)	(1,236,628)	1,248,197	(133,726)	(39,750)	(933,095)
Other Financing Sources (Uses)									
Transfers out	-	-	-	-	(15,647)	-	-	-	(15,647)
Net Financing Sources (Uses)	-	-	-	-	(15,647)	-	-	-	(15,647)
NET CHANGE IN FUND BALANCE	(15,253)	49,056	(16,593)	(788,398)	(1,252,275)	1,248,197	(133,726)	(39,750)	(948,742)
Fund Balance - Beginning, as Restated	134,586	57,937	202,675	788,926	2,252,144	-	142,331	1,445,564	5,024,163
Fund Balance - Ending	\$ 119,333	\$ 106,993	\$ 186,082	\$ 528	\$ 999,869	\$ 1,248,197	\$ 8,605	\$ 1,405,814	\$ 4,075,421

See accompanying note to supplementary information.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2021**

The Galt Joint Union Elementary School District was established in 1869 and is comprised of an area of approximately 60 square miles located in Sacramento and San Joaquin counties. There were no changes in the boundaries of the District during the current year. The District operates five elementary schools and one middle school.

GOVERNING BOARD

Member	Office	Term Expires
Thomas Silva	President	December 2022
Wesley Cagle	Vice President	December 2022
Tracy Skinner	Clerk	December 2024
Grace Malson	Board Rep	December 2022
Casey Raboy	Member	December 2024

DISTRICT ADMINISTRATORS

Karen Schauer
Superintendent

Lois Yount
Director of Business Services/CBO

Subsequent to June 30, 2021, Karen Schauer retired as Superintendent. Lois Yount is now the Superintendent, and Nicole Lorenz is the Chief Business Officer.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 NOTES TO SUPPLEMENTARY INFORMATION
 JUNE 30, 2021**

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The following schedule provides reconciliation between revenues reported on the Statement of Revenue, Expenditures, and Changes in Fund Balance, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2021 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2021.

	AL	
	Number	Amount
Total Federal Revenues reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance		\$ 8,655,682
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	<u>(44,122)</u>
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		<u>\$ 8,611,560</u>

The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with article 8 (commencing with section 46200) of chapter 2 of part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

Schedule of Charter Schools

This schedule lists all charter schools chartered by the District, and displays information for each charter school on whether or not the charter school is included in the District audit.

Schedule of First Five Program Expenditures

This schedule summarizes the District's budget and actual expenditures for the Sacramento County First Five Program.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION, continued
JUNE 30, 2021**

NOTE 1 – PURPOSE OF SCHEDULES (continued)

Combining Statements – Non-Major Funds

These statements provide information on the District's non-major funds.

Local Education Agency Organization Structure

This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

OTHER INDEPENDENT AUDITORS' REPORTS



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of Galt Joint Union Elementary School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Galt Joint Union Elementary School District's basic financial statements, and have issued our report thereon dated January 21, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Galt Joint Union Elementary School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Galt Joint Union Elementary School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Galt Joint Union Elementary School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Galt Joint Union Elementary School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 21, 2022



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on Compliance for Each Major Federal Program

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Galt Joint Union Elementary School District's major federal programs for the year ended June 30, 2021. Galt Joint Union Elementary School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Galt Joint Union Elementary School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Galt Joint Union Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Galt Joint Union Elementary School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Galt Joint Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

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Report on Internal Control Over Compliance

Management of Galt Joint Union Elementary School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Galt Joint Union Elementary School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Galt Joint Union Elementary School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 21, 2022



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
Galt Joint Union Elementary School District
Galt, California

Report on State Compliance

We have audited Galt Joint Union Elementary School District's compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of Galt Joint Union Elementary School District's state programs for the fiscal year ended June 30, 2021, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Galt Joint Union Elementary School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Galt Joint Union Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of Galt Joint Union Elementary School District's compliance with those requirements.

Opinion on State Compliance

In our opinion, Galt Joint Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2021.

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Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine Galt Joint Union Elementary School District's compliance with the state laws and regulations applicable to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Local Education Agencies Other Than Charter Schools	
Attendance and Distance Learning	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
K-3 Grade Span Adjustment	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools	
Independent Study-Course Based; for charter schools	Not Applicable
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	Not Applicable
Charter School Facility Grant Program	Not Applicable

Christy White, Inc.

San Diego, California
January 21, 2022

**SCHEDULE OF FINDINGS AND
QUESTIONED COSTS**

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Non-compliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>

Identification of major programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
<u>84.425, 84.425C, 84.425D, 84.425U</u>	<u>Education Stabilization Fund Discretionary Grants</u>
<u>21.019</u>	<u>Coronavirus Relief Fund (CRF): Learning Loss Mitigation</u>
<u>10.553, 10.555</u>	<u>Child Nutrition Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021**

FIVE DIGIT CODE

20000
30000

AB 3627 FINDING TYPE

Inventory of Equipment
Internal Control

There were no financial statement findings for the year ended June 30, 2021.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021**

FIVE DIGIT CODE

50000

AB 3627 FINDING TYPE

Federal Compliance

There were no federal award findings or questioned costs for the year ended June 30, 2021.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021**

FIVE DIGIT CODE

10000
40000
42000
43000
60000
61000
62000
70000
71000
72000

AB 3627 FINDING TYPE

Attendance
State Compliance
Charter School Facilities Programs
Apprenticeship: Related and Supplemental Instruction
Miscellaneous
Classroom Teacher Salaries
Local Control Accountability Plan
Instructional Materials
Teacher Misassignments
School Accountability Report Card

There were no state award findings or questioned costs for the year ended June 30, 2021.

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021**

FINDING #2020-001: UNDUPLICATED PUPIL COUNT (40000)

Criteria: Students classified as free or reduced-price meal eligible (FRPM) (who are not directly certified) on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report must have supporting documentation that indicates the student was eligible for the determination. Auditors are required to verify compliance with Education Code Section 42238.02(b)(3)(b) in Section W of the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Condition: 1 of 60 students tested from the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report who were classified as FRPM was determined as ineligible based on the household income information provided.

Effect: The District is not in compliance with State requirements.

Cause: Clerical oversight.

Questioned Costs: To determine questioned costs, the error rate (1/60) was extrapolated over the entire impacted population for all schools, as the error rate related to FRPM determinations, only pupils eligible based on FRPM designation were considered. The total population of the area tested was 576. The extrapolated error rate disallowed an additional 9 students for a total of 10 students. The total questioned cost using the Unduplicated Pupil Count auditing finding template totaled \$19,702.

Repeat Finding: No, this is not a repeat finding.

Recommendation: We recommend that the District ensure that the students designated as FRPM in the CalPADS 1.18 Report be closely monitored and properly designated.

Corrective Action Plan: The food services clerk and the information system technician are now communicating all changes as they happen. Also, the information system technician is reviewing the CalPADS report to the SIS system monthly.

Current Status: Implemented.



Galt Joint Union Elementary School District

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209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.269 Board Consideration of Approval of Resolution No. 13 Of The Galt Joint Union Elementary School District Board Of Trustees Regarding Mask Mandates For Students
Presenter: Lois Yount	Action Item: XX Information Item:

Attachments:

1. Resolution No. 13
2. State of CA COVID-19 Masking Requirements for K-12 Schools
3. CA Department of Public Health Guidance For the Use of Masks

Galt Joint Union Elementary School District

RESOLUTION NO. 13

February 23, 2022

A RESOLUTION OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES REGARDING MASK MANDATES FOR STUDENTS

WHEREAS, the Galt Joint Union Elementary School District (“District”) Board of Trustees has the duty to adopt policies necessary and proper for the efficient administration of the affairs of the District; and

WHEREAS, the Board strongly values preserving student safety, and also strives to balance that safety with the needs of District students to engage in an in-person learning environment; and

WHEREAS, the Board acknowledges its responsibility to require all students equal access to the educational programs of the District; and

WHEREAS, the Board of Trustees acknowledges the growing mental health crisis among children and will in all decisions weigh the need for normalcy, acknowledging GJUESD’s responsibility to protect not only the physical health of our students, but also the social, emotional, and mental health of our students;

WHEREAS, the Board of Trustees are strong proponents of individual responsibility and personal choice, such that students and their families can generally make their own decisions about their personal health outcomes; and

WHEREAS, COVID-19 vaccines are now available for students five years of age and older for those that choose to obtain them as guided by the students’ wishes, and that of their parents and guardians; and

WHEREAS, testing for COVID-19 and other mitigation measures are readily available at numerous locations throughout the District; and

WHEREAS, the Board of Trustees has implemented numerous safety mitigation efforts to decrease transmission of COVID-19, including installing MERV-13 filters in all schools that are changed every 3 months, and that school maintenance has opened up air exchange systems so classrooms are receiving as much outside air as possible; and

THEREFORE, LET IT BE RESOLVED the GJUESD will continue to provide respiratory N95 masks to teachers, staff, and students on a daily basis and the Board affirmatively approves the right of anyone who is on a school site to wear a face covering for public or personal health reasons after the mandatory mask

mandate is eliminated; and

BE IT FURTHER RESOLVED the GJUESD Board of Trustees implements, regardless of vaccination status, personal and parental choice with respect to whether or not children should wear face coverings while at school commencing on March 1, 2022, if the universal masking indoors in public schools is not lifted prior.

Approved on February 23, 2022 at the Galt Joint Union Elementary School District Board of Trustees Meeting.

Ayes _____

No _____

Absent _____

Abstain _____

Thomas Silva, President

Lois Yount, Secretary

County Executive

Ann Edwards

Deputy County ExecutiveBruce Wagstaff
Social Services**Department of Health Services**

Chevon Kothari, Director

DivisionsBehavioral Health Services
Primary Health
Public Health
Departmental Administration**County of Sacramento**

DATE: February 15, 2022
TO: School Superintendents and School Leaders
FROM: Olivia Kasirye, MD, MS, Public Health Officer *Olivia Kasirye MD*
SUBJECT: State of California COVID-19 Masking Requirements for K-12 Schools

On February 16, 2022, State and local Health Orders will be adjusted, impacting which settings in California are covered by mask requirements. These changes do not directly impact schools as the California Department of Public Health will continue to require masks in several specific settings throughout California, including K-12 schools and child care settings.

The State of California has announced their intention to re-evaluate the statewide mask requirement for schools on February 28, 2022. We expect an announcement about potential adjustments to the requirement at that time. It is essential that schools continue to abide by all applicable mask requirements for numerous reasons:

COVID-19 Continues to Impact Sacramento County

Sacramento County experienced an unprecedented surge of COVID-19 cases during the most recent surge. Despite a drastic reduction in cases in recent weeks, case rates and hospitalizations remain high in our community.

Masking In Schools Is Required By Law

California Department of Public Health (CDPH) [Guidance for K-12 Schools](#) requires mandatory universal masking indoors in public and private K-12 settings. Failure to comply with this CDPH directive unnecessarily endangers students and exposes districts and school personnel to legal and financial liability, as outlined in this [CDPH Letter to School Leaders regarding the Requirement for Universal Masking Indoors at K-12 Schools](#).

Masks In Schools Are Effective

Masks are the primary COVID-19 mitigation tool in schools and they have helped California schools remain open, even during surges. In Fall 2021, California accounted for less than 0.5% of school closures despite accounting for 12% of US students. Upon return to school this fall, pediatric COVID-19 hospitalizations were approximately **3.5 to 4.5 times lower** in California than they were in states where masks were not required in schools (Texas and Florida).

Division of Public HealthOlivia Kasirye, MD, MS
Public Health Officer7001-A East Parkway, Suite 600A
Sacramento, CA 95823
phone (916) 875-5881
fax (916) 854-9709
www.scph.com

Masks Help Keep Schools Open for In-Person Instruction

Schools are the safest place for students to learn. Since returning to in-person instruction, schools in Sacramento County have successfully implemented masking requirements to limit on-campus spread of COVID-19. In-person instruction is not only necessary for academic success; it is essential for students' emotional well-being. COVID-19 outbreaks interfere with in-person instruction and have the potential to cause school closures, which can cause parents to miss work and lead to wider societal and economic impacts.

Vaccination Rates Among School Aged Children Remain Low

Students aged 5 and older are now eligible to be vaccinated against COVID-19. Unfortunately, many school-aged children remain unvaccinated. In Sacramento County, 62.2% of 12 to 19 year olds are partially vaccinated and only 35.3% of 5 to 11 year olds are partially vaccinated.

As leaders in our community, we have an obligation to keep children healthy and safe. COVID-19 has challenged that duty tremendously over the past two years. This school year, we have been largely successful in balancing COVID-19 mitigation with the need to keep schools open and I implore you to stay the course and continue to follow the legal requirement for masks in schools.



This guidance will take effect on February 16, 2022. For current Guidance for the Use of Face Masks, see the current guidance for face coverings.

Changes Taking Effect February 16, 2022:

- Universal masking shall remain required in only specified settings.
- Only unvaccinated persons are required to mask in all Indoor Public Settings. Fully vaccinated individuals are recommended to continue indoor masking when the risk may be high.

Guidance For the Use of Masks

Background

COVID-19 cases and hospitalization are declining across the state. This is due in large part to the collective efforts of Californians to get vaccinated, get boosted, and wear masks.

A universal indoor masking requirement was reinstated on December 15, 2021, to add a layer of mitigation as the Omicron variant, a Variant of Concern as labeled by the World Health Organization, increased in prevalence across California, the United States, and the world and spread much more easily than the original SARS-CoV-2 virus and the Delta variant. Implementing the universal masking requirement in all indoor public settings during the winter season was an important tool to decrease community transmission during the highly infectious Omicron surge.

The current hospital census is still over capacity, but the dramatic surge in cases and hospitalizations due to the highly infectious Omicron variant over the last two months has declined significantly. Californians are also increasingly knowledgeable about how to protect themselves and their loved ones with effective masks when there may be risk of COVID-19 exposure. Accordingly, it is now appropriate for the universal indoor masking requirement to expire on February 15, 2022 as scheduled.

The COVID-19 vaccines remain effective in preventing serious disease, hospitalization, and death from the SARS-CoV-2 virus. Unvaccinated individuals are much more likely to become infected when compared to vaccinated and boosted individuals. Vaccination continues to remain the ultimate exit strategy out of the COVID-19 pandemic. While the percentage of Californians fully vaccinated and boosted continues to increase, we continue to have areas of the state where vaccine coverage is low, putting individuals and communities at greater risk for COVID-19.

A series of cross-sectional surveys in the U.S. suggested that a 10% increase in self-reported mask wearing tripled the likelihood of slowing community transmission. Our recently published case-control study conducted in California from February 18 to December 1, 2021 demonstrated that consistently wearing a face mask or respirator in indoor public settings reduces the risk of acquiring SARS-CoV-2 infection.

The masking requirement in California schools has allowed us to keep schools open when compared to other parts of the country. California accounts for roughly 12% of all U.S. students, but accounted for only 1% of COVID-19 related school closures during the Omicron surge. Nationally during the Delta surge in July and August 2021, jurisdictions without mask requirements in schools experienced larger increases in pediatric case rates, and school outbreaks were 3.5 times more likely in areas without school mask requirements.

Maintaining the masking requirements in other specified, high-risk settings continues to be consistent with CDC recommendations and allows us to protect our most vulnerable populations and the workforce that delivers critical services in these settings.

In workplaces, employers are subject to the Cal/OSHA COVID-19 [Emergency Temporary Standards \(ETS\)](#) or in some workplaces the [Cal/OSHA Aerosol Transmissible Diseases \(ATD\)](#) (PDF) Standard and should consult those regulations for additional applicable requirements.

Masking Requirements

Masks are **required for all individuals** in the following indoor settings, regardless of vaccination status. Surgical masks or higher-level respirators (e.g., N95s, KN95s, KF94s) with good fit are highly recommended.

- On public transit (examples: airplanes, ships, ferries, trains, subways, buses, taxis, and ride-shares) and in transportation hubs (examples: airport, bus terminal, marina, train station, seaport or other port, subway station, or any other area that provides transportation)
- **Indoors** in K-12 schools, childcare
- Emergency shelters and cooling and heating centers
- Healthcare settings
- State and local correctional facilities and detention centers
- Homeless shelters
- Long Term Care Settings & Adult and Senior Care Facilities

Additionally, masks **are required for unvaccinated individuals** in indoor public settings and businesses (examples: retail, restaurants, theaters, family entertainment centers, meetings, state and local government offices serving the public). Fully vaccinated individuals are recommended to continue indoor masking when the risk may be high. Surgical masks or higher-level respirators (e.g., N95s, KN95s, KF94s) with good fit are highly recommended.



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.270 Board Consideration of Approval of 2021-22 Comprehensive School Safety Plan for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

Board Policy 0450 and Education Code 32286 provides the district and schools direction to develop comprehensive school safety plans under guidelines provided by the California Department of Education.

School Safety Plans are developed in consultation with each school's School Site Council and with local police and fire agencies.

Each school must have the Comprehensive School Safety Plan with all non-sensitive safety-related plans and materials available for the public when requested.

Additional disaster procedures, routine and emergency crisis response plans and procedures for safety drills (such as fire and active shooter conditions) are confidential and not included for public review for security purposes.

Additional Information:

1. The Galt Police Department consults with school sites on their emergency drills each year.
2. Updated safety/emergency procedures are reviewed with site administrators in August of each year.
3. Site administrators annually review safety/emergency procedures with staff at the beginning of each year.
4. School Site Fire Inspections are completed annually.



Galt Joint Union Elementary School District

2021-2022

Comprehensive Safety Plan for Lake Canyon Elementary School

Approved by the School Site Council on: _____

Approved by the Board of Education on: _____

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ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME AND CAMPUS SECURITY



Assessment of Current Status of School Crime

Safety is always a top priority at Lake Canyon Elementary. Our staff continually emphasizes keeping students safe at school through strict behavior standards, limited access to the campus through one entrance/exit, services from a school resource officer, campus supervisors, and activities that keep students participating in school.

The crime rate at Lake Canyon Elementary continues to be low. Due largely to strong community support, the commitment to safety of our staff, and our many community partnerships.

New web-based surveillance cameras have been installed and are in excellent working condition. The Administrators collaborate with the Galt Police Department on a regular basis to discuss any crime issues facing our school.

Campus Security

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus supervisors, security personnel, security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals and law enforcement professionals have been consulted in the ongoing review and update of campus security.



Strategies for Providing and Maintaining a Safe School Environment



Strategies for Providing/Maintaining a Safe School Environment

Supervision of students is extremely important to us at Lake Canyon Elementary. We employ 7 part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid, positive discipline and "bully proofing." At the beginning of each year, they receive a handbook that outlines their duties and school policies so that they can act consistently with the teaching staff and administration. They also receive ongoing training and workshops throughout the school year.

We discourage students from arriving at school before 7:30 a.m. due to a lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason. The principal contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries for student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff has easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at Lake Canyon Elementary so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate parking lot from the student pick-up/drop-off zone. Adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces or wait in the parent pick-up lane for children. Signage directs parents to the correct drop-off and pick-up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait behind the orange sidewalk lines until the teacher dismisses children. Parents are welcome to visit classrooms after all children have been walked to the waiting area.

Clear school rules and fair, consistent consequences also contribute to our overall safe and positive environment. These rules and other information, such as how parents can help their children succeed in school, are communicated to parents regularly via school and classroom newsletters, flyers, events, and assemblies. Lake Canyon utilizes a restorative justice approach to behavior incidents on campus. In addition, Lake Canyon implements listening circles and weekly staff and student gatherings through our House System.

Lake Canyon implements an extensive after-school club offering each trimester, including over twenty interest-based clubs. This strong offering supports a positive school climate and culture.



Funding

Available sources are being targeted to address school safety issues, such as the Local Control Funding Formula (LCFF). Lake Canyon also regularly investigates and implements additional state or federal funding to improve school climate, respond to crisis, improve classroom management, and provide comprehensive student mental health services.

Professional Development Activities

All school personnel receive appropriate professional development that includes training on implementing a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response. In addition, all school staff received a trauma-informed response and intervention training, restorative practice training, and ongoing Fred Jones-based classroom behavior management training.

Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced by site administrators, Outreach Consultants, school psychologists, and district office personnel during each school year. Annually all school personnel is required to complete a mandated reporting training by October 30th.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that "Child abuse is everyone's business"! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report, not investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.



- The identity of all persons who report suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by a fine of not more than one thousand dollars or both.

Counseling and Wellness Services

- Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for different types of student support).
- Lake Canyon has designated a trained person on our site to handle referrals (related to student physical and mental health) to collaborative district and community partners.

IMPORTANT PHONE NUMBERS

Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department	(209) 468-4400



STUDENT BEHAVIOR STANDARDS

Behavior standards are included in the District's "*Parent Information Guide*," which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021
1	1	0	0

Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021
0	0	0	0



MANDATORY SUSPENSION AND EXPULSION

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

Notifying Teachers of Dangerous Students

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.



PREVENTING DISCRIMINATION AND HARASSMENT

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

Discrimination (Uniform Complaint Procedures):

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
 - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
 - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.



(5 CCR 4600)

- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Harassment:

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law



enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - Unwelcome sexual flirtations or propositions
 - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Graphic verbal comments about an individual's body, or overly personal conversation
 - Sexual jokes, notes, stories, drawings, pictures or gestures
 - Spreading sexual rumors
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 - Touching an individual's body or clothes in a sexual way
 - Purposefully cornering or blocking normal movements
 - Limiting a student's access to educational tools
 - Displaying sexually suggestive objects



DRESS CODE

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by- case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.



BULLYING/CYBERBULLYING

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.



SCHOOL BEHAVIOR EXPECTATIONS

Be Responsible

Be Respectful

Be Safe

Students will see these rules posted as quick reminders. An example of what each of those statements look like are outlined below:

All students at Lake Canyon School will demonstrate their **Responsibility** by:


- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their **Respect** toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a **Safe** school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

Lake Canyon 						
COLIGAR	Classroom	Cafeteria	Restroom	Playground	Walkway	Library
P Pride	<ul style="list-style-type: none"> • Be a good listener • Always give your best effort • Be an active participant • Arrive on time • Stay on task • Remove hat indoors 	<ul style="list-style-type: none"> • Clean up after yourself • Sit at House table • Get all things needed the first time through the line • Remove hat indoors 	<ul style="list-style-type: none"> • Return to class promptly • Clean up after yourself • Maintain personal space 	<ul style="list-style-type: none"> • Be a problem solver • Play with everyone • Take care of yourself • Resolve your own conflicts • Remove hats for pledge 	<ul style="list-style-type: none"> • Return to class promptly • Be respectful of classrooms working • Keep the walkways clean 	<ul style="list-style-type: none"> • Be a good listener • Always give your best effort • Stay on task • Remove hat indoors
A Attitude	<ul style="list-style-type: none"> • Respect differences • Follow directions • Wait to be called on • Treat others the way you want to be treated 	<ul style="list-style-type: none"> • Use a peaceful voice • Use good table manners • Say "Please" and "Thank You" 	<ul style="list-style-type: none"> • Allow for privacy of each person • Use a quiet voice • No playing with water, soap, or supplies 	<ul style="list-style-type: none"> • Use positive and appropriate language • Invite others to join in • Read rules before a game 	<ul style="list-style-type: none"> • Walk quietly so others can continue learning • Smile and be courteous to people you meet in walkway 	<ul style="list-style-type: none"> • Respect differences • Follow directions • Treat books with care
W Wise Choices	<ul style="list-style-type: none"> • Be prepared • Do your job • Be honest • Respect other's things 	<ul style="list-style-type: none"> • Make healthy choices • Use time to eat wisely 	<ul style="list-style-type: none"> • Clean up after yourself • Return to class promptly • Use water & supplies wisely 	<ul style="list-style-type: none"> • Learn new games and activities • Take a knee when the bell rings • Use restroom & fountains during 	<ul style="list-style-type: none"> • Take care of yourself • Move quietly • Walk 	<ul style="list-style-type: none"> • Be prepared • Be honest • Respect other's things • Report any damage you find in a book
S Safety	<ul style="list-style-type: none"> • Maintain personal space • Use materials appropriately • Walk 	<ul style="list-style-type: none"> • Walk in line • Place all trash in the proper cans • Stay seated until dismissed • No wandering around 	<ul style="list-style-type: none"> • No food inside • Keep hands, feet, and other objects to yourself • Wash hands with soap & water • Report problems to the nearest adult 	<ul style="list-style-type: none"> • Use equipment appropriately • Stay in approved areas • Keep hands & feet to yourself • Report problems and injuries to the nearest adult 	<ul style="list-style-type: none"> • Keep hands to yourself • Travel on the right • Maintain personal space • Walk at all times 	<ul style="list-style-type: none"> • Maintain personal space • Use materials appropriately • Walk • Use a quiet voice



Positive School Culture and Climate

Lake Canyon's Essential 33 and House System

The goal of the Lake Canyon Essential 33 and House System is to strengthen our implementation of a supportive and engaging environment. Through the implementation of Lake Canyon's Essential 33 and the House System there will be constant encouragement for students to do their best. The positive attitudes of students toward one another and toward the school will continue to increase.

Planned benefits to students:

- Being a part of a smaller community helps students acclimate quickly to their school environment and experience an immediate sense of belonging.
- Students have a team of caring faculty/staff mentors.
- It allows students to have an opportunity to interact with students from all grade levels.
- It increases opportunities for student leadership.
- It reinforces our campus essentials and expectations
- It can be a source of positive peer-pressure and motivation that can have a positive effect in the classroom.
- At weekly rallies, students will have opportunities to enjoy creative expression, physical activity, and social engagement. Music and chants are extensively used to support expression and engagement.
- Studies show that schools with House systems have happier, more engaged students and have more school spirit than they did before a House system was implemented.



Lake Canyon's Implementation of Restorative Justice-based behavior support and Restorative thinking is a significant shift from punishment-oriented thinking. People, including students, who are invited into restorative dialogue are sometimes confused by the concept of "making things right." Their default response to the question "What can we do to make things right?" often has to do with punishment. It is said that "children live what they learn." When what they have learned is that troublesome behavior demands a punishment-oriented response that is how they will live. But restorative practices invite different ways of responding. These new ways must be learned through experience. The activities of Lake Canyon's implementation give students the necessary experiences to support a shift toward restorative ways of thinking and behaving.

Restorative Justice Implementation for students who are sent to speak with administration and engage in a discussion which includes a series of five probing questions which include:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

Affective Statements: the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

Restorative Discussion: A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior exists in asking key questions.

Role of the School Social Worker

The School Social Worker provides district-wide support for families and students determined to be "at-risk". The Social Worker provides service including, but not limited to home visits, conferencing, classroom presentations, individual and group counseling, parent education and staff in-service. The School Social Worker is supervised by the site administrator or the Director of Educational Services.

Implementing the *Second Step* Program

- Second Step is the district-wide SEL curriculum.
- It is a universal, research-based, classroom curriculum.
- Its lessons are developmentally appropriate and sequential.
- It teaches students skills to support school success.

The role of the social worker with this program is to schedule and teach lessons in classrooms, give guidance and support to teachers as they reinforce *Second Step* lesson skills and concepts daily. School social workers will coordinate the program implementation and provide classroom teacher with the needed materials.

The role of the teacher is to attend and participate in lessons, reinforce skills and concepts daily. Communicate successes and challenges to the social worker as well as administer pre- and post-tests provided by the social worker. When a teacher is comfortable with the *Second Step* program he/she may opt to take over the instruction.



CALIFORNIA HEALTHY KIDS SURVEY

This year the 5th and 6th grade students took the California Healthy Kids Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the results:

Key indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
School Engagement and Supports		
School connectedness	88	82
Academic motivation	89	86
Caring adults in school	95	83
High expectations-adults in school	96	91
Meaningful participation	52	54
Facilities upkeep	95	93
Parent involvement in schooling	86	85
Social and emotional learning supports	93	87
Anti-bullying climate	90	84
School Safety		
Feel safe at school	100	86
Feel safe on way to and from school	91	91
Been hit or pushed	33	27
Mean rumors spread about you	36	42
Called bad names or target of mean jokes	26	36
Saw a weapon at school	9	11
School Disciplinary Environment		
Rule clarity	88	93
Students well behaved	72	52
Students treated fairly when break rules	47	73
Students treated with respect	98	91
Substance Use and Physical/Mental Health Alcohol or drug use		
Alcohol or drug use	7	16
Marijuana use	0	0
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	14	28
Experienced sadness	12	14



Key Indicators of Social Emotional Health

	Grade 5 %	Grade 6 %
Covitality	88	83
Belief in self	91	90
Belief in others	92	82
Empathy	90	88
Engaged living	78	72
Growth mindset	86	88
Collaboration	83	85
Problem solving	85	67

Covitality Domain and Subdomains

Belief in self	91	90
Self-efficacy	94	92
Persistence	89	87
Belief in others	92	82
School supports	94	83
Peer supports	90	83

Emotional Competence

Empathy	90	88
Engaged living	78	72
Optimism	85	81
Gratitude	98	92
Zest	52	44

Custom Question

This school encourages me to know and use my strengths to do what I do best.

	Grade 5 %	Grade 6 %
Strongly Agree / Agree	100	85



SAFETY TO AND FROM SCHOOL

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary "Alerts" are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.



DEALING WITH HATE CRIMES

A "hate crime" is now defined as: "a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics." (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase "in whole or in part because of" means that "bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic." (Penal Code section 422.55(d)).

The term "victim" includes, but is not limited to, "a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense." (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).



COLLABORATIVE RELATIONSHIPS FOR STRENGTHENING SCHOOL SAFETY

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

PREVENTION AND INTERVENTION STRATEGIES

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

Second Step Curriculum/Lake Canyon House System

The Lake Canyon House System and the use of character curriculum, such as the Second Step curriculum, is designed to build students' social emotional well-being. It includes materials and training on four key components:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

PANDEMIC FLU RESPONSE



In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response.

INFLUENZA CASE DEFINITION

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



SURVEILLANCE AND REPORTING

Surveillance and Reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

Marengo Ranch Elementary School

2021-2022 Comprehensive Safety Plan

Approved by the School Site Council on February 7, 2022

Approved by the Board of Education on _____

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✓= Mandatory

Assessment of Current Status of School Crime

The crime rate at Marengo Ranch Elementary continues to be low. Fencing around the campus and security cameras are in place.

Access to the school campus during the day is restricted to the school office as a main entry point. Procedures are in place to address visitors on campus with specific sign-in protocols.

Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021
0	3	7	0

Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021
0	0	0	0

Strategies for Providing/Maintaining a Safe School Environment

Supervision of students is extremely important at Marengo Ranch Elementary. We employ 9 part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid and meet monthly with administration to discuss how things are going throughout the day. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. Site funding sources supply safety equipment: orange cones, stop signs, staff uniforms, raincoats, etc.

Gate #6 opens at 7:30 am. Students arriving at this time proceed into the cafeteria for breakfast. The remaining school gates open at 7:45 am and children walk to their designated spaces on the playground. When the 7:55 am warning bell rings, teachers pick up their students and go to their classrooms. At 8:00 am, we close and lock all gates. At the end of the day, we open the gates for dismissal and parents wait at grade level assigned gates for the after school pick up.

We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise.

School staff members receive information related to the school safety plan and safety drills are practiced monthly, so that all students and staff know how to respond should there be an emergency. Classroom doors are locked at all times.

A student Safety Patrol Team is responsible for helping students at our gates as well as our sidewalks immediately adjacent to the campus. Yard Supervisors monitor all loading and unloading zones as well as crosswalks.

Clear school rules and fair, consistent consequences also contribute to our overall safe and positive environment. We communicate these rules, as well as other information about how parents can help their children succeed in school on a regular basis.

CalSCHLS Student Survey

In the 2020-21 school year, 21 5th grade students and 0 6th grade students took the CalSCHLS Student Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The percentage number represents the Average Percent of 5th and 6th grade respondents reporting “Yes, most of the time” or “Yes, all of the time.” Listed below are the results:

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
School Engagement and Supports		
School connectedness	72	0%
Academic motivation	78	0%
Caring adults in school	68	0%
High expectations-adults in school	81	0%
Meaningful participation	39	0%
Facilities upkeep	90	0%
Parent involvement in schooling	79	0%
Social and emotional learning supports	77	0%
Anti-bullying climate	79	0%
School Safety		
Feel safe at school	85	0%
Feel safe on way to and from school	81	0%
Been hit or pushed	19	0%
Mean rumors spread about you	14	0%
Called bad names or target of mean jokes	19	0%
Saw a weapon at school	5	0%
School Disciplinary Environment		
Rule clarity	90	0%
Students well behaved	86	0%
Students treated fairly when break rules	55	0%
Students treated with respect	86	0%

Substance Use and Physical/Mental Health Alcohol or drug use

Alcohol or drug use	14	0%
Marijuana use	0	0%
Cigarette use	10	0%
Vaping	10	0%
Late bedtime (after 10 pm)	50	0%
Experienced sadness	19	0%

Key Indicators of Social Emotional Health

		Grade 5	Grade 6
		%	%
Covitality	–	76	0%
Belief in self	–	78	0%
Belief in others	–	78	0%
Empathy	–	87	0%
Engaged living	–	64	0%
Growth mindset	–	77	0%
Collaboration	–	86	0%
Problem solving	–	64	0%

Covitality Domain and Subdomains

Belief in self	–	78	0%
Self-efficacy	–	78	0%
Persistence	–	78	0%
Belief in others	–	78	0%
School supports	–	76	0%
Peer supports	–	79	0%
Emotional competence			
Empathy	–	87	0%
Engaged living	–	64	0%
Optimism	–	74	0%
Gratitude	–	83	0%
Zest	–	35	0%

Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30th.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that "Child abuse is everyone's business"! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

Important Phone Numbers

Sacramento County Child Protective Services (916) 875-5437
San Joaquin County Child Protective Services..... (209) 468-1333
Galt Police Department (209) 366-7000
Sacramento County Sheriff's Department (916) 874-5115
San Joaquin County Sheriff's Department..... (209) 468-4400

Counseling and Wellness

Counseling and wellness services are available to all students through our school social worker. The social worker coordinates services with staff and administration to monitor social skills groups, attendance improvement, conflict managers, counseling, and social services. 2nd Step Curriculum in primary classrooms is also facilitated by our school social worker.

Monthly meetings with administration and Marengo Team for Student Success (MTSS) members target students who may be in need of possible supports or services.

Student Behavior Standards

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion.

Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

Specific information regarding mandatory suspension and expulsion:

Mandatory Suspension and Expulsion

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

Notifying Teachers of Dangerous Students

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

Discrimination (Uniform Complaint Procedures):

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education,

vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
 - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
 - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
 - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
 - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
 - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Harassment

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be considered.

3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - Unwelcome sexual flirtations or propositions, Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Graphic verbal comments about an individual's body, or overly personal conversation
 - Sexual jokes, notes, stories, drawings, pictures or gestures
 - Spreading sexual rumors
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 - Touching an individual's body or clothes in a sexual way
 - Purposefully cornering or blocking normal movements
 - Limiting a student's access to educational tools
 - Displaying sexually suggestive objects

Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn

outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

Bullying/Cyberbullying: The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff, including, but is not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Marengo Ranch School Rules

Be Responsible * Be Respectful * Be Safe

Students will see these rules posted as quick reminders. An example of what each of those statements look like is outlined below:

All students at Marengo Ranch School will demonstrate their **Responsibility** by:

- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their **Respect** toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a **Safe** school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

Safety To and From School

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Prevention and Intervention Strategies

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

CARING SCHOOL COMMUNITY

Caring School Community is a K-5th grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive schoolwide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

Pandemic Flu Response

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

SURVEILLANCE / REPORTING

Surveillance and Reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels

Standard Surveillance

17

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
 - Cough
 - Sore throat
 - Headache
 - Muscle ache

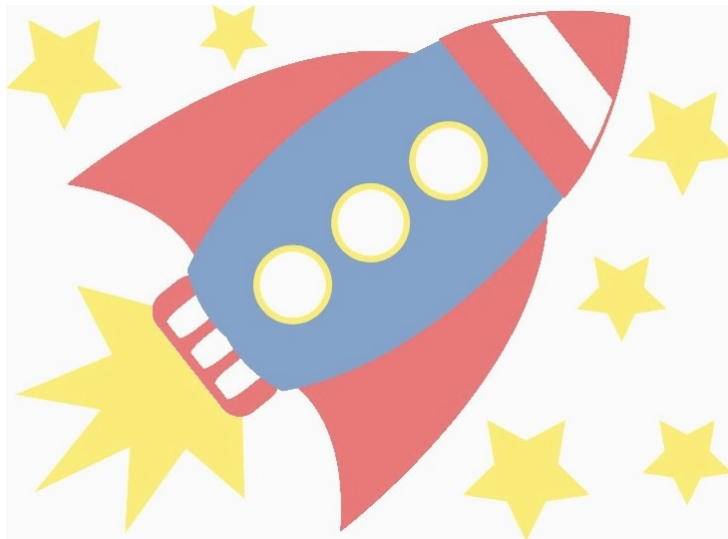
A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



Galt Joint Union Elementary School District

River Oaks Elementary School

2021-2022 Comprehensive Safety Plan



Approved by the School Site Council on: To be approved on 2/16/22

Approved by the Board of Education on: _____

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✓= Mandatory

Assessment of Current Status of School Crime & Suspension/Expulsion Data

School Crime

We have experienced minimal school crime at River Oaks.

Suspensions & Expulsions

Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021
2	4	3	0

Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021
0	0	0	0

Strategies for Providing/Maintaining a Safe School Environment

Maintaining a Safe School Environment

At River Oaks, we work hard to provide and maintain a safe school environment. We understand the correlation between student success and safety at school. Children will not perform to their ability if they feel unsafe or threatened at school. Due to our high behavior standards and policies, we have created a school where children feel safe and valued.

We have trained yard duty staff that supervise the playgrounds, cafeteria, parking lots, crosswalks, and bus loading zone. We conduct monthly yard duty meetings to collaborate about school needs and student support. In addition, the district nurse provides annual first aid training.

The River Oaks campus is fully fenced with locking gates. During school hours, approximately from 8:05 to 2:25, the gates are kept closed and locked. All visitors and volunteers are required to sign it at the office and wear a visitor's sticker or badge. We adhere to the Megan's Law and require all volunteers to be cleared before working with students or attending field trips. Staff members are also required to wear identification. All classrooms and offices have phones for emergency purposes. Classroom doors are kept locked during the school day. All doors have a window or peephole in order to see out before opening a door. Emergency drills are practiced monthly to ensure all staff

and students know how to respond in case of an emergency. The Galt Police Department has observed our lockdown drills during the 2019-20 school year thus far to provide support and feedback.

Social and Emotional Supports

Our full-time social worker regularly meets with students needing social and emotional support. She provides a safe place where students can confidentially share their concerns, teaches students coping strategies, and supports families in crisis. In addition to her work with students and families, the social work supports staff by modeling how to teach the district approved SEL curriculum Second Step. She also provides SEL training to staff at our month staff learning events.

Professional Development

In addition to monthly drills, administration has participated in active shooter training through the Galt Police Department. As needed, new information and procedures are shared with staff. Our school crisis team meets regularly to audit our safety plans and routines.

All School Behavior Management Plan

It is our goal to create a safe learning environment at River Oaks Elementary School that is conducive to high student achievement. We achieve this by implementing Fred Jones classroom management strategies and the H3 character education program. Character traits are integrated into the classroom curriculum through direct instruction, modeling, discussion, references to characters in literature, history, and day-to-day experiences. Each month a different character trait is emphasized school-wide. Students who are observed using appropriate character traits are given a “Character Trait” ticket. Students have 2 ways to “spend” their tickets. 1) They can put their tickets in grade level buckets in the cafeteria during their lunch time. Every Friday, tickets are pulled from the buckets for each grade level during lunch and students receive a prize. 2) Students can choose to collect 10 tickets each month to receive a special prize from administration. Our ultimate goal is for our students to use the character traits when they make choices in their everyday life.

Classes that follow the school rules and are referral free for the week will be awarded a Rocket Card. When grades 1 – 6 receive four (4) Rocket Cards and 16 positive cafeteria coupons, administration will visit the classroom for a celebration. Kindergarten students receive celebrations with administration for following classroom rules and procedures as monitored by the classroom teachers. Annually, we have assemblies that promote character education and provide anti-bullying messages.

Bucket Filling Strategies

We are a “Bucket Filling” school! We follow the motto that we all have an invisible bucket. When our bucket is full, we feel better about ourselves and our world around us. When our bucket is empty, we feel terrible. We teach children the importance of having a full bucket. We also teach and emphasize how we can fill the bucket of others around us. Students have many opportunities in their classrooms to be a bucket filler.

Recognizing Youth Strengths and Talents

As school community, we are beginning to understand and recognize the strengths and talents of our youth. Teachers are creating activities and projects to put student strengths into action. Students are setting goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we are hoping to create higher engagement and hope for our youth.

California Healthy Kids Survey

In 2020-21 school year, the 5th and 6th grade students took the California Healthy Kids Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The percentage number represents the Average Percent of 5th and 6th grade respondents reporting “Yes, most of the time” or “Yes, all of the time.” Listed below are the results:

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
School Engagement and Supports		
School connectedness	80	77
Academic motivation	77	82
Caring adults in school	77	67
High expectations-adults in school	88	79
Meaningful participation	37	43
Facilities upkeep	95	89

Parent involvement in schooling	82	83
Social and emotional learning supports	85	71
Anti-bullying climate	76	53
School Safety		
Feel safe at school	86	80
Feel safe on way to and from school	90	90
Been hit or pushed	10	50
Mean rumors spread about you	5	40
Called bad names or target of mean jokes	14	40
Saw a weapon at school	10	10
School Disciplinary Environment		
Rule clarity	100	80
Students well behaved	86	73
Students treated fairly when break rules	81	67
Students treated with respect	100	87
Substance Use and Physical/Mental Health Alcohol or drug use		
Alcohol or drug use	0	20
Marijuana use	0	10
Cigarette use	0	9
Vaping	0	9
Late bedtime (after 10 pm)	36	38
Experienced sadness	18	9

Key Indicators of Social Emotional Health

Belief in self	–	79	80
Self-efficacy	–	81	77
Persistence	–	77	83
Belief in others	–	83	77
School supports	–	84	80
Peer supports	–	82	73

Covitality Domain and Subdomains; Emotional competence

Empathy	–	89	43
Engaged living	–	70	
Optimism	–	80	
Gratitude	–	89	

Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30th.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

Important Phone Numbers

Sacramento County Child Protective Services.....	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department.....	(209) 468-4400

Student Behavior Standards

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

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- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a

blade that locks into place; or a razor with an unguarded blade.

- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
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If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2.

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

Notifying Teachers of Dangerous Students

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.

As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.

- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

Discrimination (Uniform Complaint Procedures)

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant:

- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and

decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Harassment

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be considered.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary.

In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - Unwelcome sexual flirtations or propositions
 - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Graphic verbal comments about an individual's body, or overly personal Conversation
 - Sexual jokes, notes, stories, drawings, pictures or gestures
 - Spreading sexual rumors
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 - Touching an individual's body or clothes in a sexual way
 - Purposefully cornering or blocking normal movements
 - Limiting a student's access to educational tools
 - Displaying sexually suggestive objects

Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

Bullying/Cyberbullying

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program

while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

School Rules

The following school rules can be found in the Parent/Student Handbook that is sent home on the first day of school and is available on our school website. Parents are asked to review the

rules with their children, then sign and return the last page of the handbook to the school office. In addition, staff members review the rules with the students during the first few weeks of school.

School Rules

- Follow the Great Eight Character Traits.
- Keep hands, feet and other objects to yourself.
- Walk on sidewalks.
- Use your “inside” voice while in school buildings.
- No loitering on campus after school.
- Use restrooms appropriately. No playing or loitering allowed.
- Students must possess a PASS when not in class during school hours.
- Money, other than for daily needs, should be left at home.
- Toys, video games, trading cards etc., remain at home. Items brought to school may be kept in the office until the end of the school day
- Office and classroom telephones are for emergencies only.
- Cell phones should be off and put away in backpacks during school hours.
- Gum is not permitted at school.
- Use appropriate language at all times.
- Refrain from bringing roller blades and skates to school; including skate shoes.
- Students are not allowed to ride bikes or skateboards on campus at any time.

Cafeteria Rules

- Walk at all times.
- Keep hands and feet to yourself.
- Be courteous to cafeteria workers.
- Use a quiet voice when talking to your neighbors.
- Clean up after yourself.
- Wait to be excused.
- At dismissal time, your table will be excused when your area is clean.
- No sharing food.
- Our kitchen staff and yard duties can't heat up food for students.

Time-Out Referrals

Each class is assigned a time-out Class. If a student receives a referral, he/she will serve a time-out in another classroom during the very next recess.

Time-out referrals will be given for:

- Using inappropriate language or gestures

- Being in an unauthorized area, including classrooms when a teacher is not present
- Playing in the restrooms
- Bullying
- Play fighting
- Unsafe use of playground equipment
- Aggressive behavior
- Littering
- Throwing objects
- Spitting
- Eating on the playground
- Playing in line
- Behavior during recess that is disruptive to classes still in session
- Playing tag on the asphalt

Office Referrals

Students will be sent to the office to speak with administration for the following reasons:

- Fighting (engaging in, threatening, or attempting)
- Disrespect
- Defacing school property
- Defiance of authority
- Exhausting the classroom management system
- Bullying

Parents will be contacted regarding all office referrals. Consequences for office referrals may be a parent conference, time-out in the office, loss of participation in a school-sponsored activity, in-house suspension, or suspension.

Safety To and From School

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who can not consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District student during the school day as well as after hours.

Prevention and Intervention Strategies

The District utilizes the Second Step Program to provide students with the necessary strategies to help with social and emotional learning. In addition, the district utilizes Project Alert to provide accurate information about the consequences of and alternatives to drug use.

SECOND STEP

The Second Step curriculum teaches skills in the following four areas:

1. Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. Problem Solving: Students learn a process for solving problems with others in a positive way.

Pandemic Flu Response

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

SURVEILLANCE / REPORTING

Surveillance and Reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human

Services' Public Health Division

- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
 - Cough
 - Sore throat
 - Headache
 - Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described

above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Preventing Truancy

SARB Process (Student Attendance Review Board) and Truancy

State law requires that any child, who has been absent without a valid excuse more than three days, or tardy in excess of 30 minutes for three or more days in one school year, shall be reported as truant to the site administrator.

It is our hope that all students attend school in a regular manner. We are happy to discuss specific problems with families regarding attendance. However, in the event of a legally truant student, the parent and students will be referred to our School Attendance Review Board (SARB) for corrective action. The following are steps in the district SARB process:

1. The first SARB notification (SARB1) is mailed to the parent after the third unexcused absence or tardy over thirty minutes. SARB1 will also be mailed home after the 10th excused absence without a medical excuse from a physician.
2. If unexcused absences or truant tardies continue, a Student Attendance Review Team (SART) meeting is scheduled. The 2nd SARB notification (SARB2) is mailed to the parent notifying them of the meeting.
3. If unexcused absences or truant tardies continue, the 3rd SARB notification will be mailed to the parent.
4. If attendance still does not improve, the department of Educational Services will schedule a SARB hearing at the district level.

We feel it is important to celebrate students with great attendance! Attendance recognition for students:

- **Outstanding Attendance:** Attending school on time, all day, every day!
- **Monthly Perfect Attendance:** Beginning September, at the end of each month, students will receive a reward, treat, or an extra recess.
- **Trimester Perfect Attendance:** At the end of the each trimester, students who attended school every day will receive a perfect attendance certificate and a treat.
- **Year Perfect Attendance:** At the end of the school year, students with perfect attendance will be recognized with a certificate and treat at an end of the year Awards Assembly.

Parent Involvement

It takes a team approach to educate children. Educators and parents must work

together to ensure children are learning, are safe, and happy at school. There are numerous ways we involve and communicate with our parent community.

- Back To School Night
- Open House
- Parent Teacher Association (PTA)
- Family Movie Nights
- Fall Festival
- Holiday Store
- Family Career Night
- Illuminate Parent Portal
- Monthly Newsletters
- School Website
- School Site Council
- English Language Advisory Committee
- Classroom Volunteers
- Parent Conferences
- Nurturing Parenting Classes
- Field Trips
- After School Clubs
- Remind Text
- Robo Phone Calls
- Family Dance
- River Oaks Rockets Facebook Page
- River Oaks Rockets Twitter Page
- PTA Daddy-Daughter Dance

Funding

Available funding sources are being targeted to address school safety issues. Funds are used to improve school climate, respond to crisis, improve school-wide management, and provide comprehensive student mental health services. Title I and Supplemental Concentration funds are used to provide extended day programs for students that are not meeting their personal growth goals.

Site and district funds are used for the following:

- Training yard supervisors
- Student academic and behavior rewards
- Playground and PE equipment
- Safety gear for yard supervisors
- Radios for communication

- Extended Day Programs

PTA Funds are used for the following:

- School assemblies
- Student rewards
- Field trips
- School supplies
- Family/Community events

Counseling and Wellness Services

Administration works collaboratively with teachers, district social workers, and psychologists to ensure students are receiving the appropriate services. Our social worker meets with groups of students for bereavement, divorce, anxiety and separation, friendship circles, and to build social skills. Administration follows the district SARB process to address attendance concerns.



Galt Joint Union Elementary School District
Valley Oaks Elementary School



2021-2022 Comprehensive Safety Plan

Home of the Stingers

Approved by the School Site Council: 1/13/2022

Approved by the Board of Education:

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Assessment of Current Status of School Safety/ Discipline

School safety is a top priority at Valley Oaks Elementary. Self-discipline is a goal toward which we strive for all our students. Valley Oaks has the prime educational responsibility for furthering a positive understanding and practice of discipline among its students. When rights and responsibilities are ignored or forgotten, disciplinary actions become necessary. Among our interventions, suspensions are included.

Our assessment of the current status of school discipline indicates that most of our suspensions have occurred due to failure to follow EC 48900 (a.1). This includes: Caused, attempted to cause, or threatened to cause physical injury to another person (fighting).

Site Suspension and Expulsion Data

Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021
22	18	5	0

Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021
0	0	0	0

We expect to see a decrease in the number of suspensions each school year. While we hold students to a high behavioral standard and work consistently with students through restorative practices and preventative behavior measures and instruction, grievous offenses are not tolerated. We have a consistent school-wide Behavior Norms Matrix that is reviewed every day and we have implemented a character education program with our school counselor (Second Step). Additionally, we have a full-time bilingual school counselor, who works with students daily on decision-making skills and character building.

Strategies for Providing and Maintaining a Safe School Environment

Valley Oaks School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year a school-wide discipline program with clearly defined rules and expectations is communicated to parents and students. Parents and students are provided with a school handbook that reviews all school rules. "Second Step", a program designed to help students with their social and decision-making skills, has been expanded in use and is now used with students in all grades. Throughout the year teachers continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Valley Oaks School. Any visitor to Valley Oaks School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. During COVID-19 times, the school follows district health/safety protocols as it relates to visitors/volunteers on campus. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Ten yard supervisors work throughout the day to monitor student safety on the playground and in the cafeteria. Bi-monthly staff meetings are held for yard supervisors which provide ongoing training and address safety issues. School safety rules are well established and are enforced by all staff members. Surveillance cameras are used to monitor entrances, exits, and student areas. In addition, security fencing, with safety gates were installed at the end of the 2018-2019 school year. This allows, during the day, only one entrance into Valley Oaks - through the office.

The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. To assist with this, the district provides two full-time and two part-time custodial staff to clean and maintain the school on a regular basis. Site repairs and landscaping care are addressed through the district maintenance and operations department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Valley Oaks school pride shows through the care of our facilities by staff, students and parents. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

Intense modernization efforts took place at Valley Oaks during the 2018-2019 school year, including renovation of three main buildings (HVAC, electrical, exterior wood/paint, roofing, etc.) and of the Multi-Use Room and cafeteria/kitchen.

PREVENTATIVE MEASURES

Drills

Fire Drills (Monthly) and Lockdown drills (2x yearly) are conducted at Valley Oaks to help promote knowledge of proper procedures for students and staff in case of a fire or intruder/active shooter.

Campus Security

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

- Classroom doors will be locked during the school day
- Specific locations are designated for student drop-off and pick-up.
- Protocols are in place to ensure the safety of students during emergency situations
- Security surveillance equipment is appropriately utilized
- Law enforcement and mental health professionals participated in the review and update of campus security protocols

Stinger Cards

As a school community, we understand the need to recognize positive behaviors and actions from the students in order to maintain a school that promotes peace and positivity. One of the ways this is accomplished is through the use of “Stinger Cards”. Stinger Cards are given throughout the school day to students who demonstrate one (or more) positive character traits (Caring, Honesty, Responsibility, Integrity, Respect for Others, Citizenship, Planning and Decision Making, and Problem Solving). Students may receive a pencil when they enter their Stinger Cards in the Stinger Card containers in the office. Winners are selected each week on Friday and at the Monthly Sing-Along, and each winner is entitled to a choice of a prize from the Principal’s Prize Box.

Principal’s Pat on the Back

Another way that the Valley Oaks community promotes positive school culture and behavior is through the distribution of the “Principal’s Pat on the Back” certificate. Teachers recognize student behavioral, social, and academic successes by filling out a Principal’s Pat on the Back certificate. Each day, the principal reads over the school intercom system the names of the students who receive this recognition. Each student then comes to the school office, where the principal congratulates them and lets them write their name on the “wall” in the office (on hold during pandemic). Each month, the signature wall is replaced.

Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action. Students set goals for their future by incorporating their individual strengths. By recognizing and

building upon student strengths, we will create higher engagement and hope for our youth. Students in 4th grade take the Gallup Strengths Finder Assessment, which highlights 3 strengths in each student. Teachers of students in Grades K-3 help “spot” strengths in them and encourage students to know and utilize their strengths.

CalSCHLS Student Survey

In the 2020-2021 school year, our 5th and 6th grade students took the CalSCHLS Student Survey. It measures key indicators of Student Climate and Student Well-Being, as well as key indicators of Social/Emotional Health. This survey asks questions about key indicators of school climate and student well being, in the areas of: School Engagement and Supports, School Safety, Disciplinary Environment, and Lifetime Substance Use. Listed below are the results. The percentage number represents the Average Percent of 5th and 6th grade respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Key Indicators of School Climate and Student Well-Being		
	Grade 5 %	Grade 6 %
School Engagement and Supports		
School connectedness	66	77
Academic motivation	83	86
Caring adults in school	76	77
High expectations-adults in school	92	96
Meaningful participation	38	50
Facilities upkeep	95	88
Parent involvement in schooling	66	74
Social and emotional learning supports	71	79
Anti-bullying climate	78	69
School Safety		
Feel safe at school	80	77
Feel safe on way to and from school	85	77
Been hit or pushed	5	23
Mean rumors spread about you	20	23
Called bad names or target of mean jokes	30	15
Saw a weapon at school	0	8

School Disciplinary Environment		
Rule clarity	90	87
Students well behaved	75	73
Students treated fairly when break rules	75	67
Students treated with respect	88	94
Substance Use, Routines, Peer Relationships and Physical/Mental Health		
Alcohol or drug use	10	38
Marijuana use	0	0
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	45	40
Peer supports	50	72
Cyberbullying	14	14
Key Indicators of Social Emotional Health		
	Grade 5 %	Grade 6 %
Covitality	72	71
Belief in self	86	81
Belief in others	67	79
Empathy	70	69
Engaged living	67	53
Growth mindset	78	74
Collaboration	55	62
Problem solving	67	64
Covitality Domain and Subdomains	Grade 5 %	Grade 6 %
Belief in self	86	81
Self-efficacy	85	77
Persistence	87	85
Belief in others	67	79
School supports	83	87
Peer supports	50	72

Emotional competence		
Empathy	70	69
Engaged living	67	53
Optimism	71	60
Gratitude	88	83
Zest	43	15

Character Education

Character education teaches the habits of thought and deeds that help people live and work together as families, friends, neighbors, communities and nations. Character education will enable students and adults to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Character education is approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions. At Valley Oaks, we continue to recognize students for displaying the Eight Great Traits. We do this on a daily basis through the issuing of Stinger Cards and on a monthly basis by recognizing students at our Monthly Sing-Along. Each teacher chooses a student(s) who has displayed the “Trait of the Month” and they are publicly recognized in the Sing-Along. Additionally, each student who earns “Trait of the Month” is recognized on the school’s social media sites and/or school newsletter and gets to have “Pizza with the Principal”.

Conflict Resolution

Students who have a conflict are encouraged to meet with school administrators and/or the school counselor to resolve the issue(s). Conflict resolution protocols involve teaching children the following steps:

- Define
- Explain
- Discuss
- Resolve

Relational Aggression Training

Sometimes relational aggression is referred to as emotional bullying or the “mean girl” phenomenon and involves social manipulation such as:

- excluding people from a group
- spreading rumors
- breaking confidences or sharing secrets
- recruiting others to dislike a target

In general, girls tend to be more relationally aggressive than boys, especially during fourth grade through eighth grade. This year is the 4th year in which students in grades 4-6 have received training on what Relational Aggression is and how to best avoid it.

Efforts are being made to establish a training that is more reflective of issues that boys tend to have - “roasting”, name-calling, and physical aggression.

Funding

Available sources of funding are targeted to address school safety issues. We use funding from the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, provide comprehensive student mental health services, and/or respond to crises.

Professional Development Activities

All school staff receive appropriate professional development on the implementation of the Valley Oaks Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training
- Youth suicide awareness and training
- Recognition of student mental health issues designated to determine an appropriate first response.

Parent Involvement

Parental involvement is increased by promoting events such as Back to School Night, Family Math Night, Family Literacy Night, Open House, Día del Niño, Fall Carnival, Family Art Night, and other events. Due to the COVID-19 pandemic, most of the larger gatherings of parents/family members have been put on hold until conditions allow for them to return. Parents are an integral part of the English Language Advisory Committee, Parent Teacher Organization (PTO), and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Report Cards/Personalized Learning Plans and access to the grade book through the Synergy ParentVue Parent Portal. Additionally, information on district-level parenting classes disseminates literature on effective parenting skills and involvement in the education of their children.

Communication with parents is achieved through multiple means. Valley Oaks has a school website, Facebook page, Instagram, and Twitter account. Updates occur regularly, and the school-wide Blackboard Connect system is also used to relay important messages via phone call, email messages, and text messages.

Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all new teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30th.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

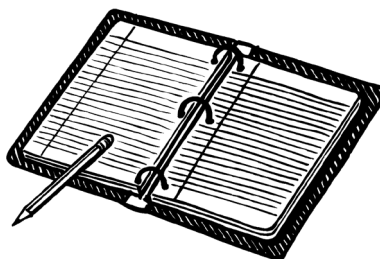
Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

Important Phone Numbers

Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department	(209) 468-4400

Behavior Standards



Student Behavior Standards

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

Mandatory Suspension and Expulsion

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to

possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.

- Brandishing a knife at another person: as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

Notifying Teachers of Dangerous Students

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies (parent packet).
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.

Policies are provided to employees and employee organizations. The key components of those policies are outlined below:

Discrimination (Uniform Complaint Procedures):

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
 - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
 - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
 - The compliance officer is encouraged to hold an investigative meeting within ten days

of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Harassment:

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or

designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - Unwelcome sexual flirtations or propositions
 - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Graphic verbal comments about an individual's body, or overly personal conversation
 - Sexual jokes, notes, stories, drawings, pictures or gestures
 - Spreading sexual rumors
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 - Touching an individual's body or clothes in a sexual way
 - Purposefully cornering or blocking normal movements
 - Limiting a student's access to educational tools
 - Displaying sexually suggestive objects

Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (each school may have its own rules).

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs (stomach)
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

Bullying/Cyberbullying:

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff; including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Valley Oaks School Rules

Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn. It is our goal to have a consistent and predictable policy that everyone can understand and support. The following four behaviors summarize our behavior expectations for our students:

BE SAFE

- Keep hands, feet and objects to yourself
- Demonstrate good sportsmanship by using school equipment appropriately, stay on the playground area and use sidewalks
- Keep inappropriate comments to yourself

BE RESPECTFUL

- Follow adult directions
- Be polite to adults and students
- Listen to what others have to say
- Wait your turn
- Leave others' work and belongings alone
- Try to understand the needs of others
- Be thoughtful of others' opinions and beliefs
- Use appropriate language at all times
- Remove hats before entering any building

BE RESPONSIBLE

- Follow school rules
- Complete your work
- Take care of school property
- Make coming to school a priority
- Accept responsibility for your mistakes
- Wear appropriate clothing for school
- Deliver all school communication to parents

BE KIND

- Help others
- Be friendly
- Give compliments, not put downs
- Try to understand the needs of others
- Be considerate of others' feelings
- Use words like please, thank you, excuse me

The following is a school-wide Behavior Norms Matrix that was established during 2017-2018 to define appropriate behaviors in different areas of the school. It is shared with students every morning over the intercom during morning announcements:

VO SCHOOL-WIDE BEHAVIOR NORMS MATRIX					
	CAFETERIA	PLAYGROUND	WALKWAYS	RESTROOM	OFFICE
BE SAFE	<ul style="list-style-type: none"> *enter & exit walking in a single file line *keep YOUR hands & YOUR food to YOURself *quiet voices *hold trays with 2 hands *stay seated properly on benches 	<ul style="list-style-type: none"> *follow established rules/expectations for games, structures & equipment *freeze when bell rings *participate in organized games *walk on the blacktop *keep your hands, feet & body to yourself 	<ul style="list-style-type: none"> *walk in line with eyes forward *hands to self *stay outside of white door lines *stay on walkways and in designated areas 	<ul style="list-style-type: none"> *use restroom for intended purpose *keep feet on ground *keep water inside the sink and toilet *ask for permission (when in classroom/cafeteria) *use restroom by yourself (no big friend group) 	<ul style="list-style-type: none"> *walk at all times *keep walkway in front of desk clear *keep body still
BE RESPONSIBLE	<ul style="list-style-type: none"> *politely pick up after yourself *eat only your food politely *follow entry, dismissal, and exit procedures *follow all adult directions 	<ul style="list-style-type: none"> *follow all adult instructions *use and return equipment properly *take care of your own needs before the bell (restroom, drink, snack) *eat in designated area *respect the bell *follow procedures for lining up 	<ul style="list-style-type: none"> *walk on walkways only *use time properly *keep hands & feet to self *walk in straight line *must have pass to be walking through campus 	<ul style="list-style-type: none"> *use and dispose of supplies appropriately *respect fixtures and use for intended purpose *follow correct walkway path to bathrooms 	<ul style="list-style-type: none"> *complete the work you are assigned *sit where directed & stay seated *must have a pass or a stinger card to be in the office during school hours
BE RESPECTFUL (Voice level 0 = Silent; Voice level 1 = Whisper; Voice Level 2 = Normal Voice; Voice Level 3 = Outside Voice)	<ul style="list-style-type: none"> *say "thank you" for food and help *keep hands to self *keep own food on own tray *follow adult directions without argument *wait quietly to be dismissed *talk to elbow partner at voice level 1-2 	<ul style="list-style-type: none"> *listen/speak to YS as you would your teacher *take turns/don't interfere with others' games *voice level 2-3 *show good sportsmanship *follow adult instruction w/o argument *stay in place in line *take care of equipment *follow end of recess procedures 	<ul style="list-style-type: none"> *use walkways only (off grass) *be agreeable with all school staff *keep voice level to 0-1 *respect classes in session *be aware of surroundings 	<ul style="list-style-type: none"> *flush toilet when done *be quick and quiet *be agreeable with staff when asking permission *voice level 1-2 *return promptly *respect privacy of others 	<ul style="list-style-type: none"> *QUIET (people are working) Voice Level 0-1 *wait your turn (patience) *mind your own business *stay in assigned seat *wait to be called on to speak
BE KIND	<ul style="list-style-type: none"> *use kind words w/peers **"thank you", "please", "excuse me" *maintain personal space (hands to self) *use table manners (clean up) *be patient *be helpful 	<ul style="list-style-type: none"> *be inclusive and welcoming *use kind and encouraging words *compliment classmates *play fair/show good sportsmanship *respect games already in progress *wait your turn *share 	<ul style="list-style-type: none"> *be quiet outside of classrooms *greet others with a smile & quiet hello **stay to the right & be polite" 	<ul style="list-style-type: none"> *report any issues to your teacher *wait your turn *flush toilet and clean up after yourself *wash hands *put trash in garbage can 	<ul style="list-style-type: none"> *use "please and thank you" when someone helps you *allow office staff to do jobs *wait your turn

Each classroom teacher will design their management system and communicate that to you in the beginning of the school year. Students not following school rules while on the playground, cafeteria or around school campus may receive a Behavior Citation (from Yard Supervisors) or a Behavior Report (from teacher). When receiving a Behavior Report, the school personnel will discuss the reason for the citation with the child and a form will be given to the student to take home for parent/guardian signature. Behavior Reports must be returned to the teacher/issuer on the following school day. Efforts were made during the 2018-2019 school year, through the Valley Oaks Leadership Team, to make a comprehensive system of expectations and consequences for behavior at the school. The Behavior Norms Matrix is part of these school-wide expectations.

Office Referral

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent conference (phone or in person), loss of participation in a school sponsored activity, and/or in-house suspension or suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

- Fighting (engaging in, threatening or attempting)
- Disrespect
- Defacing/destruction of school property
- Defiance of authority
- Exhausting the classroom management system

We will work together to encourage your child to make appropriate choices and follow school rules.

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground and while riding the bus. A suspension can affect the participation of special classroom functions such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off school grounds activities with their child to assist with supervision.

School-wide Rules

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school. Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons
- Toys, cards, sports equipment, music devices, cameras and any other electronic devices are not allowed at school during school hours
- Cell phones must be turned off and kept in backpack when a student enters the school campus
- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in

- Students are not allowed in classrooms without an adult present

Playground Rules

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground, only at the tables/designated areas for eating
- Take turns using the drinking fountain
- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first
- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy/wet days – the only balls out are basketballs, four-square, and tether balls (depending on how wet the ground is)
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the “un-freeze” whistle
- Drinks and restroom use must be completed before the ending recess bell rings

Cafeteria Rules

- Walk in a straight line
- Keep hands and feet to yourself at all times
- Remain seated until your table is dismissed
- Help us maintain a clean place to eat
- Raise your hand if you need any type of assistance
- Place all balls and recess equipment in the area by the front doors
- Sit at your assigned table/space at the table
- Talking softly to friends at your table is o.k. - shouting is not
- Eat your own food, not other people’s food
- If you need to go to the restroom, raise a hand to ask for permission
- Wait to be dismissed before dumping your tray
- Walk inside the cafeteria at all times

Bus Rules

The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:

- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stop.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of

your body inside the bus. Keep the aisle clear at all times.

- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.
- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian. and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

Safety To and From School

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary "Alerts" are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly long and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.

- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families' safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Prevention and Intervention Strategies

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use. Additionally, our full-time school counselor plays a significant role in prevention and intervention strategies with our students.

CARING SCHOOL COMMUNITY

Caring School Community is a K-5th grade curriculum designed to build students' "sense of community" in school. It includes materials and training on four key components:

- Inclusive school wide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

PROJECT ALERT

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7th grade and 3 booster lessons in the 8th grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the

social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

SCHOOL COUNSELOR

Valley Oaks has a full-time school counselor who works with students in Grades K-6. He counsels students in individual and group settings, with permission from the parent/guardian of the student. He provides social, emotional, and academic counseling to help students in all areas of their lives. Some of the students he works with come from at-risk backgrounds and the lessons and discussions he has with students are effective prevention and intervention strategies for the struggles they are having. Additionally, he has introduced and taught Second Step lessons in classrooms in nearly all grade levels, providing social/emotional techniques as preventative/intervention strategies.

Pandemic Flu Response

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

Surveillance and Reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services'

Public Health Division

- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance

Levels:

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If a student meets the case definition as described above, he/she must be excluded from school until symptom free. The name of the student is then entered on the tracking log and reported on the daily/weekly report form.



Galt Joint Union Elementary School District

Greer Elementary School

2021-2022 Comprehensive Safety Plan



Approved by the School Site Council: Pending SSC Meeting 2-24-2022

Approved by the Board of Education:

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✓= Mandatory

Assessment of Current Status of School Crime

School safety is a top priority at Greer Elementary School. Self-discipline is a goal toward which we strive. Greer Elementary School has the prime educational responsibility for furthering among its students a positive understanding and practice of discipline. When rights and responsibilities are ignored or forgotten, disciplinary actions become necessary. Among our interventions, suspensions are included.

Our assessment of the current status of school crime indicates that most of our suspensions occur due to failure to follow EC 48900 (k) and EC 48900 (a) (1). These include: disruption of school activities or willful defiance, and threatened, attempted, or caused physical injury to another person.

Vernon E. Greer Site Suspension and Expulsion Data

Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021
17	17	4	0

Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021
0	1	0	0

We expect to see a decrease in the number of suspensions each school year. The decrease should be attributed to the consistent school-wide management system and TK-6 implementation of the character education program Second Step.

Strategies for Providing and Maintaining a Safe School Environment

Greer Elementary School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year, a school-wide discipline program with clearly defined rules and expectations is communicated to teachers, staff, parents, and students. Throughout the year teachers and staff continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Greer Elementary School. Any visitor to Greer Elementary School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the day to monitor student safety on campus, the playground, and in the cafeteria. Eight-yard supervisors work after school to monitor student safety on campus. Monthly staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members.

The district takes great effort to ensure that Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis. In 1996, the Galt Joint Union Elementary School District adopted a Custodial Handbook describing cleaning standards for all schools. Site repairs and landscaping care are addressed through the District Maintenance and Operations Department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Greer Elementary School pride shows through the care of our facilities by teachers, staff, parents, and students. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

Campus Security

In order to strengthen our security efforts for safe schools across the district, these additional procedures are followed:

- Classroom doors will be locked during the school day
- A specific location is designated for student drop-off and pick-up
- Security Gates are locked or closed to provide one way in and one way out
- Protocols are in place to ensure the safety of students during emergency situations
- Security equipment is appropriately utilized
- Law enforcement participated in the review and update of campus security protocols

District guidelines when all administrators are off campus.

1. Notify staff that administration will not be on campus
2. Notify staff who the Teacher In Charge (TIC) will be. When possible, the TIC should have an administrative credential.
3. Staff should know the steps they would take to reach the TIC in an emergency or for a discipline issue.
4. The TIC should have access to a master key and possibly a radio.
5. The TIC should know site and office Lockdown Procedures.
6. The office staff should know how to reach the TIC at all times.
7. The TIC should know to call the district office for support, as needed.
8. District office and superintendent should know when all administrators are off campus.

Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action.

Students set goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we will create higher engagement and hope for our youth.

CalSCHLS Student Survey

In the 2020-2021 school year, the 5th and 6th grade students took the CalSCHLS survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Listed below are the percentages of families that responded with **Agree** or **Strongly Agree**:

2. Summary of Key Survey Indicators

Table A2.1
Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships [†]	71	A6.1
High expectations-adults in school [†]	76	A6.1
Student meaningful participation [†]	42	A6.1
Promotion of parent involvement [†]	50	A6.1
Student learning environment [†]	63	A5.1
Facilities upkeep ^{†Φ}	61	A5.1
Support for social emotional learning [†]	62	A7.1
Provides adequate counseling and support services [†]	59	A9.2
Antibullying climate [†]	51	A7.1
School Supports for Staff		
Staff working environment [†]	54	A5.1
Staff collegiality [†]	61	A5.1
School Safety		
Is a safe place for staff ^{†Φ}	71	A5.1
Is a safe place for students ^{†Φ}	78	A5.1
Has sufficient resources to create a safe campus [†]		B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity [†]	58	A7.1
Respect for diversity [†]	52	A7.1
Student Behavior		
Student readiness to learn [†]	24	A7.1
Cutting classes or being truant moderate/severe problem	18	A7.12
Harassment/bullying moderate/severe problem	12	A8.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	6	A8.9
Tobacco use moderate/severe problem	3	A8.10
Vaping/e-cigarette use moderate/severe problem	6	A8.11
Student depression moderate/severe problem	18	A8.2

Key Indicators of COVID-Specific Measures

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy [†]	67	A4.1
COVID-related safety measures to keep staff healthy [†]	67	A4.1
School Instructional Model Implementation		
Sufficient training on using distance learning tools ^{†δ}	22	A4.2
Providing effective instruction [†]	33	A4.2
Teachers provide effective instruction [†]	19	A4.2
Student Learning During COVID-19		
Students are coping well with remote learning ^{†δ}	0	A4.4
Students are less engaged in remote classes [†]	65	A4.4
Academic Motivation and Supports for Learning		
Students are motivated to complete schoolwork [†]	33	A4.5
School instructional model used to motivate students [†]	26	A4.5
Students receive needed academic support [†]	21	A4.5
Areas of Professional Development Needs		
Motivating students through remote learning ^δ	50	A4.6
Supporting students exposed to trauma	68	A4.6
COVID-related safety measures and protocols	21	A4.6

Character Education

Character education teaches the habits of thought and deeds that help people live and work together as families, friends, neighbors, communities and nations. Character education will enable students and adults to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Character education is approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

Fred Jones Positive Discipline TK-6

Classrooms implement management procedures that reflect both Positive Classroom Discipline and Positive Classroom Instruction.

SECOND STEP Conflict Resolution

Students who have a conflict are encouraged to meet with school administrators and/or the social worker to resolve the issue(s). Conflict resolution protocols involve teaching children the following problem-solving steps:

- Say the problem without blame
- Think of safe and respectful solutions
- Explore the consequences
- Pick the best solution

Caring School Community Classroom Meetings

Teachers create an environment in which learning, opinions, and concerns are taken seriously, and in which learners participate as valued and influential contributors to the classroom community. All teachers complete the first eight weeks of lessons to help learners get to know one another, set classroom norms, and apply positive social values to their interactions with others. Issues-based lessons are used whenever needed.

Restorative Practices

School staff use restorative practices to promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill-building, cooperation, and mutual understanding.

Digital Citizenship

Teachers build a positive school culture that supports the safe and responsible use of technology with [Common Sense Education's K-12 Digital Citizenship Curriculum](#).

Students build skills around critical thinking, ethical discussion, and decision making

Funding

Available sources are targeted to address school safety issues such as the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, and/or respond to crises.

Professional Development Activities

All school staff receive appropriate professional development on the implementation of the Greer Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training

Parent Involvement and Family Engagement

Parental involvement and family engagement are increased by promoting events such as Back to School Night, Fall Carnival, Movie Nights, Round-Ups, Runnin for Rhett, field trips, and Open House. Parents are an integral part of the English Language Advisory Committee, Parent Club, and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book, through the Parent Portal, to help guide involvement.

Additionally, parenting classes support effective parent involvement.

After School Programs

Student engagement is increased through participation in the following after school, programs:

After School Education and Safety

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades 1-6.

Bright Future Learning Center

The Bright Future Learning Center supports individualized student learning, after school clubs, coaching, and college to career development.

Extended Day

An extended day allows for additional learning time in an area(s) of need.

Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place for many years throughout the District. The information is included in all new teacher orientation materials and is reinforced during each school year by site administrators, outreach consultants, school psychologists, and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30th.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business!” The responsibility to report is not optional; it is mandatory.

Educators are legally responsible for reporting suspected child abuse. Their duty is to report; not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

Counseling and Wellness Services

Counseling and wellness services are available to all students. These services include:

- Psychologist
- Social Worker
- Attendance
- Referrals to community support services

Important Phone Numbers

Name	Phone Number
Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff’s Department	(916) 874-5115
San Joaquin County Sheriff’s Department	(209) 468-4400

Student Behavior Standards

Behavior standards are included in the District's "Parent Information Guide" which is distributed to all families the first week of each school year. This information can also be accessed on our school website.

The information contained in the Guide reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The Guide describes attendance, truancy, citizenship, work habits, and appearance expectations as well as providing detailed information regarding school and District interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

Mandatory Suspension and Expulsion

Under state law, the principal or superintendent shall immediately suspend and shall recommend expulsion of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105 (et seq.)
- Committing or attempting to commit sexual assault or committing sexual battery
- Possession of an explosive

If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the District's Board Policies BP 5144-5444.2

The Parent Information Guide provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

Notifying Teachers of Dangerous Students

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Education Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide teachers, staff, parents, and community members with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies
- Policies are prominently posted near the Principal's office
- Information is provided through the orientation of new students
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

Discrimination (Uniform Complaint Procedures)

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects employee and student rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by- case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
 - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
 - If a complainant is unable to put a complaint in writing due to conditions such as

illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)

- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Harassment (Uniform Complaint Procedures)

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
 - Unwelcome sexual flirtations or propositions
 - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
 - Graphic verbal comments about an individual's body, or overly personal conversation
 - Sexual jokes, notes, stories, drawings, pictures, or gestures
 - Spreading sexual rumors
 - Teasing or sexual remarks about students enrolled in a predominantly single- sex class
 - Touching an individual's body or clothes in a sexual way
 - Purposefully cornering or blocking normal movements
 - Limiting a student's access to educational tools
 - Displaying sexually suggestive objects

Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the Guide to School Discipline and Safety.

District Dress Code

Appearance shall be neat, clean, safe, and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (Each school may have its own rules).

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines, and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into.
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

Bullying/Cyberbullying

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

- Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other staff or students, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Greer School Rules

Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn and to have a consistent and predictable policy that everyone can understand and support.

The following three behaviors summarize the behavior expectations for our students:

BE SAFE

- Keep hands, feet, and objects to yourself
- Demonstrate good sportsmanship by using school equipment safely and appropriately, stay on the playground area and use sidewalks
- Keep inappropriate comments to yourself

BE RESPECTFUL

- Follow adult directions
- Be polite to adults and students
- Listen to what others have to say
- Wait your turn
- Leave others' work and belongings alone
- Try to understand the needs of others
- Be thoughtful of others' opinions and beliefs
- Use appropriate language at all times
- Remove hats before entering any building

BE RESPONSIBLE

- Follow school rules
- Complete your work
- Take care of school property
- Make coming to school a priority
- Accept responsibility for your mistakes
- Wear appropriate clothing for school
- Deliver all school communication to parents

Each classroom teacher will design a management system based on Fred Jones Tools for Teaching. Students not following school rules while on the playground, cafeteria, or around school campus will receive a Student Behavior Report. When receiving a Student Behavior Report, school personnel will discuss the reason for the referral with the child and a form will be given to the student to take home for parent/guardian signature. Student Behavior Reports must be returned to school on the following day.

Office Referral

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent

conference (phone or in person), loss of participation in a school sponsored activity, and/or in-house suspension or suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

- Fighting (engaging in, threatening or attempting)
- Disrespect
- Defacing school property
- Defiance of authority
- Exhausting the classroom management system

Teachers, staff, and families work together to encourage children to make appropriate choices and follow school rules.

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground, and while riding the bus. A suspension can affect the participation of a special classroom function such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off school grounds activities with their child to assist with supervision.

School-wide Rules

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school (Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons)
- Toys, cards, sports equipment, CD players, cameras and any other electronic devices are not allowed at school during school hours
- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in
- Students are not allowed in classrooms without an adult present

Playground Rules

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground
- Take turns using the drinking fountain
- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first

- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy days – the only balls out are basketballs, four-square, and tether balls
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the freeze whistle
- Drinks and restroom use must be completed before the ending recess bell rings

Cafeteria Rules

- Walk in a straight line
- Keep hands and feet to yourself at all times
- Remain seated until your table is dismissed
- Help us maintain a clean place to eat
- Raise your hand if you need any type of assistance
- Place all balls and recess equipment in the area by the front doors
- Sit at your assigned table
- Talking softly to friends at your table is o.k. - shouting is not
- Eat your own food
- If you need to go to the restroom, raise a hand to ask for permission
- Wait to be dismissed before dumping your tray
- Walk inside the cafeteria at all times

Bus Rules

The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:

- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stops.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep the aisle clear at all times.
- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.

- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

Safety To and From School

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary "Alerts" are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district website at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link, Walking Paths to Schools

Dealing with Hate Crimes

A "hate crime" is now defined as: "a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics." (Penal Code section 422.6, referencing Penal Code section

422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly long and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d))

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i))

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7)

Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Prevention and Intervention Strategies

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

Caring School Community

Caring School Community is a K-5th grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive school wide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among teachers, staff, parents, and students. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

Pandemic Flu Response

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the Superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response.

Surveillance and Reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
 - Cough
 - Sore throat
 - Headache
 - Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If a student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter the name of the student on the tracking log and report on the daily/weekly report form.



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

2021-2022

**Comprehensive Safety
Plan for
Robert L. McCaffrey
Middle School**

Approval of School Site Council on: Feb. 15, 2021

Approved by the Board of Education on: February 23, 2022

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✓ = Mandatory

ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME

Robert L. McCaffrey Middle School continues to employ a Citizenship Development Program (CDP) that holds students accountable for their actions while at the same time keeping an open line of communication with parents/guardians. This fair and consistent program helps modify unacceptable behaviors thus creating a safer learning environment.

The staff continues to modify the CDP in an effort to continue the downward trend in all discipline issues.

Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021
50	75	47	1

Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021
2	0	0	0

STRATEGIES FOR PROVIDING/MAINTAINING A SAFE SCHOOL ENVIRONMENT

Our mission at Robert L. McCaffrey Middle School is for students, staff and parents to work together towards success for all. As a staff we are very dedicated to providing each child a safe and successful school day and to make the middle school experience positive for all students. Described below are ways for students to be safe and successful at school:

Positive School Climate

Academic success and student accountability continue to be a critical theme for McCaffrey Middle School. School programs in place to foster a positive school climate include:

- 🐾 **“Dawg Catcher”** cards are utilized to “catch” students who are following school rules or exhibiting positive behavior. Dawg Catchers are announced on our morning announcements and recipients receive a special treat.
- 🐾 **“Renaissance”** highlights and rewards students for achieving academic success.
- 🐾 **“Wellness Center”** is a safe environment for students to come to when they are experiencing a mental health issue. This center is staffed by our counselors.
- 🐾 **“Second Step”** is a social and emotional learning program for all students and the curriculum is delivered through physical education classes.

We annually survey students and parents regarding the school environment and safety through the CalSCHLs. In addition, students are anonymously surveyed in December and late May regarding school safety.

Preventing Gang Behavior

McCaffrey Middle School works closely with the Galt Police Department and a school resource officer. Our dress code reflects our efforts to discourage any clothing or items that could be connected to gang-related activities. McCaffrey staff report any suspected gang activity directly to school administrators so that any potential problems can be quickly addressed. Presentations at staff and parent meetings by the Galt Police Department help to educate and inform as well as keep our students safe and away from gangs.

After School Education and Safety Program (ASES)

McCaffrey Middle School, provides an after-school program designed to support the goals and requirements of the ASES program. The program is offered 5 days a week, immediately after school until 6:00 PM. Students receive snacks, daily homework and tutoring support, as well as outdoor and indoor enrichment activities and games. This program is provided free of charge and is open to any McCaffrey Middle School student.

STOPit Anti-Bully App

Measures are being taken to address bullying on the campus of McCaffrey Middle School. Special school-wide presentations are conducted in coordination with the Galt Police Department and site administration. Ongoing reinforcement of anti-bully messages and information is addressed throughout the year. Students can send emails (anonymously if desired) using the address STOPit app. This app is monitored 24/7 with the counselor being the lead contact.

Restorative Practice

Students who struggle with conflicts on campus are encouraged to meet with school administrators and/or a counselor in order to resolve issues before they escalate into a physical altercation. This restorative practice is used on a regular basis with students. Administration continues to be proactive in getting the “ask for help” messages out to students through KDOG, homeroom classes, and student contact/supervision on campus. “Be Nice, Be Safe, Be Responsible” are common phrases utilized by staff members to remind students about behavior expectations.

MMS Prevention/Intervention Strategies

McCaffrey Middle School has a variety of ways that we intervene and assist struggling students. We provide two full-time counselors that work diligently to meet social/emotional and academic needs of our students.

The McCaffrey School Bright Future Learning Center (BFLC) is open daily from 8:00 am-3:30 pm every day. The BFLC provides students with a quiet, safe place to study.

The Wellness Center is housed in Room B5 and will be run by our counselors. This center is an area where students who are feeling overwhelmed can take a time-out from class if deemed necessary by staff and/or parents. The Alternative Center is housed in room B4. This center is run by a credentialed teacher and this teacher works with students that are being disruptive in class or having mild behavior issues while at school.

Multi-Tiered System of Support (MTSS), Student Success Team (SST) and Parent meetings are also part of McCaffrey’s interventions. MTSS is the practice of providing high-quality instruction and intervention and it’s the process of documenting performance of evidence if a student needs extra support(s) at different levels. Any time the team, parents, or administrators see a concern with a student, either learning or behavioral, the team holds a monthly MTSS meeting. A parent or SST meeting can be scheduled to discuss concerns and brainstorm ways to help the student succeed. A follow-up SST meeting is usually held within 4-6 weeks to monitor progress or develop new strategies after the initial SST meeting.

CalSCHLS Survey and MMS School Survey are two powerful tools that we use to help accurately identify areas of student and school strengths and weaknesses, and address related needs. They help to provide a comprehensive, data-driven, decision-making process to guide efforts to improve school climate, learning supports, and engagement, as well as identify and increase the quality of health, prevention, and youth development programs.

California Healthy Kids (CalSCHLS) Survey for the 2020-2021 School Year

In the 2020-21 school year, the 7th and 8th grade students took the California Healthy Kids Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The percentage number represents the Average Percent of 7th and 8th grade respondents reporting “Yes, most of the time” or “Yes, all of the time.” Listed below are the results:

Key Indicators of School Climate and Student Well-Being

	Grade 7	Grade 8
	%	%
School Engagement and Supports		
School connectedness	66	57
Academic motivation	75	72
Chronic truancy (twice a month or more often)	3	1
Caring adult relationships	68	60
High expectations	78	72
Meaningful participation	35	24
Facilities upkeep	50	37
Promotion of parent involvement in school	60	51
School Safety		
School perceived as very safe or safe	60	56
Experienced any harassment or bullying	35	34
Had mean rumors or lies spread about you	30	36
Been afraid of being beaten up	25	17
Been in a physical fight	13	11
Seen a weapon on campus	12	17

Substance Use and Physical/Mental Health

Current alcohol or drug use	9	16
Current marijuana use	3	8
Current binge drinking	2	4
Very drunk or “high” 7 or more times, ever	1	4
Been drunk or “high” on drugs at school, ever	3	6
Current cigarette smoking	1	1
Vaping	4	7
Sleep deprivation (less than 8 hours)	33	44
Experienced chronic sadness/hopelessness	26	32
Considered suicide	13	18
Supports for learning	68	59
Student learning engagement	30	26
Fairness and respect for diversity	50	34
Racial/Ethnic conflict	11	13
Appreciation of racial/ethnic differences	54	43
Clarity of rules	77	65
Disciplinary harshness	45	52
Student/peer relationships	43	38
Supports for social and emotional learning	60	46
Anti-bullying climate	44	37
Supports for college and career planning	43	36
Quality of physical environment	48	37
Time for lunch	54	43

Key Indicators of Social Emotional Health

	Grade 7	Grade 8
	%	%
Covitality	71	64
Belief in self	67	60
Belief in others	77	71
Emotional competence	73	65
Engaged living	66	59
Social emotional distress	26	31
Growth mindset	67	66
Goals	80	76
Collaboration	71	61
Problem solving	54	52
Covitality Domains and Subdomains		
Belief in self	67	60
Self-efficacy	77	71
Self-awareness	73	64
Persistence	50	45
Belief in others	77	71
School supports	78	71
Family connectedness	80	69
Peer supports	74	72
Emotional competence	73	65
Emotional regulation	76	67
Empathy	75	70
Behavioral self-control	70	58
Engaged living	66	59
Optimism	64	55
Gratitude	72	67
Zest	63	55

Custom Question

This school encourages me to know and use my strengths to do what I do best.

	Grade 7	Grade 8	Total
	%	%	%
Strongly agree / Agree	68	54	61

Service Learning

Any student who would like to participate in the MMS Environmental Club is free to do so. This club is involved in service learning that takes place at the Cosumnes River Preserve. The club advisors are 2 MMS science teachers, Mrs. Hegdahl and Mrs. Mino.

Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, school counselors, school psychologists and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30th.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars.

IMPORTANT PHONE NUMBERS

Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department...	(209) 468-4400

Student Behavior Standards

Behavior standards are included in the District's "*Parent Information Guide*" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

Article 1 Section 28C

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

Mandatory Suspension and Expulsion

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

Notifying Teachers of Dangerous Students

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Preventing Discrimination and Harassment

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.

Policies are provided to employees and employee organizations The key components of those policies are outlined below:

Discrimination (Uniform Complaint Procedures)

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in

adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
 - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
 - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
 - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
 - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
 - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Harassment

The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension

and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools
- Displaying sexually suggestive objects

Dress Code

The administration is aware of the changing nature of style in student dress. We seek to balance current style with a dress code that allows for full physical participation in school activities and does not otherwise distract from or degrade the educational atmosphere of the school.

Due to the highly changeable nature of gang-associated clothing, the administration reserves the right to declare any clothing, accessories, colors of specific items of clothing, signs, and

graffiti which has been identified as associated with gangs, as off-limits on the school premises.

Dresses, Skirts, Shorts

All must hit the tips of the child's fingertips. If the dresses, skirts, shorts, ride up above the fingertips, the student will be allowed to contact an adult for a change of clothing. Wearing leggings under a dress, skirt, or shorts that do not meet the "tip of fingertips" length are not allowed. Distressed jeans with holes above the child's fingertips are not allowed (even with leggings underneath).

Pants

- Sagging or excessively baggy pants are inappropriate and not permitted.
- Pants must be worn at the waist and a belt must be worn if one is necessary to keep the pants from sagging.
- Pants and bib overalls are to be properly fastened.
- Distressed jeans with holes above the child's fingertips are not allowed. No skin showing.
- Leggings can be worn under the jeans so that skin does not show

Belts:

- No dangling belts (also includes chains linked to belts).
- No initial belt buckles.

Shoes:

- Shoes must be worn at all times.
- Lace up athletic shoes are best.
- If backless shoes are worn, students must bring an extra pair of shoes suitable for PE.

Tops:

- Must cover the upper body during normal activity.
- Undergarments should not show including the view from the back.
- No low cut, halters tops, midriffs, sheer/see through, spaghetti straps, tank tops, tube tops or muscle shirts are not allowed.
- Sleeveless tops are acceptable.

Jewelry:

- No spike or sharp earrings (cones/gauges), necklaces, bracelets, or chains allowed.
- No red or blue crosses or rosaries.
- Face piercing is highly discouraged; if it becomes a distraction in class, the student will be asked to remove piercings.
- Necklaces with bullet shells/ammunition are not allowed.
- No lanyards hanging out of pocket.

Hats/Beanies:

- The wearing of hats is permitted on school grounds as long as they are worn properly.

Bandanas:

- Are not to be worn or displayed on backpacks or clothing.

Pajamas/Slippers/Blankets/Leggings (worn alone)

- Are not appropriate for school use.

General

Any clothing, jewelry, accessories, notebooks, pins, posters, or other items which symbolize recognized groups whose practices intimidate, disrupt activities, or incite the social population are disruptive to school operations and the educational process, and will not be allowed at school. Clothing, jewelry, and body markings must be free of writing, pictures, or any insignia which are crude, vulgar, profane, sexually suggestive, or which advocate racial, ethnic, or religious prejudice, or the use of drugs, alcohol, or tobacco.

The “eight ball” and “smile now, cry later” symbols are not allowed. Old English lettering and use of “Area Code” numbers are not allowed at school. Any clothing that has been identified by the school and/or Galt PD as gang related is not allowed.

Note

The administration has the discretion to ban any clothing that may be disruptive to school. Students not following the school dress code will be allowed to wear their PE clothes. If the student chooses not to wear his/her PE clothes, he/she will remain in the office until an adult is called and appropriate clothing is provided.

 Bullying/Cyberbullying

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

School Rules and Policies

ATTENDANCE

Regular attendance is the responsibility and obligation of each and every student enrolled at McCaffrey Middle School. Whenever it is necessary for a student to be absent, the parent or legal guardian must call the school at 745-5462 ext. 1305 on the day the student is absent. Please provide the following information when calling:

✓ Name of student ✓ Date of absence ✓ Reason for absence

If you are unable to contact the school on the day of your child's absence, please send a note to the school the next day with the information listed above.

By law, only illness, bereavement, medical/dental appointment, quarantine, and recognized religious holidays/observances are considered excused absences. **Out-of-town trips, vacation during instructional days, and 'personal necessities' are unexcused absences, regardless of whether the student presents a written excuse.**

If you are late to school in the morning, you must report to the office and get a pass to class. For students who have 3 or more tardies to school, administration is notified and a detention is issued and parents are notified.

Tardies to the same class per trimester: 1st & 2nd = warning, 3rd and after are detentions and possibly steps on the CDP.

Truancy: Section 48260 of the California Education Code states: *Any pupil...absent from school without valid excuse three full days in one school year or tardy or absent for more than one 30-minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.*

If your child needs to leave campus during the school day, he/she must exit through the office and obtain an off-campus pass. A phone call or note from you regarding the early check out is necessary for the office to sign-out the student.

BUS SAFETY RULES

1. Arrive at the bus stop no more than 5 minutes early.
2. Stay off private property when going to and from the bus stop.
3. Form orderly lines at the bus stop. Continue to stay off private property.
4. Do not bring balls, Frisbees, skateboards, animals, insects, glass containers, or large parcels, etc., to the bus stop or onto the bus.
5. Board and depart the bus as directed by the bus driver.
6. Face forward and stay seated (with your back against the back of the seat) while riding the bus.
7. No talking while the bus is stopped at any RR (railroad) crossing.
8. Do not tamper with bus equipment.
9. Do not make loud, unnecessary noise or use profane language or obscene gestures.
10. Do not damage or deface the bus. The student responsible WILL pay for any damage.
11. Do not throw anything inside the bus, or out the windows.
12. Keep all body parts inside the bus.
13. Do not eat, drink, light matches, or smoke on the bus.
14. Do not fight, push, or rough house on the bus.
15. Follow the directions of the bus driver at all times.
16. Be considerate and courteous. Your behavior should be a source of pride.

If a student breaks **ANY** of the bus rules, he or she will be given a bus citation by the bus driver. A citation is the same as a referral. The citation will be given to the assistant principal, who will contact the student's parents. On a second citation, a student will be suspended from riding the bus for a period of time. These rules also apply to field trips! Courteous and safe behavior is always expected!

PLEASE NOTE: IF A STUDENT CONTINUES TO DISOBEY THE RULES, HE OR SHE MAY BE SUSPENDED FROM RIDING THE BUS FOR THE REST OF THE SCHOOL YEAR.

CELL PHONES

All cell phones must be turned OFF by 8:25am. Cell phones are NOT to be on or out during any part of the instructional school day including passing times and lunch. All cell phones will be taken away from students if they have them out or are using them on campus. **If a cell phone is taken from a student, the student will need to pick up their cell phone in the office after school is dismissed. If a cell phone is confiscated a second time, a parent or guardian will be contacted and asked to pick it up at the school. If a cell phone is confiscated a third time, parents will be asked to not allow their child to bring the cell phone to school for the remainder of the school year.** The school is not responsible for lost or stolen cell phones. Cell phones may be turned back on **after** the last bell at the conclusion of the school day.

Citizenship Development Plan McCaffrey Middle School

Step 1: Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs the incident in *Synergy>Incident Referral*. Under description type "STEP 1" and describe the incident. Grade level detention issued by the office.

Step 2: Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs the incident in *Synergy>Incident Referral*. Under description type "STEP 2" and describe the incident. Grade level detention issued by the office.

Step 3.... Student sent to the Alternative Center during class to discuss behavior concerns. Teacher logs the incident in *Synergy>Incident Referral* labeled "STEP 3". A Disciplinary Action form may be developed at this time. If developed, the form will be signed by the student and emailed to the parent and teachers by Leann Salamy.

ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 4 AND BEYOND

Step 4.... Student sent to the Alternative Center during class to discuss behavior concerns. A Disciplinary Action form will be developed at this time and emailed to the parent and teachers. An SST may be set up to review behavior concerns. Counselors will set up the SST and invite teachers.

Step 5.... Student sent to the Office and consequences determined by the administration & parent contact is made stating the next **Step** may result in a suspension.

Step 6.... (THIS IS A STRIKE) "2-3" Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

✓ Student is ineligible to participate in all school activities for 6 school weeks (30 school days).

Step 7.... (THIS IS A STRIKE) "2-3" Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

✓ Student is ineligible to participate in all school activities for 12 school weeks (60 school days).

✓ "1st" SARB letter sent home for behavior.

Step 8.... (THIS IS A STRIKE) "3-4" Day In-School or At-Home Suspension.

- ✓ Student is ineligible to participate in all school activities for the remainder of the school year.
- ✓ "2nd" SARB letter sent home for behavior.

Step 9.... (THIS IS A STRIKE) "4-5" Days of At-Home Suspension

- ✓ "3rd" SARB letter sent home for behavior and referral to SARB.

Step 10.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Step 11.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Recommendation for expulsion if the student has accumulated 20 days of suspension

Step 12.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Recommendation for expulsion if the student has accumulated 20 days of suspension

Every 20 days of no behaviors moves a student back a STEP

COUNSELING

The school counselor is able to help students with study habits, attendance problems, academic goals, personal problems, or problems with other students. Students should not wait until a problem becomes extreme before seeing someone. To make an appointment, a student should go to the front office before school, during break or lunch, or after school. If parents would like to request a meeting, please contact the front office.

ELECTRONIC DEVICES ON CAMPUS

To eliminate the distraction caused by electronic devices and to avoid problems of broken, lost, or stolen property, students are advised that they are not to bring iPods, hand held video games and other electronic devices to school. If any items are confiscated, parents will be required to pick up the items in the office. The school is not responsible for confiscated, lost or stolen items! Administration will follow the same procedures as outlined in the Cell Phone information section.

Ear phones/head phones are not be hanging from the neck. Taking pictures with any device on the school campus including classroom, locker room and restrooms is prohibited and could result in a suspension. Recording any activity without the consent of the student/adult involved can result in suspension.

Financial Restriction - Any student owing a debt to the school, i.e., lost text or library book, uniforms, fundraisers, will be restricted from all end of the year activities until the debt is paid.

FOOD SERVICE

Free breakfast and lunch are served free of charge daily at McCaffrey Middle School.

HEALTH SERVICES

Screenings - Vision and hearing screenings are given to all students. Teachers and/or parents may request either screening at any time. Scoliosis screening is to check for a lateral curvature of the spine, which may become more pronounced during a rapid growth period. Girls are screened in the 7th grade and boys are screened in the 8th grade. The only way a student will be exempt from the screening is with a note from home requesting exemption.

Medications:

- Proper forms must be completed before medications can be administered at school. Please check with the health assistant for all necessary forms.
- Medications must be in a labeled prescription bottle with student's name, physician's name, name of medication, dosage, and the time to be given.
- No over-the-counter medications can be administered by MMS staff to any student.
- Students are not allowed to carry medication with them while on campus.
- Should you need further assistance regarding medications on campus, please see the health assistant.

Immunizations:

- Requirements for 7th grade students are as follows:
 - Polio: 4 doses or 3 doses if 3rd dose is **after** 4th birthday
 - DTP: 5 doses or 4 doses if 4th dose is **after** 4th birthday
 - MMR: 2 doses, both **after** 1st birthday
 - Hepatitis B: 3 doses total
 - Varicella: 1 dose or documentation of having had chicken pox
- Requirements for 8th grade students are as follows:
 - Polio: 4 doses total or 3 doses if 3rd dose is **after** 4th birthday
 - DTP: 4 doses total or 3 doses if 3rd dose is **after** 4th birthday
 - MMR: 2 doses, both **after** 1st birthday
 - Hepatitis B: 3 doses total

Students entering or transferring from out of state or out of country are required to receive varicella vaccine, or provide doctor documentation of having had the disease (chicken pox).

Exclusion from school

State law requires the students be excluded from school for the following reasons:

- ✓ Contagious health problem
- ✓ Lack of immunizations

HOMEWORK POLICY

Seventh/Eighth Grade: Up to 90 minutes per night of assigned homework including 20-30 minutes of reading.

HONOR ROLL/RENAISSANCE LEVELS

Superintendent's Honor Roll/Top Dog Renaissance Level

- Overall GPA of 3.83 – 4.00
- No N's in citizenship

Principal's Honor Roll/Gold Renaissance Level

- Overall GPA of 3.50 – 3.82
- No N's in citizenship

Green Renaissance Level

- Overall GPA of 2.50 – 3.49
- No N's in citizenship

***If you do not make your AR goal you will drop Renaissance level.**

INDEPENDENT STUDY (I.S.)

Parents of students absent for **5 days or more** may apply for Independent Study by doing the following:

- Apply for I.S. form at least 5 days before needed.
- The student will then return the completed I.S. application to the office and will be given the appropriate paperwork for each subject. The STUDENT is responsible to get the work from the teachers.
- All schoolwork must be completed and returned to the office upon the student's return to school. Teachers grade the work for credit.
- If I.S. work is not completed, the absences will be recorded as trancies and the student may be referred to SARB.

BRIGHT FUTURE LEARNING CENTER (BFLC)

Hours: 8:00 a.m. to 5:15 p.m. daily, except Wednesday until 4:45.

The McCaffrey Middle School BFLC offers the following:

- Nearly 8,000 books
- Book Fair
- Afterschool Clubs
- All textbooks and chromebooks are issued through the library

BFLC Rules

- Quiet voices
- No food or drink
- No running
- No short cuts through the library
- Computer use with permission from library staff
- Respect the BFLC, books and others
- Student ID required for BFLC use (book check out and games)

The BFLC should be for: Homework ➤ Research ➤ AR tests ➤ Check out books/drop off books
Reading ➤ Games ➤ A place to get away/relax ➤ Use if the Innovation Center

McCaffrey Athletic Team Policy

At McCaffrey we understand the importance of athletic competition for our students. Participating in school sports is considered a privilege, and we feel the necessity to set a high standard for our student athletes.

Here are the following guidelines for participating in athletics:

- (1) Students must have a 2.0 GPA on a 4.0 grade scale in all enrolled classes in order to participate/remain on a McCaffrey athletic team.
- (2) A player cannot have any N's in citizenship on their most recent middle school gradebook report (report card).
- (3) A teacher assigned class suspension will result in the player being removed from the team for 5 school days.
- (4) A school suspension will remove the student from the team for 6 weeks (30 school days).
- (5) Athletes may not have more than 3 logged incidents (poor behavior, tardies, PE non-suits, steps, suspensions, etc.). If a player should go past 3 written incidents at any time during the school year, they will be immediately dismissed from the team.
- (6) Athletes may not have more than 1 unexcused absence from practice or games. More than 1 unexcused absence will result in removal from the team. Unexcused absence means that the coach was not notified prior to the absence. If the player must be absent, they are responsible for notifying the coach ahead of time.
- (7) If a player participates in athletic activities outside school, the school sport must come first. If an athlete misses either a game or practice due to a conflict with an outside athletic activity, they will be removed from the team.
- (8) If an athlete misses practice for any reason, they will not start the next game. This does not mean they will not play.

- (9) Athletes are not guaranteed playing time. Some athletes will play more than others. These decisions are entirely at the coaches' discretion, and coaches are under no obligation to explain their decisions. The coaches at McCaffrey Middle School truly enjoy working with young people and sharing their love of athletics and athletic competition. It is virtually impossible to satisfy every parent and player, and it is to be expected that not everyone will agree with the coaches' decisions throughout the course of the season. However, in the end, the final decision is to be the coaches' and parental input will not be accepted.

PARENT VOLUNTEER FORM

All parents who attend field trips or volunteer in the classroom must have a completed and cleared "Parent Volunteer Form" on file in the school office. The information is checked against the "Megan's Law" database.

PE UNIFORMS

McCaffrey PE uniforms can be bought for the following prices:

Shorts- \$12 Shirt- \$8 Sweatshirt- \$14 Sweatpants- \$16

- *Checks can be made payable to McCaffrey Middle School*

PROMOTION CEREMONY AND END OF THE YEAR ACTIVITIES FOR 8TH GRADERS

Suspensions are considered "Strikes" against students. Students with 3 strikes may **not participate** in the 8th grade promotion ceremony or the end of the year activities. 8th grade students with 2 strikes are eligible for the promotion ceremony only. If a student receives a first suspension (strike) within 30 days of the end of the school year, school administration has the discretion to allow him or her to appeal for the opportunity to participate in promotion only.

RESTRICTION APPEAL PROCEDURE FOR 8TH GRADE PROMOTION AND END OF THE YEAR ACTIVITIES

The appeal process is open to 8th grade students with two suspensions or those who have received their first suspension within 30 days before the end of the school year (this is at the discretion of administration). The students may appeal to participate in the promotion ceremony **ONLY**. The appeal must be based on one of the following reasons:

- The student feels the restriction was not fair
 - The student has had a positive change in behavior, attendance, or academics
 - The student has additional information to be reviewed
1. A student who has been restricted will be notified by an administrator.

2. If a student wishes to appeal, he/she must submit a letter of request to the principal, stating specific reasons for the appeal. 8th grade students will not be allowed to turn-in appeals after May 7, 2021. *Under certain conditions, the administration may waive the date of limitations.*
3. The appeal process will be conducted by a school administrator. Parents are welcome to attend the appeal meeting.
4. The appeal meeting decision is final.
5. Students who are approved to participate in the promotion ceremony may lose this privilege if they violate school rules.

SKATEBOARDS & BICYCLES

Students must wear an approved safety helmet in order to ride a bicycle or skateboard to school. Bicycles and skateboards must be walked on campus to the bike rack. All bicycles and skateboards must be locked in the bike rack and will not be stored in the office or classrooms. The school is not responsible for lost, damaged, or stolen bicycles or skateboards.

Students caught riding skateboards or bikes on campus after school hours may not be allowed to bring them to school again.

STUDENT BEHAVIOR

At MMS, all students are expected to adhere to the following school rules:

- Be Nice
- Be Safe
- Be Responsible

STUDENTS WILL BE HELD ACCOUNTABLE FOR THEIR BEHAVIOR TO AND FROM SCHOOL AS WELL AS DURING SCHOOL HOURS AND SCHOOL-SPONSORED EVENTS.

McCaffrey Middle School will not tolerate any comments or gestures which are vulgar or obscene or which discriminate against others on account of sex, race, color, sexual orientation, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs, or fighting words that may disrupt school activities.

Students will be held accountable for following school rules and should be aware that not understanding a rule or not knowing about it is not an acceptable excuse for misbehavior. If you do not understand any of the school rules or have questions about them, you should make an appointment with an administrator.

The following types of behavior are not acceptable at McCaffrey Middle School and may result in a step on the CDP, suspension or expulsion:

- Bringing a toy gun or replica of a gun to school
- Bullying
- Causing, attempting to cause, or threatening to cause physical injury to another person
- Cutting in lines at lunch
- Disrupting classes, students, and teachers
- Failing to bring school materials to class
- Failure to complete detention
- Failure to follow directions
- Fighting, encouraging students to fight, watching fights, video-taping fights, posting fights online
- Firecrackers
- Gambling
- Gang-related activities
- Gum chewing (No gum)
- Hand-holding, kissing, and hugging
- Instigating or encouraging a fight
- Leaving campus without a pass
- Not paying attention or participating in class
- Possessing a dangerous object
- Possessing, using, selling, or being under the influence of a controlled substance or alcoholic beverage
- Sexual harassment
- Smoking
- Spitting
- Spreading rumors
- Stealing
- Stink-bombs
- Tagging
- Tardies to school or between classes
- Taunting or teasing with the intent to hurt or embarrass others
- Threats and intimidation
- Throwing food or littering on campus
- Throwing or shooting objects
- Racial slurs of any kind
- Truancies
- Unnecessary physical contact such as shoving, kicking, horseplay
- Vandalism
- Vulgar gestures
- Weapons of any kind
- Willfully using force or violence on another person

Fighting consequences:

- 1st fight may receive a 2-5 days of suspension
- 2nd fight may receive a 5 day suspension, SARB letter, and possible recommendation for expulsion
- 3rd fight may receive a 5 day suspension, a SARB hearing and a possible recommendation for expulsion

Any type of behavior that causes a disruption to school activities or defies the valid authority of school personnel engaged in the performance of their duties is subject to suspension and/or expulsion.

The school administration may at any time place a student on suspension or expulsion if it is determined that such an action best serves the interest of the student(s) and/or the school.

Students engaging in unacceptable behavior may be placed in the Alternative Center when the school administration considers it an appropriate alternative. Students displaying unacceptable behavior in the Alternative Center may be suspended.

School authorities have the legal right and the responsibility to search any student when/if they have reason to believe the student is in possession of drugs, alcohol, tobacco, weapons, items belonging to someone else, or anything else that is inappropriate for a safe school setting. If any such items are found it is the responsibility for school authorities to seize the item. (Penal Code 62610) The school may also enlist the services of law enforcement to search for illegal substances.

Mandatory Recommendation for Expulsion (EC 48915-c) - The principal must suspend and recommend expulsion for (1) possessing, selling or otherwise furnishing a firearm, brandishing a knife at another person, (3) unlawfully selling a controlled substance, and (4) sexual assault or sexual battery.

An expulsion recommendation is required (EC 48915) (a) and (b) for (1) causing serious physical injury, (2) possession of any knife, explosive or other dangerous object, (3) unlawful possession of any controlled substance such as listed in Chapter 2 of the Health and Safety Code, and (4) robbery or extortion.

STUDENTS WHO HAVE BEEN SUSPENDED 20 DAYS DURING THE SCHOOL YEAR MAY BE RECOMMENDED FOR EXPULSION. Any student who has been expelled during the school year will not be allowed to participate in any of the end of the year activities. STUDENT BODY CARD Student body cards are provided free to all students (replacement cards are \$5). Student body cards will be required for entry into school events and to check out materials from the library.

STUDENT AND PARENT CONCERNS

If students or parents have a concern, we request that the following protocol be used:

1. Begin with contacting the teacher (s)
 - a. Phone call
 - b. Letter or note
 - c. Email – all teachers have access to email. Simply use the teacher’s first name initial, last name and galt.k12.ca.us. Example: rmccaffrey@galt.k12.ca.us
2. Follow up with a request to speak to a school counselor or outreach consultant – same procedure may be utilized for contact purposes
3. If needed, please make an appointment to speak with a school administrator.

STUDENT INSURANCE

An opportunity to purchase student accident insurance is offered; please check with the office for insurance forms. Medical, Dental, and Mental Health services are available for families qualifying for Medi-Cal Services. Call toll free 1-888-747-1222 to find out if you qualify.

Medical and accident insurance is required for students who participating in after- school sports activities.

TOBACCO-FREE SCHOOLS

The Board prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students, visitors and other persons at any activity or athletic event on property owned, leased or rented by or from the district.

TOXIC ITEMS

Items that are toxic to students (such as permanent markers, white out) are not allowed at school.

VISITORS

All visitors must sign in at the office. Visitors will be given a visitor badge that must be worn at all times while on campus.

Safety To and From School

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

The Galt Police Department

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district web site at: <http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***

Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

Collaborative Relationships Among City, County and Community Agencies

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur. The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation. Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues. Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol

The following programs are provided to students in an effort to educate and decrease the use of alcohol and drugs:

- Sobriety brings a change
- ATOD – Alcohol, Tobacco and Other Drugs peer to peer prevention program

Pandemic Flu Response

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools

with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

Surveillance / Reporting

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

Definition of Surveillance Levels

Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING:
 - Cough, Sore throat, Headache, Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.

Funding

Available sources are being targeted to address school safety issues. Funds are used to improve school climate, respond to crisis, improve school-wide management, and provide comprehensive student mental health services.

Site funds are used for the following:

- Training yard supervisors
- Student academic and behavior rewards (Dog Catchers)
- KDOG Video Studio
- Safety gear for yard supervisors
- Radios for communication
- Trauma Informed Practices Training
- Restorative Practices Training

All students participate in a first day of school assembly to review safety rules and procedures. Additionally, coverage of student handbook takes place during the first week of school. Students participate in safety drills during the school day as well as after school (ASES). All yard duty supervisors are given safety vests and walkie-talkies to help provide safety coverage. Various support groups that enhance student safety are made available to students.

Professional Development Activities

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

- School Resource Office
- School Counselor
- Active Shooter Training

Counseling and Wellness Services

Administration works collaboratively with teachers, 2 counselors and a psychologist to ensure students are receiving the appropriate services. Our counselors meet with groups of students for bereavement, divorce, anxiety and separation, friendship circles, and to build social skills. Administration follows the district SARB process to address attendance concerns and we have the support of a School Resource Officer to assist with home visits if needed.

Two designated school counselors are available daily to handle referrals related to physical and mental health issues along with working collaboratively with district and community partners.

McCaffrey's school counselors are in charge of activating and coordinating a crisis response team, overseeing the district suicide prevention policy, coordinating a timely crisis debriefing for first responders, and reviewing feedback after a school mental health crisis occurs.

Campus Security

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus security personnel, a school resource officer and security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals as well as law enforcement professionals have been consulted in the review and update of campus security.



Board Meeting Agenda Item Information


Meeting Date: February 23, 2022	Agenda Item: 212.271 Board Consideration of Approval of 2022-23 E-rate Service Provider
Presenter: Lois Yount	Action Item: XX Information Item:

On December 22, 2022, the Galt Joint Union Elementary School District issued a Request For Proposal (RFP) for an E-rate service provider to purchase network switches, routers, UPS backup batteries, access points, and professional services to be used throughout the District. This project is contingent upon the approval of funding for the 22-23 fiscal year from the Universal Service Program for Schools and Libraries, otherwise known as E-rate. The District received (1) responsive bid proposal. The proposal was reviewed and ranked. AMS.NET has been selected to provide the equipment and services the District needs. Board approval is recommended to select AMS.NET for our E-rate provider.

Attached Documents:

- Rating Scale
- Proposal

E-RATE 2022 - 2023 BID EVALUATION SHEET

Organization Name:	Galt Joint Union School District		
Prepared by: <i>Please Print</i>	Minh Do	Title:	Technology Coordinator
Signature: <i>(blue wet ink signature required)</i>		Date:	2/3/2022

Description of Service:	C2 Network Electronics/Basic Maintenance of Internal Connections - 470# 220007149					
-------------------------	--	--	--	--	--	--

Bidding Vendor Name (list below)	Cost of Eligible Goods and Services	Cost of Ineligible Goods and Services	Vendor quote accurate to the RFP	Experience with district References	Financial Stability	Total Points
<i>Points Possible for Each Bid</i>	35	20	20	20	5	100
1 AMS.net	35	20	20	20	5	100
2						0
3						0
4						0
5						0
6						0
7						0
8						0
9						0
10						0

EVALUATION RATIONALE (Attach additional pages as necessary)
Only one Bid Received



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PROPOSAL FOR:

**Galt Joint Union School District 95982
E-RATE FY22 (2022-2023)**

Request for Proposal

470 # 220007149

**Network Electronics and Basic Maintenance of
Internal Connections**

Original

PREPARED BY: Jared Bayless, Senior Account Manager, AMS.NET



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Technology Solution Provider

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Section 1



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Executive Summary

Thank you for the opportunity to provide Galt JUESD with this E-Rate 25 Network Electronics RFP response. AMS.NET has carefully read all RFP documents and has included pertinent cost and company information with regard to responding to the District's E-Rate RFP. AMS.NET acknowledges the scope of services and has responded with this RFP as precisely as possible with regards to services and products indicated within the SOW and the corresponding list of equipment. As well, AMS.NET acknowledges a willingness to enter into agreement substantially in the same form as the Agreement attached in the Contract/SOA section of this RFP response.

AMS.NET exceeds all the specified RFP requirements and we have provided the supporting documentation required in the RFP response. Our initial response has been sent via email with the documents required per the Preparation of Proposal requirements, especially as it relates to the requirements in Section A, provided by the District's RFP.

Our technology proposal includes Aruba Network Switching, Meraki Wireless and APC UPS equipment specified per the RFP. With the Aruba and Cisco-Meraki proposed equipment, this solution will deliver the technology required for the District's Network as well as provide for future Network applications. Also, please note Part #'s J8697A and WS-3850-48U can no longer receive support and have been excluded from this response. In addition, we have included both 1-year and 5-year license options as part of this response. We look forward to the opportunity to work with the District here in the near future.

Sincerely,

Diana Monaghan
Secretary
AMS.NET, Inc.



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Section 2



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Technology Solution Provider

ABOUT US

About Us

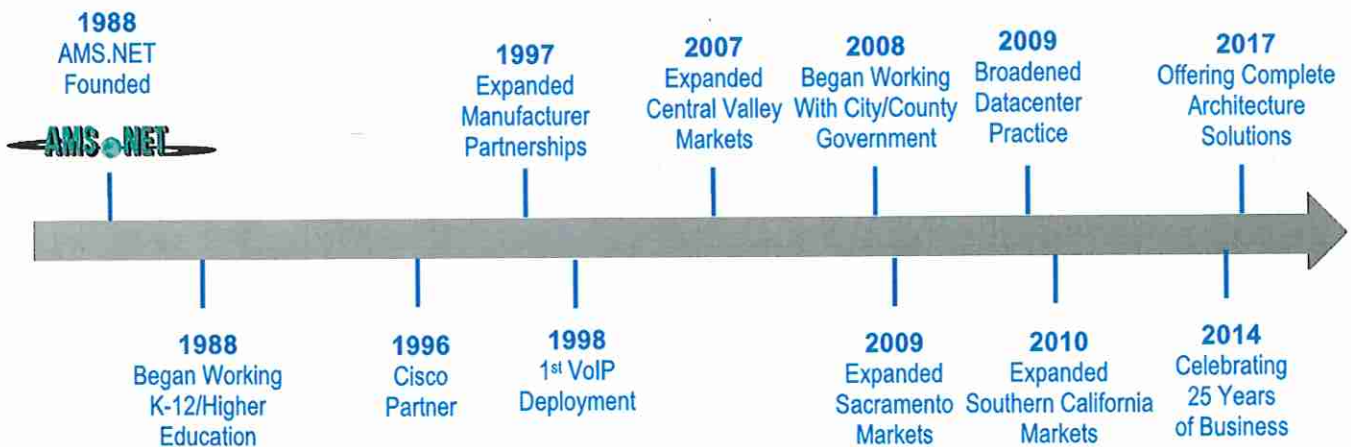
AMS.NET is an innovative technology solution provider delivering business outcomes to organizations for more than 30 years. The company was established more than two decades ago to provide technical support to local school districts in California. Today, AMS.NET provides education, local government and businesses a comprehensive technology solution including design, implementation and support services.

With a consultative approach, consideration is taken to understanding technology requirements, existing equipment, industry, growth plan and budget. Leveraging proven and emerging technologies through leading manufacturers, AMS.NET's certified engineers' architect a solution that supports your initiatives and allows for future growth.

Prior to implementation, we can provide complete structured wiring services and post deployment, a host of managed services and maintenance plans to ensure your network and equipment are running at optimum performance.

Many financing options are available. With experience in the public sector around procurement vehicles, E-rate expertise and leasing options, we can make recommendations specific to your industry and technology solution.

Our extensive reference list is a tribute to our ability to successfully design, manage and implement technology solutions that support your initiatives. With more than 30 years of successfully providing technology solutions, you can be assured that we have the capability, experience and stability to be your trusted partner. And we'll be here for future needs!



Celebrating More Than **30** Years

Celebrating More Than **30** Years

www.ams.net
800-893-3660



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Cisco

CCIE (4)- Certified
Internetwork Expert
CCNP (6)- Certified
Networking Professional
CCDA (3)- Certified
Design Associate
CCNA (12)- Certified
Network Associate
CCENT- Certified
Entry Networking
Technician
Cisco AMP Endpoint
Associate
Cisco IronPort WSA

Microsoft

MCP- Certified Professional
MCSA Certified Solutions
Associate-
2000, 2003, 2008,
Windows Server 2012,
Office 365
MCSE Certified Solutions Expert
- 2000 + Messaging,
Private Cloud, Cloud
Platform & Infrastructure,
2003
MCSA Certified Solutions
Associate- Office 365
MCITP Certified IT Professional
Certification- 2008

HP/Aruba Wireless Expertise

ACMP (3)- Certified
Mobility Professional
ACSP (3)- Certified
Switching Professional
ACCP (2)- Certified
Clearpass Professional
ATP FlexNetwork
Solutions Certification
ATP Hybrid IT Solutions
Solutions Certification

Multi- Vendor Expertise

Palo Alto Networks

PCNSE (3)- Certified
Network Security Engineer
ACE (2)- Accredited
Configuration Engineer
SE Traps Professional

Ruckus Wireless

ICX Implementer (2)
CWNA – Certified
Wireless Network
SmartZone SE
Cloudpath SE
WiSE

VMware

VCP (4)- Certified
Professional
VTSP (Many)- Technical
Sales Professional

Western Digital/Tegile

TCIE- Certified
Implementation Engineer

Dell/EMC

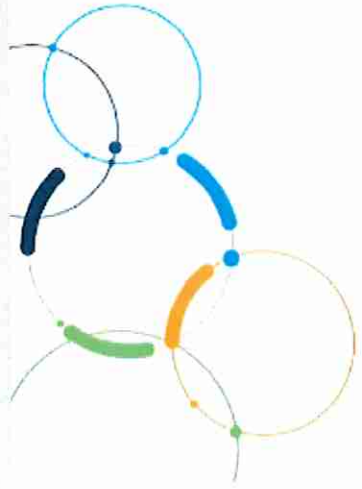
EMCIE- Implementation
Engineer
- Clariion
- VNX (2)
- Celerra
- RecoverPoint (2)

Veeam

VMCE (2)- Certified Engineer

Others

Various other sales and
engineering certifications

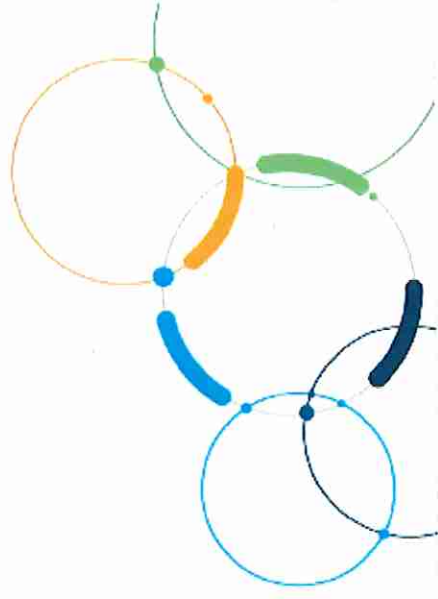


Gold Integrator

Awarded to: AMS.NET

Country: USA

Valid Until: January 24, 2023



Validate this certificate by searching company name and location at
cisco.com/go/partnerlocator.

Certificate generated on January 19, 2022



AMS.NET, INC.

UNITED STATES

Qualifies as a Platinum Partner in the Aruba Partner Ready for Networking Program for HPE Fiscal Year 2021

Specializations

Wireless LAN
Switching

Competencies

ClearPass Policy Management

Jim Harold
Vice President
North America Aruba
Channel

Certificate of Achievement Premier Partner

APC™ by Schneider Electric™ recognizes

AMS Net, Inc.

as a Premier Partner



A handwritten signature in black ink, appearing to read "Rob McKernan".

Rob McKernan
Senior Vice President, IT Global Channels,
APC by Schneider Electric

July 12, 2019

Date

apc.com

February 20, 2019

To Whom It May Concern:

On behalf of the Global NextWave Partner Programs team at Palo Alto Networks, this is to inform you of the partnership between Palo Alto Networks, Inc. and:

Ams.net, Inc.
502 Commerce Way
Livermore, CA 94551-7812
USA

At the time of this communication, **Ams.net, Inc.** is classified as a **Innovator** level partner in the Palo Alto Networks NextWave Partner Program.

Thank you,



Karl Soderlund
VP, America's Channels
Palo Alto Networks



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Technology Solution Provider

CONTRACTORS C-7 INFORMATION

C-7 Contractors License

<small>STATE OF CALIFORNIA</small> dca <small>DEPARTMENT OF CONSUMER AFFAIRS</small>	CONTRACTORS STATE LICENSE BOARD ACTIVE LICENSE	
License Number	763508	Entity CORP
Business Name	AMS.NET INC	
Classification(s)	C-7	
Expiration Date	04/30/2022	 www.cslb.ca.gov

C-7 Responsible Managing Officer

BOND OF QUALIFYING INDIVIDUAL

1. The Responsible Managing Officer (RMO) TOCCI ROBERT MICHAEL certified that he/she owns 10 percent or more of the voting stock/equity of the corporation. A bond of qualifying individual is not required.

Effective Date: 04/12/2000



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CONTRACTORS C-7 INFORMATION

C-7 Contractors Bond - Continued

Business Information

AMS.NET INC
502 COMMERCE WAY
LIVERMORE, CA 94550
Business Phone Number:(925) 245-6100

Entity Corporation
Issue Date 05/24/1999
Reissue Date 04/12/2000
Expire Date 04/30/2022

License Status

This license is current and active.

All information below should be reviewed.

Classifications

C-7 - LOW VOLTAGE SYSTEMS

Bonding Information

Contractor's Bond

This license filed a Contractor's Bond with [HANDOVER INSURANCE COMPANY](#).

Bond Number: 1031231

Bond Amount: \$15,000

Effective Date: 01/01/2016

Contractor's Bond History

Bond of Qualifying Individual

The qualifying individual ROBERT MICHAEL TOCCI certified that he/she owns 10 percent or more of the voting stock/membership interest of this company; therefore, the Bond of Qualifying Individual is not required.

Effective Date: 04/12/2000



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EVIDENCE OF COVERAGE

Client#: 443449 AMSNEINC

ACORD CERTIFICATE OF LIABILITY INSURANCE DATE (MM/DD/YYYY)
2/01/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1340 Treat Blvd #250 Walnut Creek, CA 94597	CONTACT NAME: Felicia McAroy PHONE (A/C, No., Ext.): 925 482-9337 FAX (A/C, No.): 925 482-9390 E-MAIL ADDRESS: Felicia.McAroy@MarshMMA.com INSURER(S) AFFORDING COVERAGE NAIC # INSURER A: Atlantic Specialty Insurance Company 27154 INSURER B: Republic Indemnity Company of America 22179 INSURER C: INSURER D: INSURER E: INSURER F:
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INSURED
 AMS.NET, INC
 502 Commerce Way
 Livermore, CA 94551-7812

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDITIONAL INSURER	POLICY NUMBER	POLICY EFF. DATE (MM/DD/YYYY)	POLICY EXP. DATE (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		7110086830015	08/24/2020	08/24/2021	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Per occurrence) \$1,000,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP ACC \$2,000,000 PRODUCTS - COMP/OP ACC \$
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> \$1,000 Ded. <input checked="" type="checkbox"/> Comp/Coll:		7110086830015	08/24/2020	08/24/2021	COGNATED SINGLE LIMIT (Per accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB CLAIMS-MADE DED. RETENTION \$		7110086830015	08/24/2020	08/24/2021	EACH OCCURRENCE \$5,000,000 AGGREGATE \$5,000,000 AGGREGATE \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N Y	16099218	02/01/2021	02/01/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
A	Property of Others		7110086830015	08/24/2020	08/24/2021	\$100,000 Limit

DESCRIPTION OF OPERATIONS | LOCATIONS | VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 RE: Evidence of Insurance.

CERTIFICATE HOLDER Evidence of Coverage	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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ACORD 25 (2016/03) 1 of 1 The ACORD name and logo are registered marks of ACORD WBFZM
 #S7013450/M7013368



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DEPARTMENT OF INDUSTRIAL RELATIONS

AMS.NET's Department of Industrial Relations

SB 854, a budget trailer bill that was signed into law on June 20, 2014, and became effective immediately, made several significant changes to laws pertaining to the administration and enforcement of prevailing wage requirements by the Department of Industrial Relations (DIR). Among other things, SB 854 established a new public works contractor registration program to replace prior Compliance Monitoring Unit (CMU) and Labor Compliance Program (LCP) requirements for bond-funded and other specified public works projects. AMS.NET is a DIR registered contractor (DIR #1000001046).

Department of Industrial Relations System View

State of California

Department of Industrial Relations

Contractor Information

Legal Entity Name
AMS.NET, INC.
Legal Entity Type
Corporation
Status
Active
Registration Number
1000001046
Registration effective date
07/01/19
Registration expiration date
06/30/22
Mailing Address
502 COMMERCE WAY LIVERMORE 94551 CA United States of America
Physical Address
502 COMMERCE WAY LIVERMORE 94551 CA United States of America
Email Address
d.monaghan@ams.net
Trade Name/DBA
License Number (s)
CSLB:763508

Legal Entity Information

Corporation Entity Number:	097642448
Federal Employment Identification Number:	943291626
President Name:	ROBERT TOCCI
Vice President Name:	JOSEPH MOOMAU
Treasurer Name:	ROBERT TOCCI
Secretary Name:	ROBERT TOCCI
CEO Name:	ROBERT TOCCI

Agency for Service:

Agent of Service Name:	DIANA MONAGHAN
Agent of Service Mailing Address:	502 COMMERCE WAY LIVERMORE 94551 CA United States of America



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SPAC FILING

Service Provider Annual Certification (SPAC)

A service provider must submit a Service Provider Annual Certification (SPAC) (Form 473) to USAC each funding year to certify that it will comply with program rules. Below is proof captured from the SLD website.

Purpose of Form: Form 473 is used by the service provider each funding year to certify that it will comply with FCC rules concerning invoicing and documentation. The certifications apply to the entire funding year and are required before USAC will pay invoices. A service provider may submit one Form 473 for all Service Provider Identification Numbers (SPINs) assigned to it.

SLD SPAC Filing Proof

SPIN	Service Provider Name	Doing Business As	Contact Name	Contact Address	Contact Phone	Form 499 Filer	SPAC Filed
143005880	AMS.NET, Inc.	AMS.NET, Inc.	Robert Tocci	502 Commerce Way , Livermore, CA 94551	925245-6100		1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021



AMS.NET

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AMS.NET E-RATE BILLING PROCESS

AMS.NET, Inc. (also to be referenced as the Service Provider) has developed processes to bill E-Rate projects that best suits their customer needs. We are set up to accommodate both SPI and BEAR billings.

SPI billings will occur on a regular basis and AMS.NET, Inc. will invoice the SLD their portion of committed amount and the customer their portion.

AMS.NET, Inc. agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from the USAC via the Form 474 Service Provider (SPI). The customer will only be responsible for paying its non-discounted share of the costs and does not intend to use the BEAR process (Form 472). The maximum percentage the customer will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a funding commitment decision letter from the SLD and submission and certification of Form 486, the customer shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the company decide that it is in the best interests of the company to file a Form 472, the customer will inform AMS.NET, Inc. of its intent.

All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the customer will only be responsible for paying its non-discounted share.

AMS.NET, Inc. will bill your company directly for a BEAR billing. Companies will pay the full amount of the invoice until all steps of the discount process below have taken place:

- A. You must have received your FCDL (Funding Commitment Decision Letter) from the SLD / E-Rate people.**
- B. You must file your Form 486.** [The form 486 lets the E-Rate people know that the services have begun and that they may begin paying the invoices. The SLD cannot process a payment related to a Funding Request Number (FRN) unless a properly completed Form 486 has been submitted by the Library and approved by the SLD for that FRN]
- C. The form 486 must be approved by the SLD before AMS.NET, Inc. can apply the discount and credit your bill.** When AMS.NET, Inc. is notified by the SLD that your form 486 has been approved, AMS.NET, Inc. will credit your bill with your approved funding. It takes two billing periods for the discount to appear on your bill. Depending on timing of your 486 approval, it could be the next month or two months later that you see your discount on your AMS.NET, Inc. bill.

AMS.NET, Inc. bills the total monthly charges and the E-Rate discount which does net to the discounted amount, but we do not bill just the discounted amount. It takes two billing periods for the discounts to appear so depending on timing, it could be the next month or two months later.

A Note regarding BEAR Forms: Companies who prefer to pay their invoices and file BEAR forms for reimbursement – can continue to do so; however, a company cannot both file a BEAR form and request a billing discount on the same FRN in the same funding year. That is, you will either file BEAR forms for reimbursement – or – request a billing discount; but not both.



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E-RATE BASIC MAINTENANCE GUIDELINES

Renewal Based Maintenance

Cisco Base Support (*E-Rate Eligible*)

E-Rate eligible maintenance is now called "Cisco Base" support. Cisco Base support provides:

- Access to Cisco TAC
- Online Tools
- Software Updates

The hardware replacement component is no longer eligible for E-Rate funding. Both SAS and ESW software support are still fully eligible for E-Rate funding since they are both software based with no hardware component.

Per Incident Hardware Replacement (*E-Rate Eligible*)

Customers can leverage the E-Rate eligible Per Incident Hardware Replacement option to obtain product replacement on failed equipment. The Per Incident Hardware Replacement option to replace failed hardware with E-Rate funds is as follows.

- The customer will place an inquiry into the AMS.NET TAC department to open a case for product replacement.
- AMS.NET TAC will open a case on behalf of the customer with Cisco (customer will be charged basic maintenance hours for this process).
- AMS.NET will place the order for advanced replacement of the product with Cisco.
- AMS.NET will invoice the SLD and the customer directly for their portions of the support.
- The customer is responsible for getting the replaced product shipped back to Cisco.

Hardware Replacement Upgrade Option (*Non E-Rate Eligible*)

AMS.NET can work with the customer to provide an ineligible component that would upgrade the Cisco Base support to include NBD hardware replacement. This ineligible component would not be funded by the SLD and would be the full responsibility of the District.

Maintenance for New E-Rate Purchases

Cisco Hardware Support

Cisco hardware that is purchased through E-Rate will receive the new Cisco E-Rate Services Bundle. This bundle will provide the end user with next business day hardware replacement, access to Cisco TAC, and necessary software updates. In addition the end user will also receive next business day hardware replacement for the following 2 years.

Cisco Software Support

New Cisco software purchases will receive 1 year of standard Cisco software support. This support will provide the end user with 24 hour access to Cisco TAC as well as minor version updates.

Please note that UCS products are not eligible for the E-Rate Services Bundle.



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E-RATE BASIC MAINTENANCE GUIDELINES

Basic Maintenance Proration

The SLD will pay for the actual usage of the Basic Maintenance during the awarded period. For example, if you sought funding from 7/1/2021 to 6/30/2022 but did not provide your purchase order to AMS.NET until 9/1/2021, the SLD will pay for 10 months of usage and not the entire 12 months awarded.



CISCO WARRANTIES FOR K-12

Cisco offers a range of comprehensive warranties that can help you protect your technology investment. Use the table below to understand how Cisco Warranties work with Cisco's K-12 offerings.

	U.S. K-12 Bundled Warranty	EDU SKUs	Basic Maintenance	Cisco Smart Net Total Care Service
SKU name	Services entitled with CON-SW service SKUs* and K-12 Bundled Warranty incentive	SKUs with the EDU prefix or suffix EDU-XXX or XXX-EDU	CON-SW (also known as Smart Net, no RMA)	CON-SNT or CON-SNTC
Products covered/ included	E-rate eligible products	60+ switching SKUs	All hardware	All hardware and operating systems
Services duration	1 year	3 years	1 year	Renewable 1-, 3-, or 5-year contracts, depending on product families
Hardware replacement	3 years advanced hardware replacement included in bundle- up to 10-business-day RMA**	Lifetime next-business-day (NBD) hardware replacement included with SKU	No	NBD hardware replacement
Technical assistance (TAC)	1 year included in bundle Renewable in years 2 and 3 at standard education discount	3 years included with SKU (phone-only TAC access)	Yes	Yes
Software updates	1 year included in bundle Renewable in years 2 and 3 at standard education discount	3 years included on switching SKUs only	Yes	Yes
Cisco.com access	1 year included in bundle Renewable in years 2 and 3 at standard education discount	3 years included with SKU	Yes	Yes
E-rate eligibility***	100 percent	100 percent	100 percent	Partially eligible-cost allocation is required (use cost allocation worksheet here: www.ciscoerate.com)

*Basic maintenance service SKUs may be CON-ECMU in some cases.

**Requires renewal of CON-SW in years 2 and 3.

***Note that a service's E-rate eligibility depends on the eligibility of the product it covers. For example, a CON-SW SKU mapping to a 100 percent E-rate eligible product is 100 percent E-rate eligible; a CON-SW SKU mapping to a 90 percent E-rate eligible product is 90 percent E-rate eligible.



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WARRANTY & SERVICE REPLACEMENT

Warranty & Service Replacement Policy

AMS.NET warranties all work for a period of 30 days after installation unless otherwise specified. AMS.NET handles all these issues in-house and will provide technical resources to solve any problems which may arise. AMS.NET will work to obtain replacement equipment if said equipment is found to be faulty or in need of repair.

All warranty issues after the initial 30 days will be handled through direct manufacturer's warranty unless otherwise specified.

In the case of Public Bids and Contracts, all required warranty specifications will be followed and executed by AMS.NET in accordance with contractual law.

AMS.NET keeps a rotating reserve in-house of loaner/spares equipment for both our Service Contract Customers and warranty issues. If a newly placed piece of equipment fails, we can, in most cases get the customer's connectivity back in order while waiting for the replacement part to arrive from the manufacturer.

It is the policy of AMS.NET to keep on hand enough equipment to cover our core installation models. In addition, we have existing inventory from jobs in progress that serve as spares as well. In doing this, we can keep our customer's up time while dealing with getting permanent replacement parts through the manufacturer.



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Section 3



Executive Brief Biography

Robert Tocci

Founder, Owner,
President

The visionary and founder of AMS.NET, Robert Tocci established AMS.NET in 1988 and remains at the helm today. Robert has more than 30 years of technology and business management experience. Although his role has somewhat changed throughout the years, Robert remains the President of AMS.NET performing R&D, setting business strategy and technical direction, managing financial resources, and overseeing the overall operations.

Robert has completed extensive coursework in Computer Science and has earned advanced certifications with Cisco, HP and Novell. Throughout his career he has held up to 40 Cisco certifications in varied technologies and today draws on that technical knowledge and his years of experience as he continues to discover and architect technical solutions.

As an entrepreneur and futurist, Robert is a leader in virtual computing and was at the forefront of the IP Convergence revolution. He has established a core team made up of information-age experts as well as seasoned telecommunications professionals. Robert continually invests and increases resources to offer proven and emerging technologies that support a physical and virtual infrastructure along with business enhancing applications.

Diana Monaghan

Vice President of
Administration

Diana brings more than 33 years of experience in the telecommunication field in the areas of Administration, Human Resources and IT Management making her the perfect blend of technology and administration for her role at AMS.NET. She began her career at AMS.NET more than 20 years ago and today holds the title of Vice President of Administration managing finance, facilities, corporate administration, human resources, and marketing.

One of Diana's roles at AMS.NET is to provide the highest level of professionalism in the areas of human resources and corporate administration. A major function therein is to identify legal requirements and government reporting regulations and to maintain corporate compliance in those areas. Diana is also responsible for overseeing finance and marketing including training and events. Diana continually takes human resources and management courses and maintains her membership in the Society for Human Resources Management.



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EXECUTIVE BIOS

Executive	Brief Biography
<p>Jordan Moomau Vice President of Operations</p>	<p>Jordan brings a diverse skill set to the AMS.NET team from technical, sales, project and business management. Jordan began his career with AMS.NET more that 14 years ago and has been promoted several times most recently to the Vice President of Operations. He holds a Master's of Science degree in Management and Leadership, Bachelor of Science in Business Management, Business Administration and Management and certifications such as PMP, BISC RTPM and ITIL Foundation. Jordan implements and oversees AMS.NET processes and procedures and manages the daily affairs in Operations and Project Management.</p>
<p>John Stott Vice President of Engineering</p>	<p>John has more than 28 years of technology and network experience in both network design and implementation. He holds a Bachelor of Science degree in Computer Information Systems from California State University Hayward. John continually expands his technical and engineering resources with continuing education and has achieved numerous Cisco certifications including his CNMA, and most notably, his CCIE. As AMS.NET's first Network Engineer, John should be commended for his efforts in building the skilled technical team we have today.</p>
<p>Tom Vasconi Vice President of Sales</p>	<p>Tom brings more than 22 years of sales and management industry experience to the AMS.NET team. He holds a Bachelor's of Science Degree from California State East Bay along with manufacturer sales certifications. Tom began his career with AMS.NET in 2002 as an Account Manager and through hard work and complete dedication to his customers; he was promoted to Senior Account Manager, Public Sector Sales Manager, and Director of Sales and most recently to Vice President of Sales.</p> <p>Customer testimonials attest to Tom's total commitment to AMS.NET and most importantly to the success of AMS.NET's customers. Tom's sales approach involves first a thorough discovery process to uncover the customer issues and requirements followed by a solution to address those issues. Tom also brings a partnership approach to our manufacturers. AMS.NET relies on our manufacturer partners for the latest cutting-edge technology and our partners depend on AMS.NET to provide strong implementation and support services for those technology solutions.</p>



PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
Jocelyn Ambrose PMO Manager	Jocelyn brings more than 13 years of experience in IT project management to her role as the AMS.NET PMO Manager. She has expertise in infrastructure and networking across many industries. Her experience working in private and public sectors with their unique requirements and regulations has given her the tools to navigate roadblocks, streamline processes, strategically manage risk, while driving productivity to deliver quality results. She understands how to effectively guide a project through the milestones until completion. Jocelyn draws upon that diverse knowledge and experience for AMS.NET customers and to lead her team of project managers.	<ol style="list-style-type: none">1. California Health Sciences University2. Hanford Elementary School District3. Madera Unified School District4. Shasta College
David Stoutenburg Senior Project Manager	David has more than 35 years of experience in the information technology field in networking, construction, and project management. David's expertise managing IT projects at a large software company, construction contractor and elsewhere allow him to apply his knowledge to AMS.NET technology implementations large or small. He understands technology, the requirement of the customer and how to guide a project through the milestones until completion. David holds a professional designation as Registered Communications Distribution Designer (RCDD). He is also a certified Extron AV Associate (EAVA).	<ol style="list-style-type: none">1. Napa Valley College2. Napa Valley Unified School District



PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
Joseph Costa Project Manager	Joseph brings more than 18 years of project management and operations experience to AMS.NET. His background includes extensive experience in operations at an education facility along with college coursework. With roles at AMS.NET as a Project Assistant, Project Coordinator and Project Manager, Joseph understands our proven project management process and has applied this methodology to several large-scale projects of varied industries. Joseph continues to expand his education with project management training and classes.	<ol style="list-style-type: none">1. Oakley Union Elementary School District2. Alameda Unified School District3. Judicial Council of California - AOC
Overlin Zamora Engineering Operations Manager	Overlin has more than 22 years' experience in the information technology and network industry. He began his career with AMS.NET 18 years ago as a Systems Engineer and since then has been promoted to Operations Manager. His remarkable portfolio of certifications includes the CCNP, CCNA, CCDA, Cisco Utility Design Specialist, Cisco Customer Success Manager DTCSM, Certified Associate in Project Management (CAPM) and VMware Certified Professional (VCP).	<ol style="list-style-type: none">1. Alameda Unified School District2. San Luis Coastal Unified School District3. County of Kern- Department of Child Support Services
John Stott Vice President of Engineering	John has more than 28 years of technology and network experience in both network design and implementation. He holds a Bachelor of Science degree in Computer Information Systems from California State University Hayward. John continually expands his technical and engineering resources with continuing education and has achieved numerous Cisco certifications including his CNMA, and most notably, his CCIE. As AMS.NET's first Network Engineer, John should be commended for his efforts in building the skilled technical team we have today.	<ol style="list-style-type: none">1. West Hills Community College District2. San Leandro Unified School District3. County of Napa



PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
Christian Weisse Senior System Engineer	Christian Weisse has more than 19 years' experience in technology with network design and implementation. Christian's career with AMS.NET began 17 years ago as a Systems Engineer and as a result of his impeccable work and additional certifications, Christian is now a Senior System Engineer. He holds numerous Cisco certifications including his CCNA, CCNP and remarkably his double CCIE (Switching/Routing & Security).	<ol style="list-style-type: none">1. Oakley Union Elementary School District2. Cabrillo College3. City of Oakland
Derek Ramirez Data Center Practice Manager	Derek Ramirez has more than 17 years' experience in network design and implementation. He began his AMS.NET career as a technical assistant and has since been promoted to System Engineer, Manager of Unified Communications & Applications, Senior System Engineer and Data Center Practice Manager. His career path at AMS.NET is a testament to his high level of skills and work ethic. Derek holds several certifications including the Cisco CCDA, Microsoft MCP, MCSA 2000, MCSE 2000, MCSE 2003, MCSA 2003, MCSA 2008, MCITP 2008, VMware VCP, EMCIE RecoveryPoint, EMCIE-VNX, EMCIE Clariion, EMCIE Celerra and Western Digital/Tegile TCIE.	<ol style="list-style-type: none">1. Oakley Union Elementary School District2. San Rafael City Schools3. Antioch Unified School District
Anthony Bastian Product Sales Specialist	Anthony has more than 29 years of technology and network experience in network implementation and 18 years of surveillance experience in design and implementation. Anthony continually expands his technical and engineering resources through continuing education and has achieved numerous certifications from Avigilon, Milestone, Exacq Vision, and Qognify. He has worked for AMS.NET for 27 years and has been a valuable asset to our team.	<ol style="list-style-type: none">1. City of Yorba Linda2. Tracy Unified School District3. City of Brentwood



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PROJECT TEAM MEMBERS

Team Member	Brief Biography	Recent Projects
Raymond Valine Cabling Operations Manager	Raymond Valine brings to every project more than 27 years' experience in the cabling industry, 19 of those with AMS.NET. Ray joined AMS.NET in 2002 as a technician and has since been promoted to a senior technician and cabling operations manager in 2008. Ray is responsible for the overall operation and management of the cabling department including the procurement of cabling materials and the day-to-day management and supervision of 40 or more field cabling employees. He has completed training with leading cabling manufacturers including Panduit, Leviton, Berk-Tek Oasis, Siemon, Valcom and others. He also has earned safety certifications such as the Click Safety C2 Leads Hazards Certificate, Asbestos Level III Operations and Maintenance Certification, RGA Environmental Fit Test Certificate, Renovator Toxic Substances Lead Based Paint Certificate and CPR and First Aide Training.	<ol style="list-style-type: none">1. Manteca Unified School District2. Lake Tahoe Community College3. Reef-Sunset Unified School District4. City of Yorba Linda
Mike Malone Purchasing Manager	Mike joined AMS.NET in 2003 as the Superintendent responsible for managing 18 or more cable technicians. Since then he has been promoted to Inside Cabling Operations Manager, Cabling Logistics Manager and most recently to Purchasing Manager. In his current role, Mike handles the purchasing of all technology equipment along with managing supplier relationships. Mikes 26 years of industry network and cabling experience and his strong management skills give him the tools to successfully procure technology at fair prices for our customers.	



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TECHNICAL RESUME

TECHNICAL LEAD:

Christian Weisse

Senior Systems Engineer

Overview-

Christian Weisse has more than 18 years' experience in technology with network design and implementation. Christian's career with AMS.NET began 16 years ago as a Systems Engineer and as a result of his impeccable work and additional certifications, Christian is now a Senior Systems Engineer. He holds numerous Cisco certifications including his CCNA, CCNP and remarkably his double CCIE (Switching/Routing & Security).

AMS.NET Technical Experience-

Christian has significant technical expertise with the design and implementation of Core, WAN, LAN, Backbone, Security, Network Security, Firewalls, Intrusion Prevention, Network Access Control, Wireless and more.

He has lead teams of 2 to 6-8 engineers in a multi-site rollout. His largest projects were with San Jose Unified School District which included backbone, core and IDF refresh of more than 40 sites and Cabrillo College for the wide range of technologies implemented including core and IDF refresh, wireless and IP telephony. He has been the lead engineer in multiple city network refresh projects covering multiple products and vendor platforms.

Certifications (Partial List)-

- CCNA- Cisco
- CCNP- Cisco
- CCIE- Cisco Switching/Routing and Cisco Security

Project References-

Cabrillo College (2018-2019)

Dave Gilmore

(831) 479-6566

dagilmor@cabrillo.edu

6500 Soquel Drive

Aptos, CA 95003

Assisted in the development and implementation of a migration plan to replace high availability core switches and VRF's onto new high availability Nexus 7k's. This allowed for the incremental migration of services to minimize down-time and impact to available services.



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TECHNICAL RESUME

Oakley Union School District (2018-2019)

Renee Stewart
(925) 625-5083
rstewart@ouesd.k12.ca.us
91 Mercedes Ln
Oakley, CA 94561

Project included migration of existing firewall platform to Cisco Firepower. Migrated filtering services onto new Firepower. Implementation of caching technology for remote site WAN links.

City of Oakland (2018)

Andy Chen
(510) 238-4487
achen@oaklandnet.com
1 Frank H Ogawa Plz
Oakland, CA 94612

Performed lab mock-up to determine upgrade process of the redundant supervisors on multiple pairs of core switches on the city network. The was performed to address the loss of functionality being exhibited on devices due to a software bug. Applied process and successfully upgraded six core switches within defined outage window.

City of Merced (2017-2019)

Jeff Bennyhoff
(209) 385-6829
bennyhoff@cityofmerced.org
678 W 18th St
Merced, CA 95340

Scope of work included replacement of city core switches with Nexus platform switches. Developed migration plan to maintain services during migration. Implemented remote location VPN connectivity utilizing various vendor platforms and service providers.



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TECHNICAL RESUME

TECHNICAL LEAD:

Robert Simmonds

System Technician III

Overview-

Robert Simmonds has been with AMS.NET for more than 5 years on our engineering team. He currently is a System Technician III. He has extensive networking implementation experience with Cisco, Meraki, HP, Aruba, Brocade, Ruckus, Aerohive, and others.

AMS.NET Technical Experience-

Robert holds the Cisco CCNA in Routing and Switching and is continually taking courses to add to his technical certification portfolio.

Project References-

Brentwood Union School District (2018)

Robert Remley

(925) 513-6341

rremley@brentwood.k12.ca.us

255 Guthrie Lane

Brentwood, CA 94513

Project included the design and implementation of a wireless infrastructure with new Cisco wireless controller and new Cisco wireless AP's at 11 sites.

Fremont Unified School District (2017)

Michael Murray

(510) 657-2350

mmurray@fremont.k12.ca.us

4210 Technology Dr.

Fremont, CA 94538

Project included the deployment of core switches, access switches, wireless, and UPS backup system.



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TECHNICAL RESUME

County of Napa (2018-2019)

Andy Ernest

(707) 299-1325

james.ernest@countyofnapa.org

1195 3rd Street

Napa, CA 94559

Voice project included conversion from Centrex PRI to SIP CUBE via TPX. This included two redundant SIP trunks at each of three locations. We also configured and tested SRST analog and CER.



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Section 4



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AMS.NET versus the Competition

- Established proven partner in your vertical
- 120+ employees throughout the state of California
- Multi-vendor network support
- Complete architecture solutions
- Elite manufacturer partnerships– Cisco Gold Partner since 2007
- Skilled and Certified Engineers- CCIE's in networking, security, voice
- Advanced manufacturer technology specializations
- Structured cabling- C-7 Contractor and RCCD Certified
- Certified project management – PMP Certification
- Executive management accessibility regardless of the customer size



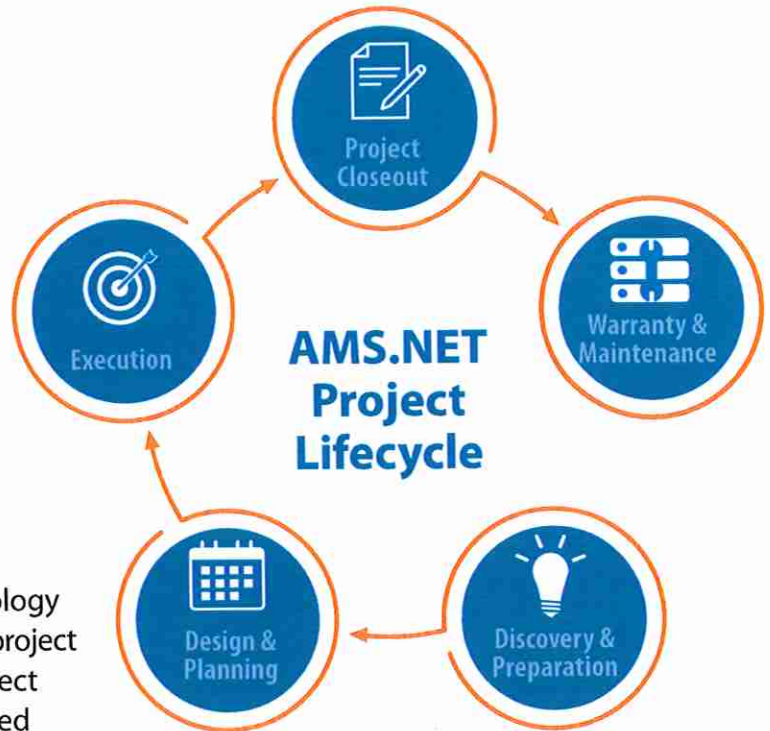
ARCHITECTURE SOLUTIONS



AMS.NET
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Providing Complete Project Management Services to Meet Your Technology Requirements and Business Outcomes

AMS.NET project management office utilizes a proven and methodical system to deliver technology solutions. While we follow an established 5 stage project lifecycle, our PMO will adapt to your unique project and organizational requirements. Our experienced and customer-focused team of project managers collaborate with key project stakeholders throughout the project, provide risk management and conduct ongoing project auditing to ensure the project meets milestones and follows the agreed upon project plan.



AMS.NET's PMO follows an established - yet adaptable - 5 stage project lifecycle:


DISCOVERY & PREPARATION

During the first project stage, AMS.NET will identify the current infrastructure along with define technology requirements and key performance indicators. Our pre-sales engineers, account team, project managers and customer experience team are aligned and have a hand-off process to ensure the successful execution of your technology solution.


EXECUTION

The project manager manages the coordination of all AMS.NET engineers, cabling team, any third party vendors and key customer stakeholders to meet milestones defined in the project plan. The project is closely monitored and stakeholders are provided with regular updates.


DESIGN & PLANNING

Milestones and the project plan are built for your unique technology implementation. Our PMO develops detailed documentation of project tasks and dates to ensure a smooth technology implementation. Project managers will also work with you on risk management to identify risks and advise you of your options to mitigate those risks.


PROJECT CLOSEOUT

At project closeout, AMS.NET provides complete documentation of the project's technical implementation.


WARRANTY & MAINTENANCE

After deployment, AMS.NET PMO will introduce our support team for the 30-day warranty period. AMS.NET also offers a host of maintenance plans and managed services to ensure the solution continues to perform at optimum levels.

Let our PMO help with your technology deployment!

For more information, please contact your AMS.NET Account Manager

www.ams.net • 800-893-3660



Project Management Services Customized for Your Project and Your Team

While we rely on proven process, tools and best practices, every project and customer requirements are unique. Our project managers customize each engagement based on the technology solution, organizational requirements and your preferences in terms of communication style and frequency. Customized services, access to live tools, frequent communication and detailed documentation provide the foundation to ensure a successful implementation.

AMS.NET's PMO Services Available:

Live Project Plan	✓
Live RAID Log	✓
Customized Communication Plan - Daily/Weekly Meetings, Weekly Emails	✓
Daily Stand Up Meetings	✓
Milestone Meetings	✓
Custom Install Plans	✓
Coordination of All Parties including Telco Vendor, Contractors, Cablers, Engineers and Your Team	✓
Design Documentation	✓
Logical Diagram	✓
Logistics Workbook including MAC Addresses, Serial Numbers, Equipment Location, etc.	✓
Configuration Details	✓
As Build Documents/Maps	✓
IDF Photos	✓
Post-Installation Virtual Walk-Through	✓
Final Configuration (<i>if applicable</i>)	✓
Program Management For All Active Projects- Single Project Manager, Single Point of Contact	✓
Project Closeout	✓
Testing and Quality Assurance Activities	✓
Final Documentation Walkthrough	✓
Project Closeout Meeting with Lessons Learned	✓

Let our PMO help with your technology deployment!

For more information, please contact your AMS.NET Account Manager

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AMS.NET PMO Capabilities

Project Management Office Core Values regarding the Practice of Project Management

AMS.NET's PMO delivers all services to customers with an emphasis on being collaborative, customer focused, and providing a value driven experience. Beyond a simple transaction with an organization, the PMO seeks to develop a shared understanding for what is of value and how the proposed solution serves the organization.

Collaborative:

AMS.NET focuses on effective communication utilizing various styles to meet the needs and preferences of our customers. We adapt to cadences ranging from daily stand-up calls to regular weekly written progress reports.

AMS.NET provides a project plan and a RAID log (pictured below) as effective management tools. These are shared with our customer organizations via smartsheets. These documents serve two major purposes:

- **Project Plan:** This document provides a high-level overview of the progress that has been made on a project and the next steps. Every customer can quickly see the projects progress, challenges, and next steps so they are equipped to share this information with their stakeholders.
- **RAID Log:** The RAID (Risk, Action, Issue, and Decision) log serves to house and track the detailed information within a project, whereas the project plan shows the highlights of where the project is going. The RAID log is an effective tool for monitoring the key pieces of information that must be resolved to ensure all goals have been met.

These documents work together to provide an effective tool set for managing the project without providing an overwhelming amount of data. The focus is on real information that matters to the customer and ensuring the requirements of the overall project have been completed effectively.

Relationship Focused:

AMS.NET focuses on long term partnerships with organizations, not simply selling services and moving on to a new opportunity. Supporting that focus, the PMO concentrates on comprehensive internal documentation, knowledge transfer from pre-sales to maintenance, and ensuring we earn the trust of our customer through continual hard work and support.

The PMO provides a consistent high-level experience based on a proven project management framework which is further adapted to meet the specific needs of the organization. Each customer is more than another engagement. We seek to understand and support each organizations individual needs and requirements.

Value Driven:

AMS.NET project management is focused on the goals of the project being aligned with the needs of the organization. Beyond what is called for in the scope of work, we seek to understand the individual challenges and intricacies of different sites and divisions within an organization and develop installation plans to achieve the goals of the project. AMS.NET utilizes a proven project management framework while maintaining flexibility. We focus on finding the best way to provide value to the customer, not just a standardized approach to implementing a solution.



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AMS.NET Project Methodology

The Project Management Office utilizes a specialized hybrid methodology of project management based on more than thirty years of experience. This methodology utilizes some common attributes of classical Waterfall Project Management, Agile Project Management and some Lean Management concepts combined with the unique insights from a specialized practice that focuses on public sector environments.

AMS.NET's PMO follows a proven framework in the implementation of projects, which is adapted to the specific customer implementation. The standard framework is highlighted as follows:

- **Discovery and Preparation Phase:**
 - AMS.NET performs an in-depth internal hand off between pre-sales and the implementation team that focuses on equipping the project team with all necessary information on the goals of the project, the scope of work, restrictions, risks, and other crucial details.
 - AMS.NET performs a high-level kick off meeting to affirm the scope of work's accuracy, the common understanding of project goals, and how to best deliver value to the client organization.
 - AMS.NET performs technical discovery using customer provided access to begin assembling proposed technical designs and install plans to review with the customer.
- **Design and Planning Phase:**
 - AMS.NET performs an initial technical planning meeting based on the technical discovery completed in the prior phase, wherein the initial project design elements are reviewed before a full design is proposed.
 - Once the outstanding technical questions have been resolved, all goals have been confirmed and the unique information found during discovery has been incorporated into the project, AMS.NET then proposes an initial design which may or may not include lab testing, peer review with Senior Engineering resources, and further technical requirements discussions as needed for the specific project.
 - Upon presentation of the design, the project team will work with the client to review outstanding questions or concerns, provide necessary edits and ultimately obtain approval for implementation according to the design.
- **Execution:**
 - The PMO will oversee execution according to the approved design, project plan, and any further installation planning documents. Client's will receive regular updates in accordance with the established communication plan called out for during the pre-sales process and possibly adjusted during the project as needed, which could include daily stand-up meetings or written updates depending upon the agreement.



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- The client should expect quick responses to any need for assistance, proactive customer satisfaction check ins, and continued updates to the project plan and RAID log.
- As whole milestones or sections of work are completed, the client will receive a notice for completion of that portion of the scope of work along with documentation showcasing its completion. This iterative approach ensures the team is focused on delivering whole sections of work and focused on the delivery of value to the project.
- If any issues are identified, they will be collected into a punch list which will be a part of the RAID log. This list will be tracked, with each item addressed, to ensure any outstanding needs are resolved.
- **Project Closeout:**
 - Upon successfully completing a substantial amount of the project, the Project Team transitions to a closeout phase where final documentation is completed and shared with the customer.
 - A closeout meeting will be held where the customer receives the documentation, reviews the course of the project, and is officially transitioned to our Service team for post installation support in line with the warranty terms of the project.
 - Internal documentation will be updated to ensure the support team fully understands what has been implemented and can assist the customer in case of an issue should the install team not be readily available for that client.

Each step of the previously outlined framework will be adjusted to the specific needs of the engagement but will follow the same spirit of the methodology which is to ensure a successful implementation takes place for the client.

Multi-Point Auditing and Internal Controls

The PMO is subject to regular auditing, coaching and management oversight to ensure that projects are being managed meet the standard of excellence. These auditing and controls may include:

- **Onboarding and professional development:** Each member of the PMO is trained according to the AMS.NET standard of excellence outlined within our best practice guide for project management and technical playbooks for specific solutions. These documents that represent the insight and knowledge of our most senior resources within operations are used to follow a consistent and successful approach to the implementation of technology solutions.
- **Project creation and closure auditing:** Each project is audited from the beginning to ensure we are starting from a solid foundation. Likewise, at the end of the project, the SOW, deliverables, and documentation are all evaluated to ensure the standards were met and the client received the service they were due on the project.
- **Weekly auditing and Coaching:** The AMS.NET PMO is audited on a bi-weekly basis, project by project, to ensure regular communication, project updates, and progress within project is taking place. When the full project queue is not being audited, the PM themselves receive coaching and professional development. This ensures that new PMs and senior PMs all continue to grow and develop to better serve our customers.



- **Daily stand-up meetings:** Daily, the AMS.NET PMO reports to the PMO Manager on key areas being worked on, where assistance is needed, and how management can assist in resolving issues on their project. This ensures daily interaction with operations management on project issues so any problems that arise can be quickly resolved.

Risk and Change Management

In collaboration with the technical resources, the project management team constantly evaluates the project for potential risks. We are committed to not only look at the projects initial design but address new information and changing customer needs as the project evolves. Our PMO works to evaluate and record risks in the RAID log and advise the client of any potential issue and how it can be resolved, avoided, or mitigated. AMS.NET does this proactively so that customers benefit from our decades of experience and are aware of how issues can be resolved before they take place. Change management is a discipline utilized in the implementation of risk reduction strategies, sometimes through the means of a design change, implementation change, or other avenue. We practice a disciplined strategy with an emphasis on proactive communication, customer education, and support for the potential scope changes involved.

Consistent Toolset

Along with the two primary customer facing tools, the project plan and RAID log, internally AMS.NET utilizes Salesforce to run operations. Depicted below are examples of the project plan and RAID log, which are the key examples of customer facing documentation. The examples lack any sensitive or identifying information for the project or customer involved but provide an idea of what the documentation looks like for the customer.

Samples

Item Category	Item Description	Project Discipline	Date Identified	Due Date	Date Completed
	• General Notes				
	• Collaboration Solution				
	• Speaker Cabling				
	• MRA Discussion				
	• Jabber Rollout v. Phone Rollout Discussion				
	- Punchlist				
Issue	Green line at Ramona does not allow for calls out. Spectrum needs to fix.	Customer Action Item	02/24/21		
Issue	Eucalyptus - Room 15 Bad Display	Collaboration	03/25/21	04/09/21	
Issue	Eucalyptus - External Room 2 (inconsistent speaker power and POE error on switch)	Cabling	03/25/21	04/09/21	
Issue	Eucalyptus - External Room 22 is not installed yet	Cabling	03/25/21	04/09/21	
Issue	Ramona - Cannot Find 1 Speaker	Collaboration	03/25/21	04/09/21	03/31/21
Issue	Ramona - Duplicate Speaker ID	Collaboration	03/25/21	04/09/21	03/31/21
Issue	Ramona - Rooms K1, 16, 105, PC and After School Program - Not on network	Cabling	03/25/21	04/09/21	
Issue	Washington - 7 Speakers with no SmartSheet Entries	Collaboration	03/25/21	04/09/21	04/13/21
Issue	Washington - 3 Speakers with Duplicate SPID #	Collaboration	03/25/21	04/09/21	04/13/21
Issue	Washington - 2 Speakers not on Network	Cabling	03/25/21	04/09/21	
Issue	York - 8 Speakers not on Network	Cabling	03/25/21	04/09/21	
Issue	York - 2 Speakers with no SmartSheet Entries	Collaboration	03/25/21	04/09/21	



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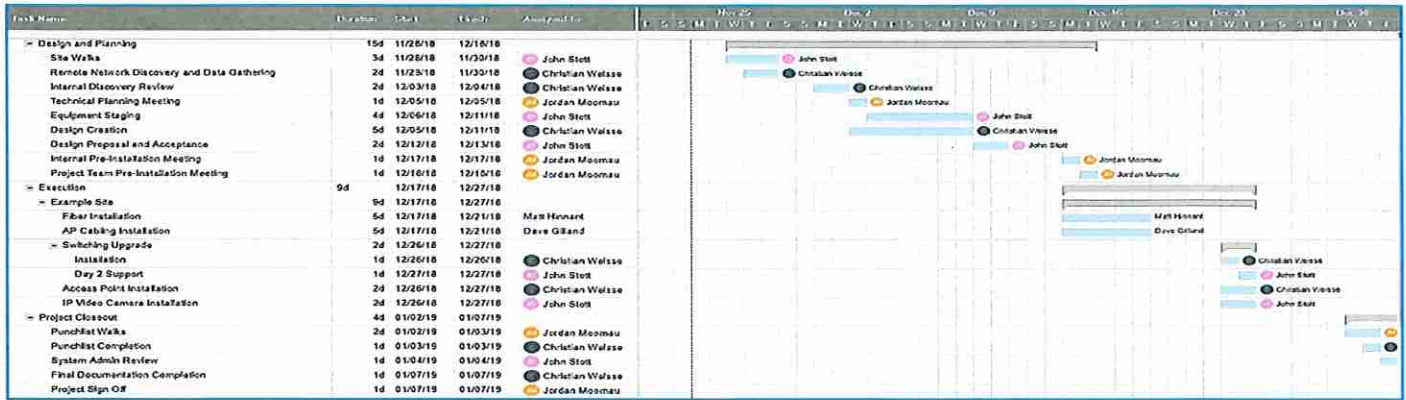
AMS.NET Technology Solution Provider							
Discovery and Preparation	10d	06/29/20	07/10/20				
Design and Planning	96d	07/24/20	12/04/20				
Switch Configuration Discussion	1d	07/24/20	07/24/20	JV John Vincent	Install Plan/ Updated Configuration	Template Information	Complete
Dial Plan Workshop - Call Manager Design	1d	07/27/20	07/27/20	JV John Vincent	Design Workbook	Written Approval of Workbook	Complete
Paging Workshop - Speaker Design and Emergency Notifica				JV John Vincent	Design Workbook	Written Approval of Workbook	Complete
Equipment Preparation and Initial Configuration				JV John Vincent	N/A	N/A	Complete
Server Installation at HUSD				JV John Vincent	Installed Equipment	N/A	Complete
Prototype Configuration				JV John Vincent	Functional Prototype Phone and Speal	N/A	Complete
Prototype Review and Approval				Jordan Moomau	Updated Project Schedule	Written Approval of Prototype	Complete
Final Configuration of Phones	5d	11/30/20	12/04/20	JV John Vincent	Configured Equipment		Complete
Auto Attendant Recording	5d			John Vincent	Configured Auto Attendants	Auto Attendant Recordings, Approved Scripts	

Execution	186d	07/06/20	03/22/21				
Cabling	126d	07/06/20	12/28/20				
Prarie Vista South - Speaker Cabling	5d	07/06/20	07/10/20	Clint Southwick			Complete
Zela Davis - Speaker Cabling	10d	07/13/20	07/24/20	Clint Southwick			Complete
Washington - Speaker Cabling	1d	08/04/20	08/04/20	Clint Southwick			Complete
Jefferson - Speaker Cabling	5d	08/03/20	08/07/20	Clint Southwick			Complete
Kornblum - Speaker Cabling	10d	08/10/20	08/21/20	Clint Southwick			Complete
Prarie Vista MS - Speaker Cabling	14d	08/24/20	09/10/20	Clint Southwick			Complete
Eucalyptus - Speaker Cabling	15d	09/14/20	10/02/20	Clint Southwick			Complete
Hawthorne MS - Speaker Cabling	8d	10/12/20	10/21/20	Clint Southwick			Complete
Bud Carson MS - Speaker Cabling	14d	10/20/20	11/08/20	Clint Southwick			Complete
Hawthorne Math and Science - Speaker Cabling	15d	11/09/20	11/27/20	Clint Southwick			Complete
York - Speaker Cabling	12d	11/23/20	12/08/20	Clint Southwick			In Progress
Ramona - Speaker Cabling	15d	12/08/20	12/28/20	Clint Southwick			
Engineering	108d	08/05/20	01/01/21				
Network Configuration Changes	5,438d	08/05/20	08/12/20				Complete
CUCM Server Prep	2d	08/10/20	08/11/20	JV John Vincent			Complete
CUCM Server Installation	1d	08/12/20	08/12/20	JV John Vincent			Complete
Server Configuration	7d	08/13/20	08/21/20	JV John Vincent			Complete
Phone Prototype Meeting	1d	08/31/20	08/31/20	JV John Vincent			Complete
Prototype Approval	1d	11/20/20	11/20/20	Overlin Zamora			Complete
Informacast Configuration	5d	12/14/20	12/18/20	John Vincent			
Auto Attendant Configuration	10d	12/21/20	01/01/21	John Vincent			
Router Installation/ VOIP Readiness Testing	2.5d	09/01/20	09/03/20	John Vincent			Complete
Switch Installation/ Router Punch Downs	5d	01/11/21	01/15/21	John Vincent			
York	5d	01/11/21	01/15/21	John Vincent			
Bud Carson	5d	01/11/21	01/15/21	John Vincent			
Hawthorne MS	5d	01/11/21	01/15/21	John Vincent			
Jefferson	5d	01/11/21	01/15/21	John Vincent			



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Practice	Progress	Customer Assigned Task	Task Name	Task Description	Pending Process Description	Assigned To	Due Date	Date Completed
Project Management	In Process	<input type="checkbox"/>	Provide Updated Project Plan	Send Project Plan to Jim		Jordan Moomau	11/30/18	
Engineering	Completed	<input type="checkbox"/>	Redress Patch Cables at MDF at	Redress with velcro and submit f		John Stott	11/26/18	11/26/18
Cabling	Assigned	<input type="checkbox"/>	Test drops in classroom 3 at Harb	Test and troubleshoot as needed	Requires Assignment	Matt Hinnant	11/30/18	



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Section 5



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PROJECT REFERENCES

Project Summaries

Name of Organization: Los Gatos Union School District

Address: 17010 Roberts Rd., Los Gatos, CA 95032

Contact Person: Matt Mullikin

Email/Phone: mmullikin@lgusd.org, (408) 335-2378

Network & Fiber Upgrade Project

Original contract amount: \$771,000.00

Contract start date: November 2020

Final completion date: June 2021

Los Gatos Union School District leveraged the 1st round of Cares Act funding during the 2020 pandemic and partnered with AMS.NET to complete an ongoing phased network upgrade that was going to wait until the next E-Rate funding cycle. The district had decided to bring all of the students and staff back in February of 2021 but the network environment was not ready to handle to influx of additional devices and bandwidth requirements needed to properly run the business of educating student in the new world we were living in. The most important part of this project was also the most time consuming as the entire fiber optic network needed to be upgraded at all 5 of their school sites to single mode.

AMS.NET worked intimately with the district to define a project plan to get this portion of the project completed with enough time to get key components of the network in place to support 10GB a crossed the network. Once this was completed, we were able to deploy the rest of the project in a normal manner. The project consisted of IDF cabinet upgrades to support the new networking and UPS equipment along with additional Category 6 structured cabling runs to support their new wireless access point locations. Each sites network was fully upgraded with Meraki using MS355's for the access switching and both MR56 / 74's for the wireless infrastructure. The district purchased a 5-year Meraki subscription for management of the environment and for peace of mind since there would be no recurring costs until year 6.

Name of Organization: Pleasanton Unified School District

Address: 4750 First Street, Pleasanton, CA 94566

Contact Person: Robert Torres

Email/Phone: rtorres@pleasantonusd.net, (925) 596-9660

Network Refresh

Original contract amount: \$8,600,000.00

Contract start date: April 2020

Final completion date: March 2022

E-Rate Site Billed Entity Number (BEN)- 144214

Project was partially funded with E-Rate and the remaining covered by bond funds.



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PROJECT REFERENCES

Project Summaries *(Continued)*

Tracy Unified School District *(Continued)*

The scope of the project included:

- DNA Center – In keeping with the established technology roadmap, Tracy USD along with AMS.NET have begun to implement Cisco DNA Center to enable Assurance across the wired and wireless infrastructure. This is the first stage in establishing a zero-trust environment which is a primary focus and business driver within the District.
- PAN Cortex and DNS – Broadened the security fabric to include Palo Alto Networks Cortex and DNS security applications to provide best in class endpoint security and intelligence.
- Wireless - AMS.NET performed extensive site walks at District identified sites, and along with District staff determined what deployment strategy best served the District's needs. AMS.NET proposed 802.11 AX wireless access points in indoor and outdoor models, providing wireless service to all locations across every campus in the District. AMS.NET proposed to place one access point in every classroom and learning area of each site. Outdoor wireless access points were placed in locations that cover blacktops and play areas and were installed in vandal proof enclosures in order to protect the Districts investment in hardware.



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Section 6



Project Outline of Tasks

Discovery & Preparation Phase

- Broaden Understanding of Core Business
- Identify Business Requirements
- System Evaluation and Readiness Assessment
- High-Level Technology Solution Design

Design & Planning Phase

- Assign Project Management Team
- Kick-Off Meeting
 - Review Scope of Work
 - Discuss Equipment Delivery, Asset Tagging and Change Management
 - Review Timeline
 - Identify Customer Expectations
 - Schedule Site Walks
 - Schedule Technical Meeting
- Detailed Site Walk Through
 - Obtain Site Maps
 - Review MDFs, IDF, and MPOEs
 - Verify Devices
- Technical Workshop
 - Review Site Walks and Generate Necessary Change Orders
 - GAP Analysis
 - Present AMS/Manufacturer Best Practices
 - Develop Installation Strategy For New Core Components
 - Develop Installation Strategy For Integration Into Existing Network
 - Discuss/Schedule Data Gathering Meetings
 - Discuss/Schedule Further Network Design Meetings
 - Coordinate/Schedule Equipment Delivery
 - Coordinate/Schedule Deployment
 - Coordinate/Schedule Training
 - Schedule Cutover Dates
 - Schedule Weekly Project Meetings
 - Setup Timeline
 - Complete VoIP Questionnaire
- Project Workshop/Data Gathering Meetings
 - Review All Current Connectivity
 - Coordinate Any Dial Tone Changes With Carrier
 - Design Call Flow Per Phone
 - Cut-Sheet Development Per Site
 - Note All Phone Users/Extensions On Maps



Design & Planning Phase (*Continued*)

- Network Design Meetings
 - Discuss All Network Configurations
 - Generate Configurations for New and Existing Equipment
 - Determine IP Addressing Scheme
 - LAN/WAN-Shared Applications (Exchange, Databases)
- Detailed Visio Drawings
- Migration/Integration Strategy
- Deployment Plan
- Day 2 Support Plan
- Training Plan
- Solution Review
- Solution Acceptance

Implementation Phase

- Coordination of Cabling, Circuits and Equipment
- Coordinate Asset Tagging
- Pre-Configuration of Equipment Prior to Delivery
- On-Site Configuration and Installation of Backbone/Equipment
- System Integration
- Programming Per Cut-Sheet
- System Acceptance Testing
- Cutover
- On-Site Help Desk (First Business Day After Migration)
- On-Site Greeting Training and Hands-On Assistance (First Business Day After Migration)
- Help Desk For User and Configuration Issues (First Week After Migration)
- Final Site Acceptance Walks
- Completion Statement Sign-Off
- Documentation Delivery
 - Call Tree/Call Flow
 - Router Configuration
 - IP Addressing Scheme
 - Visio Diagram of the Network (Logical)
 - Site Directory
 - Training Manuals

Training Phase

- System Administrator Training & End-User Training

Support Phase

- Maintenance Agreements & Professional Services



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Section 7

AMS.NET INC.
Balance Sheet
As of December 31, 2020
Dec 31, 20

ASSETS

Current Assets

Checking/Savings

1007 · Fremont Bank Business Lockbox	284,557.96
1009 · ING Forfeiture One	9,932.81
1015 · Fremont Bank-Analyzed	3,474,680.65
1017 · Payroll Cash Account	<u>-2,235.84</u>

Total Checking/Savings 3,766,935.58

Accounts Receivable

1020 · Accounts Receivable - Trade	13,064,366.45
1022 · A/R - Trade - Retention	524,722.47
1028 · Accounts Receivable-Employee	<u>3,000.00</u>

Total Accounts Receivable 13,592,088.92

Other Current Assets

1026 · Advances to Employees	42,909.09
1029a · Pre-Paid Exp-Cloud Subscription	7,786,263.61
1032 · Work in Process - Networking	698,311.81
1050 · Deposits	<u>7,658.00</u>

Total Other Current Assets 8,535,142.51

Total Current Assets 25,894,167.01

Fixed Assets

1160 · Machinery & Equipment	141,700.03
1162 · Furniture & Fixtures	754,202.78
1164 · Computer Equipment	426,772.77
1166 · Service Cars & Trucks	1,429,095.83
1168 · Leasehold Improvements	2,675,449.21
1260 · Accum.Deprec.-Machinery & Equip	-123,076.64
1262 · Accum.Deprec.-Furniture	-444,399.44
1264 · Accum.Deprec.-Computer Equipmen	-464,974.12
1266 · Accum.Deprec.-Svs.Cars & Trucks	-792,000.20
1268 · Leasehold Amortization	-244,310.04
1300 · Organization Costs	1,577.00
1301 · Amortization -Organization Cost	<u>-1,577.00</u>

Total Fixed Assets 3,358,460.18

TOTAL ASSETS 29,252,627.19

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

2020 · Accounts Payable - Trade	<u>8,235,350.31</u>
---------------------------------	---------------------

Total Accounts Payable 8,235,350.31

Credit Cards

2032 · Amer Express-cr.card payable	112.01
2033 · Visa - Cr. Card Payable	4,609.97
2034 · Chase MasterCard	<u>341.00</u>

AMS.NET INC.
Balance Sheet
As of December 31, 2020

	<u>Dec 31, 20</u>
Total Credit Cards	5,062.98
Other Current Liabilities	
2050 · Commissions Payable	254,915.00
2051 · Accrued Income & Franchise Tax	18,232.00
2060 · Accrued Expenses	205,509.63
2064 · Accrued Cost-Subcontracts	6,875.00
2065 · Accrued Costs of Sales	287,010.60
2066 · Accrued Cost-Subs Retention	20,192.20
2075 · 401k Plan	-15,235.01
2200 · Sales Tax Payable	383,123.03
2300 · Deferred Revenue-AMS Managed	456,577.45
2301 · Deferred Revenue - Cloud Subscr	9,843,982.67
2302 · Deferred Revenue - Shafter Ofc	55,723.20
2303 · Deferred Revenue - CARES ACT	395,928.61
2408 · Fremont Bank - Loan 3244324	2,396,500.00
2706 · Notes Pay-2016 Ford Tran 1- ST	470.12
2723 · Notes Pay-2016 Ford Tran 6-ST	29.13
2727 · Notes Pay -2013 Ford E-350 - ST	-15.14
2732 · Notes Payable-2017 Ford Van ST	118.04
2734 · Notes Payable-2017 Ford Tran-ST	21.18
2738 · Notes Payable-2018 Ford Tran-ST	-819.59
2739 · Notes Payable-2018 Ford Fusi-ST	-474.52
2748 · Notes Pyble-2020 Lincoln Nav-ST	-2,608.13
2840 · Deferred Taxes - current	29,539.00
Total Other Current Liabilities	<u>14,335,594.47</u>
Total Current Liabilities	22,576,007.76
Long Term Liabilities	
2606 · Notes Pay-2016 Ford Tran 1- LT	2,375.71
2607 · Notes Pay -2016 Ford Tran 2- LT	2,375.71
2608 · Notes Pay - 2016 Ford Tran 3-LT	2,375.71
2609 · Notes Pay-2016 Ford Tran 4-LT	2,375.71
2622 · Notes Pay-2016 Ford Tran 5-LT	2,375.71
2623 · Notes Pay-2016 Ford Tran 6-LT	2,375.71
2624 · Notes Pay-2016 Ford Tran 7-LT	2,375.71
2625 · Notes Pay -2016 Ford Tran 8-LT	2,375.71
2626 · Notes Pay -2016 Ford Tran 9 -LT	2,375.71
2627 · Notes Pay -2013 Ford E-350 -LT	3,272.00
2632 · Notes Payable- 2017 Ford Van-LT	3,530.85
2634 · Notes Payable-2017 Ford Tran-LT	4,832.76
2635 · Notes Payable-2018 Bucket Tr-LT	33,797.83
2636 · Notes Payable-2018 Ford Tr-LT	4,115.80
2638 · Notes Payable-2018 Ford Tran-LT	7,398.68
2639 · Notes Payable-2018 Ford Fusi-LT	16,133.88
2642 · Notes Payable-2018 Ford Tra-LT	9,890.10
2643 · Notes Payable-2019 Ford Tran-LT	14,124.00

AMS.NET INC.
Balance Sheet

As of December 31, 2020

	<u>Dec 31, 20</u>
2646 · Notes Payable-2019 Ford Tran LT	22,184.22
2647 · Notes Payable-2019 Ford Tran_LT	22,184.22
2648 · Notes Pyble-2020 Lincoln Nav-LT	<u>86,068.14</u>
Total Long Term Liabilities	<u>248,913.87</u>
Total Liabilities	22,824,921.63
Equity	
3002 · Common Stock	232,914.52
3103 · Distributions	-775,624.54
3900 · Retained Earnings	3,962,709.12
Net Income	<u>3,007,706.46</u>
Total Equity	<u>6,427,705.56</u>
TOTAL LIABILITIES & EQUITY	<u><u>29,252,627.19</u></u>



AMS.NET
Technology Solution Provider

Section 8



AMS.NET
Technology Solution Provider

COMPANY FACTS

General Info

Legal Name: AMS.NET Inc.
Type: Delaware Corporation
Tax ID: 94-3291626
Principal Owner: Robert Tocci
Years in Business: 33 Years
Number of Employees: 115
Website: www.ams.net
Email: sales@ams.net
Phone: 800-893-3660/925-245-6100
Fax: 925-245-6150

Locations:

Headquarters: 502 Commerce Way, Livermore, CA 94551-7812
Sacramento Regional Office: 5008 Donovan Drive
Carmichael, CA 95608 Phone 800-893-3660
Central Valley Regional Office: 1155 East North Avenue, Suite 106
Fresno, CA 93725, Phone 559-733-1641
Southern California Regional Offices: 12405 East Slauson Ave, Unit K,
Whittier, CA 90606, Phone 800-893-3660

License and Procurement

DIR#: 1000001046 Expires 6/30/22

FCC RN: 0012300554

Contractor License C-7:

763508 Expires 4/30/22

DUNS#: 556116234

Microsoft MCSE's: 1673446, 2056976

Procurement:

E-Rate: SPIN 143005880

Merced County FOCUS Contract: #2021092

SPURR Master Contract/ PEPPM Contract

NASPO Contracts- Cisco, HPE, Ruckus,
Pure Storage, Palo Alto Networks

Cisco GSA Contract: GS-35F-0349S, Expires 4/4/26

CMAS Contracts-

APC

Arecont Vision

Aruba/HPE

Avigilon

Bosch

Cisco

Cohesity

Eaton

EMC

Extron

Fortinet

HP

Nimble Storage

Palo Alto Networks

Rubrik

Ruckus Wireless

TrippLite

Veeam

VMware

Berk-Tek

Chatsworth

Corning

General Cable

Hitachi

Leviton

Ortronics

Panduit

Superior Essex

Leviton

Labor

Certifications and Specializations

Cisco Gold Certified Partner/

Cisco Meraki Partner

Cisco Specializations:

- Advanced Data Center Architecture
- Advanced Collaboration Architecture
- Advanced Security Architecture
- Advanced Enterprise Network Architecture
- Collaboration SaaS Authorization
- Customer Satisfaction Excellence
- Customer Experience Specialized

Partial Manufacturer List:

Aruba HPE Platinum Partner, HPE Silver Partner,
Ruckus Elite Partner, Palo Alto Networks, Fortinet, Barracuda,
Aerohive, Pure Storage, Nimble Storage, Cohesity, DDN,
Rubrik, Veeam Silver Pro Partner, Datrium, VMware Partner,
Singlewire, FrontRow, Class Connection, AtlasIED, Extron,
Advanced Network Devices, Avigilon, Verkada, OnSSI,
Milestone, Arecont Vision, Hikvision, exacqVision, Tripplite,
APC, Panduit, General Cable, Damac, Leviton, Berk-Tek,
Ortronics, Hoffman, Cooper B-Line, Chatsworth, Superior Essex



AMS.NET
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Section 9



FCC RED LIGHT DISPLAY SYSTEM

AMS.NET's FCC Red Light Display System Status

The Red Light Rule was adopted as part of the Federal Communication Commission's ongoing effort to implement the Debt Collection Improvement Act, which provides that the Commission checks to determine whether entities or individuals seeking licenses or other benefits from the FCC are delinquent in debt owed to the Commission. The Red Light Display System displays the current Green status of AMS.NET (FRN #0012300554).

Red Light Display System View

[FCC](#) | [Fees](#) | Red Light Display System

[< FCC Site Map](#)

Logged in as FRN: AMS.NET, Inc. (0012300554) [[Log Out](#)]

[Back](#) | [Print](#) | [Help](#)

1/10/2022 11:06 AM

Current Status of FRN 0012300554

STATUS: Green

You have no delinquent bills which would restrict you from doing business with the FCC.

The Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN). A green light means that there are no outstanding delinquent non-tax debts restricting business with the Commission by any FRN associated with requestor's TIN. The Red Light Display System was last updated on 01/10/2022 at 6:32 AM; it is updated once each business day at about 7 a.m., ET.



AMS.NET
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Section 10

Attachment A

Fairsite Pre-School and School Readiness, 902 Caroline Avenue, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087A		8					*
APC or Equivalent	SCL500RM1UNC		8					
APC or Equivalent	SMX120RMBP2U		2					
Professional Services	Configure and install new Switches and UPS		70 hrs					
Professional Services	Hourly network support of new hardware being requested on this 470		70 Hrs					
Hardware Location	Model	Serial number						
Fairsite-MDF (Speech Rm)	HP ProCurve 5406zl J8697A	SG605JZ00E						
Fairsite-MDF-02	HP OfficeConnect 1950 24G 2SFPJG962A	CN74GQV060						
Fairsite-IDF1 (RM1-2)	HP 1920-24G-PoE+	CN56GP62MR						
Fairsite-IDF2 (RM3-4)	HP 1920-24G-PoE+	CN56GP62JC						
Fairsite-IDF3 (RM6-8)	HP 1920-24G-PoE+	CN56GP62H9						
Fairsite-IDF4 (RM9-14, 19-20) No Touchy Port 24	HP 1920-24G-PoE+	CN56GP63T3						
Fairsite-IDF5 (RM16-18)	HP 1920-24G-PoE+	CN56GP62FK						
Fairsite-IDF6 (Nurse's room)	HP 1920-24G-PoE+	CN56GP6370						
Fairsite-IDF9 (RM29)	HP 1920-24G-PoE+	CN56GP64B2						
Fairsite-IDF10 (RM28,30,32,36)	HP 1920-24G-PoE+	CN56GP61RP						
Fairsite Voice Gateway (FGL214193Y4)	CISCO2901/K9	FGL214193Y4						

*Please see included price quote for exact pricing and quantities.

Vernon E. Greer Middle School, 248 W. A Street, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087A		12					*

Attachment A

or Equivalent	SCL500RM1UNC		8					
APC or Equivalent	SMT1500C		2					
APC or Equivalent	SMX120RMBP2U		2					
Cisco/Meraki or Equivalent	MR56-HW		4					
Professional Services	Configure and install new Switches and UPS		70 Hrs					
Professional Services	Hourly network support of new hardware being requested on this 470 in addition to existing eligible hardware listed below:		70 Hrs					
Hardware Location	Model	Serial number						
Greer-MDF	HP ProCurve 5406zl J8697A	SG033SU2K0						
Greer-IDF-1 (MPR)	HP 1920-24G-PoE+	CN56GP6360						
er-IDF-2 (RM27-32)	HP 1920-24G-PoE+	CN56GP61T6						
Greer-IDF-2-1 (RM27-32)	HP 1920-24G-PoE+	CN56GP64F6						
Greer-IDF-3 (RM21-26)	HP 1920-24G-PoE+	CN56GP637N						
Greer-IDF-3-1 (RM21-26)	HP 1920-24G-PoE+	CN56GP6361						
Greer-IDF-4 (RM12-34)	HP 1920-24G-PoE+	CN56GP61TR						
Greer-IDF-4-1 (RM12-34)	HP 1920-24G-PoE+	CN56GP64KS						

***Please see the included quote for exact pricing and quantities.**

Lake Canyon Elementary School District, 800 Lake Canyon Avenue, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087		10					*
APC or Equivalent	SCL500RM1UNC		6					
APC or Equivalent	SMX120RMBP2U		2					
Cisco/Meraki or Equivalent	MR56-HW		4					
Professional Services	Configure and install new Switches and UPS		70 Hrs					
Professional Services	Hourly network support of new hardware being requested on this		70 Hrs					

	470 in addition to existing eligible hardware listed below:							
Hardware Location	Model	Serial number						
LakeCanyon-MDF	HP ProCurve 5406zl J8697A	SG722SU05F						
LakeCanyon-IDF-1 (Kinder Pod)	HP 1920-24G-PoE+	CN56GP60CY						
LakeCanyon-IDF-1-1 (Kinder Pod)	HP OfficeConnect 1950 24G 2SFPJG962A	CN74GQV020						
LakeCanyon-IDF-2 (RM7-12 Pod)	HP 1920-24G-PoE+	CN56GP64K9						
LakeCanyon-IDF-3 (RM13-18 Pod)	HP 1920-24G-PoE+	CN56GP637B						
LakeCanyon-IDF-3-1 (RM13-18 Pod)	HP OfficeConnect 1950 24G 2SFPJG962A	CN6BGQV010						
LakeCanyon-IDF-4 (RM19-23 Pod)	HP 1920-24G-PoE+	CN56GP61T0						
LakeCanyon-IDF-5 (Multi)	HP 1920-24G-PoE+	CN56GP61T7						
LakeCanyon-IDF-6 (RM1-6 Pod)	HP 1920-24G-PoE+	CN56GP637D						
LakeCanyon-IDF-7 (MOT)	HP 1920-24G-PoE+	CN56GP60K1						
LakeCanyon-IDF-8 (Bus Garage)	HP 1920-24G-PoE+	CN56GP60PM						
Lake Canyon Voice Gateway (FJC2047A0Z3)	CISCO2901/K9	FJC2047A0Z3						

***Please see the included quote for exact pricing and quantities.**

Marengo Ranch School, 1000 Elk Hills Drive, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087A		10					*
APC or Equivalent	SCL500RM1UNC		10					
APC or Equivalent	SMX120RMBP2U		2					
Cisco/Meraki or Equivalent	MR56-HW		4					
Professional Services	Configure and install new Switches and UPS		70 Hrs					
Professional Services	Hourly network support of new hardware being requested on this 470 in addition to		70 Hrs					

	existing eligible hardware listed below:							
Hardware Location	Model	Serial number						
Marengo-MDF	HP ProCurve 5406zl J8697A	SG950SU16D						
Marengo-IDF-1 (Admin Bld.)	HP 1920-24G-PoE+	CN56GP64J8						
Marengo-IDF-2 (MPR)	HP 1920-24G-PoE+	CN56GP61ZJ						
Marengo-IDF-3 (C Building)	HP 1920-24G-PoE+	CN56GP61SX						
Marengo-IDF-4 (D Portables)	HP 1920-24G-PoE+	CN56GP6378						
Marengo-IDF-5 (I4-I7 Portables)	HP 1920-24G-PoE+	CN56GP623C						
Marengo-IDF-6 (I1-I3 Portables)	HP 1920-24G-PoE+	CN56GP626P						
Marengo-IDF-7 (E Building)	HP 1920-24G-PoE+	CN56GP63T2						
Marengo-IDF-8 (F Building)	HP 1920-24G-PoE+	CN56GP62FB						
Marengo-IDF-9 (G Building)	HP 1920-24G-PoE+	CN56GP63T0						
Marengo-IDF-10 (H Building)	HP 1920-24G-PoE+	CN56GP62FR						
Marengo Voice Gateway (FJC2127A0MV)	CISCO2901/K9	FJC2127A0MV						

*Please see include price quote for exact pricing and quantities.

Robert L. McCaffrey Middle School, 997 Park Terrace Drive, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087		22					*
APC or Equivalent	SCL500RM1UNC		12					
APC or Equivalent	SMX120RMBP2U		4					
Cisco/Meraki or Equivalent	MR86-HW		4					
Cisco/Meraki or Equi	MA-ANT-27		4					
Professional Services	Configure and install new Switches and UPS		118 hours					
Professional Services	Hourly network support of new hardware being requested on this 470 in addition to existing eligible hardware listed below:		70 hours					
Hardware Location	Model	Serial number						
MC MDF	HP ProCurve 5406zl J8697A	SG020SU33P						
McCaffrey-MDF-1 (Server RM)	HP 1920-24G-PoE+	CN56GP637C						

Attachment A

Caffrey-MDF-2 (Server room)	HP 1920-24G-PoE+	CN56GP64P1						
McCaffrey-IDF-1 (Admin Bld.)	HP 1920-24G-PoE+	CN56GP61FM						
McCaffrey-IDF-1-2	HP 1920-24G-PoE+	CN56GP64F1						
McCaffrey-IDF-2 (MPR Bld.)	HP 1920-24G-PoE+	CN56GP6372						
McCaffrey-IDF-2-1 (MPR Bld.)	HP 1920-24G-PoE+	CN56GP636T						
McCaffrey-IDF-3 (B Bld.)	HP 1920-24G-PoE+	CN56GP61TY						
McCaffrey-IDF-3-2 (B-Bld)	HP 1920-24G-PoE+	CN56GP63HY						
McCaffrey-IDF-4 (C Bld.)	HP 1920-24G-PoE+	CN56GP637J						
McCaffrey-IDF-5 (P10 - P12)	HP 1920-24G-PoE+	CN56GP636X						
McCaffrey-IDF-6 (P7 - P9)	HP 1920-24G-PoE+	CN56GP61ZB						
McCaffrey-IDF-7-2 (S-Bld)	HP 1920-24G-PoE+	CN56GP636G						
McCaffrey-IDF-8 (P1 - P6)	HP 1920-24G-PoE+	CN56GP636Z						
McCaffrey-IDF-8-2 (P4)	HP 1920-24G-PoE+	CN56GP64N2						
McCaffrey-IDF-9 (D-Bld)	HP 1920-24G-PoE+	CN56GP62FL						
McCaffrey-IDF-9-2 (D-Bld)	HP 1920-24G-PoE+	CN56GP635N						
McCaffrey-IDF-10 (E-Bld)	HP 1920-24G-PoE+	CN56GP62FC						
McCaffrey-IDF-10-2 (E-Bld)	HP 1920-24G-PoE+	CN56GP63HP						
McCaffrey-MDF-11 (Gym2)	HP 1920-24G-PoE+	CN56GP61Z0						
Caffrey Voice Gateway (FJC2127A0MS)	CISCO2901/K9	FJC2127A0MS						

***Please see include price quote for exact pricing and quantities.**

River Oaks Elementary School, 905 Vintage Oak Avenue, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087A		12					*
APC or Equivalent	SCL500RM1UNC		8					
APC or Equivalent	SMX120RMBP2U		2					
Professional Services	Configure and install new Switches and UPS		70 Hrs					
Professional Services	Hourly network support of new hardware being requested on this 470 in addition to existing eligible hardware listed below:		70 Hrs					
Hardware Location	Model	Serial number						
RiverOaks-MDF	HP ProCurve 5406zl J8697A	SG812SU0SK						

RiverOak-IDF-1 (Libr)	HP OfficeConnect 1950 24G 2SFPJG962A	CN74GQV037						
RiverOak-IDF-2 (Multi)	HP 1920-24G-PoE+	CN56GP62FD						
RiverOak-IDF-3 (RM28-35)	HP 1920 24G POE	CN56GP629W						
RiverOak-IDF-3-1 (RM28-35)	NOT ONLINE	NOT ONLINE						
RiverOak-IDF-4 (RM18-23)	HP 1920-24G-PoE+	CN56GP63BC						
RiverOak-IDF-5 (RM14-17 & RM24-27)	HP 1920-24G-PoE+	CN56GP61ZF						
RiverOaks-IDF-5-1 (RM14-17 & RM24-27)	HP OfficeConnect 1950 24G 2SFPJG962A	CN74GQV0SY						
RiverOak-IDF-6 (RM12-13)	HP 1920-24G-PoE+	CN56GP61V2						
RiverOak-IDF-7 (RM6-11)	HP 1920-24G-PoE+	CN56GP61ZH						
RiverOak-IDF-8 (RM2-5)	HP 1920-24G-PoE+	CN56GP62LM						
River Oaks Voice Gateway (FJC2127A0MU)	CISCO2901/K9	FJC2127A0MU						

***Please see include price quote for exact pricing and quantities.**

Valley Oaks Elementary School, 21 C Street, Galt, CA 95632

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
HPE/Aruba or Equivalent	JL087A		12					*
APC or Equivalent	SCL500RM1UNC		11					
APC or Equivalent	SMT1500C		2					
APC or Equivalent	SMX120RMBP2U		2					
Professional Services	Configure and install new Switches and UPS		70 Hrs					
Professional Services	Hourly network support of new hardware being requested on this 470 in addition to existing eligible hardware listed below:		70 Hrs					
Hardware Location	Model	Serial number						
Valley Oaks-IDF-2 (Rm7-12)	HP ProCurve 5406zl J8697A	SG910SU1J3						
Valley Oaks-IDF-3 (Rm13-20)	HP 1920-24G-PoE+	CN56GP634K						
Valley Oaks-IDF-4 (Rm19-21)	HP 1920-24G-PoE+	CN56GP63RS						
Valley Oaks-IDF-5 (RM37-41)	HP 1920-24G-PoE+	CN56GP61ZK						

Attachment A

Valley Oaks-IDF-5-2 (RM37-34)	HP 1920-24G-PoE+	CN56GP6377						
Valley Oaks-IDF-6 (RM31-34)	HP 1920-24G-PoE+	CN56GP64HN						
Valley Oaks-IDF-7 (RM26-30)	HP 1920-24G-PoE+	CN56GP61Z9						
Valley Oaks-IDF-7-2 (RM26-30)	HP 1920-24G-PoE+	CN56GP62MF						
Valley Oaks-IDF-8 (Rm22-25,35-36)	HP 1920-24G-PoE+	CN56GP63TY						
Valley Oaks-IDF-9 (Library)	HP 1920-24G-PoE+	CN56GP61Z4						
Valley Oaks-IDF-9-1 (Server Rm)	HP 1920-24G-PoE+	CN56GP64B1						
Valley Oaks-IDF-9-3 (MPR)	HP 1920-24G-PoE+	CN56GP636L						
Valley Oaks Voice Gateway (FJC2127A0MT)	HP 1920-24G-PoE+	CN56GP63HV						
Valley Oaks-IDF-2 (Rm7-12)	HP OfficeConnect 1950 24G 2SFPJG962A	CN74GQV0QL						

***Please see include price quote for exact pricing and quantities.**

Galt Joint USD, 1018 C Street #210, Galt, CA 95632-1825

Make	Part #	% Erate Eligibility	Qty	Unit Price	Total Price	Tax	Shipping	Total Project Cost
Professional Services	Hourly network support of new hardware being requested on this 470 in addition to existing eligible hardware listed below:		70 Hrs					*
Hardware Location	Model	Serial number						
DO-GJUESD-PA5220 (PaloAlto Firewall Mgmt)	PA-5220	13201003425						
DO-GJUESD-PA5220-2 (PaloAlto Firewall Mgmt)	PA-5220	13201025622						
DO-TechCoordinator								
DO-GJUESD-2960X-1 (closet room)	WS-C2960X-48LPS-L	FOC18070KGU						
DO-GJUESD-2960X-2 (closet room)	WS-C2960X-48LPS-L	FOC18064TK3						
DO-GJUESD-3850-STACK	WS-C3850-48U	FOC17470VSL, FOC18132F0L, FOC20433CX5						

***Please see include price quote for exact pricing and quantities.**

ADDENDUM 1

ADDENDUM DESCRIPTION: 470 220007149 Vendor Q&A

Based on the requested Pro Services, what new switches are being referred to for installation?

Response: The switches are JL322A Aruba 2930M 48G PoE+ 1-slot Switch and Aruba 5406R z12 Switch J9821A

For the power supplies, what switch model are these power supplies for?

Response: This is for JL322A Aruba 2930M 48G PoE+ 1-slot Switch

For the Meraki AP's, is licensing required or is this replacing existing AP's?

Response: Yes, the licensing are required

For the Indoor/Outdoor AP's, is installation required?

Response: Installation is not required.

For the HP Listed equipment, will the District be supplying Optics if needed?

Response: Yes.

What optics does the District currently have?

Response: HP J9150D Aruba - SFP+ transceiver module - 10 GigE - 10GBase-SR - SFP+ / LC multi-mode for the new switches. The current

For Basic Maintenance, can you please confirm that the part #'s below are to receive basic maintenance and for what term?

Response: 1 year term (FY2022-23)

AP 1920-24G-PoE+ (for multiple sites)

Response: JG926A

CISCO2901/K9,

Response: FJC2141D0Z8, FJC2127A0MR,
FGL214193Y4, FJC2047A0Z3, FJC2127A0MS, FJC2127A0MV, FJC2127A0MU, FJC2127A0MT

HP ProCurve 5406zl

Response: J8697A

HP OfficeConnect 1950 24G

Response: JG926A

PA-5220

Response: 013201003425

PA-5220

Response: 013201025622

WS-C2960X-48LPS-L (1 & 2)

Response: FOC1807S1RL, FOC1807S1QB

WS-C3850-48U

Response: FOC1748X0YQ, FOC1814U04A, FOC2044X039

One more question...

The JL322A and 5406R mentioned in question 1, does the district already have these? How many each per site?

Response:

Yes, we already have them.

Fairsite: 8 - JL322A, 1 - 5406R

Greer: 11 - JL322A, 1 - 5406R

Lake Canyon: 11 - JL322A, 1 - 5406R

Marengo: 10 - JL322A, 1 - 5406R

McCaffrey: 22 - JL322A, 1 - 5406R

River Oaks: 12 - JL322A, 1 - 5406R

Valley Oaks: 11 - JL322A, 1 - 5406R

All other bidding/contract, stipulations, dates and times remain unchanged, in full effect and by reference become a part of this addendum.

Note: It is the responsibility of each Bidder to acknowledge all addenda by signing below and submitting a copy of each addendum with their respective bid.

I HAVE READ AND UNDERSTOOD ALL PAGES OF ADDENDUM 1 OF THE ABOVE BID: _____



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Section 11



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5 Year Option

Project Cost Summary – GJUESD – E-Rate 25 – Network Upgrades and Basic Maintenance (5 Year)

Project Information

Galt Joint Union Elementary School District E-Rate 25 - Multiple Sites - Network Upgrades - 95982
 Project # 95982
 January 21, 2022

Account Manager

Jared Bayless
 jbayless@ams.net
 (925) 245-6186

AMS Quote #	Description	Subtotal	Taxes	Total
Q-00059353	E-Rate 25 - Fairsite Pre-School - Network Upgrades - 95982	\$20,584.62	\$947.46	\$21,532.08
Q-00059423	E-Rate 25 - River Oaks ES - Network Upgrades - 95982	\$22,631.02	\$1,116.30	\$23,747.32
Q-00059424	E-Rate 25 - Valley Oaks ES - Network Upgrades - 95982	\$25,737.40	\$1,372.60	\$27,110.00
Q-00059425	E-Rate 25 - Vernon E. Greer MS - Network Upgrades (5Yr) - 95982	\$28,361.86	\$1,517.35	\$29,879.21
Q-00059426	E-Rate 25 - Lake Canyon ES - Network Upgrades (5Yr) - 95982	\$24,917.90	\$1,233.22	\$26,151.12
Q-00059427	E-Rate 25 - Marengo Ranch School - Network Upgrades (5Yr) - 95982	\$27,740.38	\$1,466.07	\$29,206.45
Q-00059429	E-Rate 25 - Robert L. McCraffrey MS - Network Upgrades(5Yr) - 95982	\$44,648.92	\$2,346.26	\$46,995.18
Q-00059561	E-Rate 25 Basic Maintenance - Fairsite Pre-School and School Readiness	\$12,754.96	\$0.00	\$12,754.96
Q-00059623	E-Rate 25 Basic Maintenance - Vernon E. Greer Middle School	\$12,335.68	\$6.28	\$12,341.96
Q-00059624	E-Rate 25 Basic Maintenance - Lake Canyon Elementary School District	\$12,767.20	\$8.97	\$12,776.17
Q-00059625	E-Rate 25 Basic Maintenance - Marengo Ranch School	\$12,767.20	\$8.97	\$12,776.17
Q-00059626	E-Rate 25 Basic Maintenance - Robert L. McCraffrey Middle School	\$12,877.36	\$17.06	\$12,894.42
Q-00059627	E-Rate 25 Basic Maintenance - River Oaks Elementary School	\$12,754.96	\$8.09	\$12,763.05
Q-00059628	E-Rate 25 Basic Maintenance - Valley Oaks Elementary School	\$12,409.12	\$13.14	\$12,422.26
Q-00059629	E-Rate 25 Basic Maintenance - Galt Joint USD	\$33,182.58	\$0.00	\$33,182.58



AMS.NET, Inc.

502 Commerce Way, Livermore, CA 94551

925-245-6100 • 925-245-6150 Fax

www.ams.net

Project Summary

Project Total	\$316,471.16
Estimated Total Taxes	\$10,061.77
Grand Total	\$326,532.93

Vendor: AMS.NET
Address: 502 Commerce Way, Livermore, CA 94551
Phone: 925-245-6100
SPIN: 143005880



AMS.NET, Inc.
 502 Commerce Way, Livermore, CA 94551
 925-245-6100 • 925-245-6150 Fax
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Customer Quotations

Customer

Galt Joint Union Elementary School District
 1018 C Street Suite 210 Galt, CA 95632
 ATTN: Minh Do

Project Name	Galt Joint Union Elementary School District E-Rate 25 - Multiple Sites - Network Upgrades - 95982
Project #	95982
Account Mgr.	Jared Bayless
AM Phone	(925) 245-6186
AM Email	jbayless@ams.net
Inside Account Mgr.	Teri Edwards
IAM Phone	(925) 245-6149
IAM Email	tedwards@ams.net

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059353, E-Rate 25 - Fairsite Pre-School - Network Upgrades - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	8.00	\$511.60	\$4,092.80
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	8.00	\$700.62	\$5,604.96
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
5	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Fairsite: 8 - JL322A, 1 - 5406R, 8 SLC500, 2 External Battery PKs	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$20,584.62
Estimated Tax:					\$ 947.46
Quote Total:					\$21,532.08



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059423, E-Rate 25 - River Oaks ES - Network Upgrades - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$511.60	\$6,139.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	8.00	\$700.62	\$5,604.96
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
5	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - River Oaks: 12 - JL322A, 1 - 5406R, 8 SLC500, 2 External Battery PKs (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$22,631.02
Estimated Tax:					\$1,116.30
Quote Total:					\$23,747.32

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059424, E-Rate 25 - Valley Oaks ES - Network Upgrades - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$511.60	\$6,139.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	11.00	\$700.62	\$7,706.82
3	SMT1500C APC Smart-UPS 1500VA LCD 120V with SmartConnect	APC	2.00	\$499.76	\$999.52
4	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
5	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$225.00	\$225.00
6	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Valley Oaks: 11 - JL322A, 1 -5406R, 11 SLC500, 2 External Pks. 2 SMT1500C (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$25,737.40
Estimated Tax:					\$1,372.60
Quote Total:					\$27,110.00



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059425, E-Rate 25 - Vernon E. Greer MS - Network Upgrades (5Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$511.60	\$6,139.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	8.00	\$700.62	\$5,604.96
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	SMT1500C APC Smart-UPS 1500VA LCD 120V with SmartConnect	APC	2.00	\$499.76	\$999.52
5	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
6	MR56-HW Meraki MR56 Cloud Managed Indoor AP	Cisco Systems Inc.	4.00	\$965.39	\$3,861.56
7	LIC-ENT-5YR Meraki MR Ent License 5 Years	Cisco Systems Inc.	4.00	\$217.44	\$869.76
8	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and install new Switchs and UPS: - Greer: 11 - JL322A, 1 - 5406R, 8 SLC500, 2 Battery PKs, 2 SMT1500 (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$28,361.86
Estimated Tax:					\$1,517.35
Quote Total:					\$29,879.21

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059426, E-Rate 25 - Lake Canyon ES - Network Upgrades (5Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	10.00	\$511.60	\$5,116.00
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	6.00	\$700.62	\$4,203.72
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$200.00	\$200.00
5	MR56-HW Meraki MR56 Cloud Managed Indoor AP	Cisco Systems Inc.	4.00	\$965.39	\$3,861.56



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6	LIC-ENT-5YR Meraki MR Ent License 5 Years	Cisco Systems Inc.	4.00	\$217.44	\$869.76
7	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Lake Cyn: 11 - JL322A, 1 - 5406R, 6 SLC500, 2 External PKs (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
				Subtotal:	\$24,917.90
				Estimated Tax:	\$1,233.22
				Quote Total:	\$26,151.12

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059427, E-Rate 25 - Marengo Ranch School - Network Upgrades (5Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	10.00	\$511.60	\$5,116.00
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	10.00	\$700.62	\$7,006.20
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
5	MR56-HW Meraki MR56 Cloud Managed Indoor AP	Cisco Systems Inc.	4.00	\$965.39	\$3,861.56
6	LIC-ENT-5YR Meraki MR Ent License 5 Years	Cisco Systems Inc.	4.00	\$217.44	\$869.76
7	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Marengo: 10 - JL322A, 1 - 5406R, 10 SLC500, 2 External Battery PKs (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
				Subtotal:	\$27,740.38
				Estimated Tax:	\$1,466.07
				Quote Total:	\$29,206.45

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059429, E-Rate 25 - Robert L. McCraffrey MS - Network Upgrades(5Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	22.00	\$511.60	\$11,255.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	12.00	\$700.62	\$8,407.44



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3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	4.00	\$783.43	\$3,133.72
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$225.00	\$225.00
5	MR86-HW Meraki MR86 Wi-Fi 6 Outdoor AP	Meraki, Inc.	4.00	\$1,185.57	\$4,742.28
6	MA-ANT-27 Meraki Dual Band Sector Antenna	Cisco Systems Inc.	4.00	\$168.88	\$675.52
7	LIC-ENT-5YR Meraki MR Ent License 5 Years	Cisco Systems Inc.	4.00	\$217.44	\$869.76
8	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (Configure and install new Switches and UPS) McCaffrey: 22 - JL322A, 1 - 5406R, 12 SLC500, 4 External Battery PKs	AMS.NET	118.00	\$130.00	\$15,340.00
				Subtotal:	\$44,648.92
				Estimated Tax:	\$2,346.26
				Quote Total:	\$46,995.18

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059561, E-Rate 25 Basic Maintenance - Fairsite Pre-School and School Readiness					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	9.00	\$12.24	\$110.16
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
				Subtotal:	\$12,754.96
				Estimated Tax:	\$ 0.00
				Quote Total:	\$12,754.96

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059623, E-Rate 25 Basic Maintenance - Vernon E. Greer Middle School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	7.00	\$12.24	\$85.68
				Subtotal:	\$12,335.68



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Estimated Tax:	\$ 6.28
Quote Total:	\$12,341.96

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059624, E-Rate 25 Basic Maintenance - Lake Canyon Elementary School District					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	10.00	\$12.24	\$122.40
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,767.20
Estimated Tax:					\$ 8.97
Quote Total:					\$12,776.17

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059625, E-Rate 25 Basic Maintenance - Marengo Ranch School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	10.00	\$12.24	\$122.40
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,767.20
Estimated Tax:					\$ 8.97
Quote Total:					\$12,776.17

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059626, E-Rate 25 Basic Maintenance - Robert L. McCraffrey Middle School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	19.00	\$12.24	\$232.56
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80



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Subtotal:	\$12,877.36
Estimated Tax:	\$ 17.06
Quote Total:	\$12,894.42

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059627, E-Rate 25 Basic Maintenance - River Oaks Elementary School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	9.00	\$12.24	\$110.16
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,754.96
Estimated Tax:					\$ 8.09
Quote Total:					\$12,763.05

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059628, E-Rate 25 Basic Maintenance - Valley Oaks Elementary School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	13.00	\$12.24	\$159.12
Subtotal:					\$12,409.12
Estimated Tax:					\$ 13.14
Quote Total:					\$12,422.26

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059629, E-Rate 25 Basic Maintenance - Galt Joint USD					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	PAN-SVC-PREM-5220-R Premium support renewal, PA-5220	Palo Alto Networks	2.00	\$10,160.00	\$20,320.00
3	CON-SNT-WSC248SL SMARTNET 8X5XNBD Catalyst 2960-X 48 G	Cisco Systems Inc.	2.00	\$306.29	\$612.58
Subtotal:					\$33,182.58



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Estimated Tax:	\$ 0.00
Quote Total:	\$33,182.58

Order Summary

Project Total	\$316,471.16
Estimated Total Taxes	\$10,061.77
Grand Total	\$326,532.93



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1 Year Option

Project Cost Summary – GJUESD – Network Upgrades and Basic Maint.

Project Information

Galt Joint Union Elementary School District E-
Rate 25 - Multiple Sites - Network Upgrades -
95982
Project # 95982
January 21, 2022

Account Manager

Jared Bayless
jbayless@ams.net
(925) 245-6186

AMS Quote #	Description	Subtotal	Taxes	Total
Q-00059353	E-Rate 25 - Fairsite Pre-School - Network Upgrades - 95982	\$20,584.62	\$947.46	\$21,532.08
Q-00059356	E-Rate 25 - Vernon E. Greer MS - Network Upgrades (1Yr) - 95982	\$27,782.02	\$1,517.35	\$29,299.37
Q-00059420	E-Rate 25 - Lake Canyon ES - Network Upgrades (1Yr) - 95982	\$24,338.06	\$1,233.22	\$25,571.28
Q-00059421	E-Rate 25 - Marengo Ranch School - Network Upgrades (1Yr) - 95982	\$27,160.54	\$1,466.07	\$28,626.61
Q-00059422	E-Rate 25 - Robert L. McCraffrey MS - Network Upgrades(1Yr) - 95982	\$44,069.08	\$2,346.26	\$46,415.34
Q-00059423	E-Rate 25 - River Oaks ES - Network Upgrades - 95982	\$22,631.02	\$1,116.30	\$23,747.32
Q-00059424	E-Rate 25 - Valley Oaks ES - Network Upgrades - 95982	\$25,737.40	\$1,372.60	\$27,110.00
Q-00059561	E-Rate 25 Basic Maintenance - Fairsite Pre-School and School Readiness	\$12,754.96	\$0.00	\$12,754.96
Q-00059623	E-Rate 25 Basic Maintenance - Vernon E. Greer Middle School	\$12,335.68	\$6.28	\$12,341.96
Q-00059624	E-Rate 25 Basic Maintenance - Lake Canyon Elementary School District	\$12,767.20	\$8.97	\$12,776.17
Q-00059625	E-Rate 25 Basic Maintenance - Marengo Ranch School	\$12,767.20	\$8.97	\$12,776.17
Q-00059626	E-Rate 25 Basic Maintenance - Robert L. McCraffrey Middle School	\$12,877.36	\$17.06	\$12,894.42
Q-00059627	E-Rate 25 Basic Maintenance - River Oaks Elementary School	\$12,754.96	\$8.09	\$12,763.05
Q-00059628	E-Rate 25 Basic Maintenance - Valley Oaks Elementary School	\$12,409.12	\$13.14	\$12,422.26
Q-00059629	E-Rate 25 Basic Maintenance - Galt Joint USD	\$33,182.58	\$0.00	\$33,182.58



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Project Summary

Project Total	\$314,151.80
Estimated Total Taxes	\$10,061.77
Grand Total	\$324,213.57

Vendor: AMS.NET
Address: 502 Commerce Way, Livermore, CA 94551
Phone: 925-245-6100
SPIN: 143005880



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Customer Quotations

Customer

Galt Joint Union Elementary School District
 1018 C Street Suite 210 Galt, CA 95632
 ATTN: Minh Do

Project Name	Galt Joint Union Elementary School District E-Rate 25 - Multiple Sites - Network Upgrades - 95982
Project #	95982
Account Mgr.	Jared Bayless
AM Phone	(925) 245-6186
AM Email	jbayless@ams.net
Inside Account Mgr.	Teri Edwards
IAM Phone	(925) 245-6149
IAM Email	tedwards@ams.net

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059353, E-Rate 25 - Fairsite Pre-School - Network Upgrades - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	8.00	\$511.60	\$4,092.80
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	8.00	\$700.62	\$5,604.96
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
5	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and install new Switches and UPS: - Fairsite: 8 - JL322A, 1 - 5406R, 8 SLC500, 2 External Battery PKs	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$20,584.62
Estimated Tax:					\$ 947.46
Quote Total:					\$21,532.08

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059356, E-Rate 25 - Vernon E. Greer MS - Network Upgrades (1Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$511.60	\$6,139.20



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2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	8.00	\$700.62	\$5,604.96
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	SMT1500C APC Smart-UPS 1500VA LCD 120V with SmartConnect	APC	2.00	\$499.76	\$999.52
5	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
6	MR56-HW Meraki MR56 Cloud Managed Indoor AP	Cisco Systems Inc.	4.00	\$965.39	\$3,861.56
7	LIC-ENT-1YR Preliminary US GPL - Meraki MR Ent License 1 Year	Cisco Systems Inc.	4.00	\$72.48	\$289.92
8	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Greer: 11 - JL322A, 1 - 5406R, 8 SLC500, 2 Battery PKs, 2 SMT1500 (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$27,782.02
Estimated Tax:					\$1,517.35
Quote Total:					\$29,299.37

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059420, E-Rate 25 - Lake Canyon ES - Network Upgrades (1Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	10.00	\$511.60	\$5,116.00
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	6.00	\$700.62	\$4,203.72
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$200.00	\$200.00
5	MR56-HW Meraki MR56 Cloud Managed Indoor AP	Cisco Systems Inc.	4.00	\$965.39	\$3,861.56
6	LIC-ENT-1YR Preliminary US GPL - Meraki MR Ent License 1 Year	Cisco Systems Inc.	4.00	\$72.48	\$289.92
7	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Lake Cyn: 11 - JL322A, 1 - 5406R, 6 SLC500, 2 External PKs (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00



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Subtotal:	\$24,338.06
Estimated Tax:	\$1,233.22
Quote Total:	\$25,571.28

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059421, E-Rate 25 - Marengo Ranch School - Network Upgrades (1Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	10.00	\$511.60	\$5,116.00
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	10.00	\$700.62	\$7,006.20
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
5	MR56-HW Meraki MR56 Cloud Managed Indoor AP	Cisco Systems Inc.	4.00	\$965.39	\$3,861.56
6	LIC-ENT-1YR Preliminary US GPL - Meraki MR Ent License 1 Year	Cisco Systems Inc.	4.00	\$72.48	\$289.92
7	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Marengo: 10 - JL322A, 1 - 5406R, 10 SLC500, 2 External Battery PKs (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
Subtotal:					\$27,160.54
Estimated Tax:					\$1,466.07
Quote Total:					\$28,626.61

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059422, E-Rate 25 - Robert L. McCraffrey MS - Network Upgrades(1Yr) - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	22.00	\$511.60	\$11,255.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	12.00	\$700.62	\$8,407.44
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	4.00	\$783.43	\$3,133.72
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$225.00	\$225.00



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5	MR86-HW Meraki MR86 Wi-Fi 6 Outdoor AP	Meraki, Inc.	4.00	\$1,185.57	\$4,742.28
6	MA-ANT-27 Meraki Dual Band Sector Antenna	Cisco Systems Inc.	4.00	\$168.88	\$675.52
7	LIC-ENT-1YR Preliminary US GPL - Meraki MR Ent License 1 Year	Cisco Systems Inc.	4.00	\$72.48	\$289.92
8	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (Configure and install new Switches and UPS) McCaffrey: 22 - JL322A, 1 - 5406R, 12 SLC500, 4 External Battery PKs	AMS.NET	118.00	\$130.00	\$15,340.00
				Subtotal:	\$44,069.08
				Estimated Tax:	\$2,346.26
				Quote Total:	\$46,415.34

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059423, E-Rate 25 - River Oaks ES - Network Upgrades - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$511.60	\$6,139.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	8.00	\$700.62	\$5,604.96
3	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
4	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$220.00	\$220.00
5	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - River Oaks: 12 - JL322A, 1 - 5406R, 8 SLC500, 2 External Battery PKs (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
				Subtotal:	\$22,631.02
				Estimated Tax:	\$1,116.30
				Quote Total:	\$23,747.32

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059424, E-Rate 25 - Valley Oaks ES - Network Upgrades - 95982					
1	JL087A#ABA HEWLETT PACKARD ENTERPRISE : HP X372 54VDC 1050W 100-240VAC PS	Hewlett Packard	12.00	\$511.60	\$6,139.20
2	SCL500RM1UNC APC BY SCHNEIDER ELECTRIC : APC Smart-UPS Li-Ion, Short Depth 500VA, 120V with Network Management Card	APC	11.00	\$700.62	\$7,706.82



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3	SMT1500C APC Smart-UPS 1500VA LCD 120V with SmartConnect	APC	2.00	\$499.76	\$999.52
4	SMX120RMBP2U APC Smart-UPS X 120V External Battery Pack Rack/Tower	American Power Conversion	2.00	\$783.43	\$1,566.86
5	AMS-FREIGHT UPS Freight and Handling	None	1.00	\$225.00	\$225.00
6	AMS-NI-RSW-FOC Labor: Systems Engineer LAN/WAN/WIRELESS (configure and Install new Switchs and UPS: - Valley Oaks: 11 - JL322A, 1 -5406R, 11 SLC500, 2 External Pks. 2 SMT1500C (AP's will be configured and mounts by the district)	AMS.NET	70.00	\$130.00	\$9,100.00
				Subtotal:	\$25,737.40
				Estimated Tax:	\$1,372.60
				Quote Total:	\$27,110.00

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059561, E-Rate 25 Basic Maintenance - Fairsite Pre-School and School Readiness					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	9.00	\$12.24	\$110.16
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
				Subtotal:	\$12,754.96
				Estimated Tax:	\$ 0.00
				Quote Total:	\$12,754.96

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059623, E-Rate 25 Basic Maintenance - Vernon E. Greer Middle School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	7.00	\$12.24	\$85.68
				Subtotal:	\$12,335.68
				Estimated Tax:	\$ 6.28
				Quote Total:	\$12,341.96



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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059624, E-Rate 25 Basic Maintenance - Lake Canyon Elementary School District					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	10.00	\$12.24	\$122.40
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,767.20
Estimated Tax:					\$ 8.97
Quote Total:					\$12,776.17

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059625, E-Rate 25 Basic Maintenance - Marengo Ranch School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	10.00	\$12.24	\$122.40
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,767.20
Estimated Tax:					\$ 8.97
Quote Total:					\$12,776.17

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059626, E-Rate 25 Basic Maintenance - Robert L. McCraffrey Middle School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	19.00	\$12.24	\$232.56
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,877.36
Estimated Tax:					\$ 17.06



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Quote Total:	\$12,894.42
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Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059627, E-Rate 25 Basic Maintenance - River Oaks Elementary School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	9.00	\$12.24	\$110.16
3	CON-SNT-2901VSEC SMARTNET 8X5XNBD Cisco 2901 Voice Sec.	Cisco Systems Inc.	1.00	\$394.80	\$394.80
Subtotal:					\$12,754.96
Estimated Tax:					\$ 8.09
Quote Total:					\$12,763.05

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059628, E-Rate 25 Basic Maintenance - Valley Oaks Elementary School					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	JG928A JG926A HPE 1920 24G PoE+ (370W) Switch	Hewlett Packard	13.00	\$12.24	\$159.12
Subtotal:					\$12,409.12
Estimated Tax:					\$ 13.14
Quote Total:					\$12,422.26

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00059629, E-Rate 25 Basic Maintenance - Galt Joint USD					
1	AMS-MS-ERATEHOURS E-Rate Labor Hour Support	AMS.NET	70.00	\$175.00	\$12,250.00
2	PAN-SVC-PREM-5220-R Premium support renewal, PA-5220	Palo Alto Networks	2.00	\$10,160.00	\$20,320.00
3	CON-SNT-WSC248SL SMARTNET 8X5XNBD Catalyst 2960-X 48 G	Cisco Systems Inc.	2.00	\$306.29	\$612.58
Subtotal:					\$33,182.58
Estimated Tax:					\$ 0.00
Quote Total:					\$33,182.58



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Order Summary

Project Total	\$314,151.80
Estimated Total Taxes	\$10,061.77
Grand Total	\$324,213.57



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Section 12



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TAC Contact Information

TAC Contact Information

By Phone: (925) 245-6111
(800) 893-3660 Option 2,2
(925) 245-6100 Option 2,2

E-Mail: tac@ams.net

Website: <http://www.ams.net>

Click on Customer Portal

To View realted items, a login is required. Logging in will give visibility to:

- Review current service request including site, contact, status, ect.
- View upcoming appointments
- Open a new services request
- Contact support



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Supplement Your Internal Technical Resources

To protect your investment and ensure your network and equipment are running at optimum levels, AMS.NET offers a host of support and maintenance plans. Whether you need full 24x7 support or your in-house IT staff need assistance with a particular technology, AMS.NET has a plan to meet your requirements.

Managed Services

If you need to supplement IT resources or are looking for the support of a hosted model, AMS.NET managed services agreements can provide that support and free up IT resources for more strategic projects. Voice, Wireless, WAN, and Video Surveillance Managed Services services are available.

Managed Services Agreements provide:

- ▶ Troubleshooting and repair
- ▶ System updates and upgrades
- ▶ Configuration changes and backup
- ▶ Monitoring
- ▶ Monthly reporting
- ▶ Reinstallation and configuration of failed equipment (covered under contract)
- ▶ Quarterly review and meetings
- ▶ Software and hardware lifecycle management

Premium Flex Time Plans

Premium Flex Time Plans provide consulting and professional services to supplement your technical staff and support complex technology solutions. Highly experienced engineers are available for advanced technical support where needed. Whether you need assistance with configuration changes, latency issues, design services, installation, multiple manufacturer integrations, troubleshooting or other professional services, Premium Flex Time plans can be used for these services. Plan provides a top-level engineer or customer preferred engineer for scheduled service and the top-level engineer that is available for cases that require an immediate response. Flex Time plans response times are based on the support request and urgency. We will provide remote, on-site or telephone support in up to a 4 hour response time. 24x7 plans are also available.

Professional Services



Professional Services Highlights

- ▶ Support and Maintenance of Your Technology Investments
- ▶ Emergency Support
- ▶ Planned Project Support
- ▶ Hosted-Type Technical Support
- ▶ Technology Specific Managed Services-Voice, Wireless, WAN, Video Surveillance
- ▶ Management and Monitoring
- ▶ Technical Support and Troubleshooting
- ▶ Consulting Services for Advanced Technical Support
- ▶ Host of Various Plans Available

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Consulting & Professional Services

AMS.NET provides consulting and professional services to supplement your technical staff and support complex technology solutions. Highly experienced engineers are available for advanced technical support where needed. Whether you need assistance with configuration changes, latency issues, design services, installation, multiple manufacturer integrations, troubleshooting or other professional services, our Premium Flex Time plans can be used for these services.

AMS.NET's highly-experienced team of engineers hold top tier certifications from Cisco/Meraki, HP, Aruba, Ruckus, Palo Alto Networks, Microsoft, VMware, Singlewire and others. Our host of services provide complex technical support for wireless, routing/switching, security, voice, paging, data center and other technology solutions.

Premium Flex Time plans are hourly blocks that do not expire. Response times are based on support request urgency. The Premium 24x7 option includes support after normal business hours. Premium plans provide a top-level engineer or customer preferred engineer for scheduled service and the top-level engineer that is available for cases that require an immediate response. Premium contracts are available starting at a block of 20 hours and 24x7 plans start at a block of 10 hours. Additional hours can be added to the premium plans in increments of 10 hours.

AMS.NET also offers a host of managed services for customizable, comprehensive coverage for all network or service related issues.

PREMIUM FLEX TIME



- ▶ Advanced Professional Services
- ▶ Local Certified Experienced Engineers
- ▶ Consulting, Installation & Troubleshooting
- ▶ Top Level or Preferred Engineer Provided
- ▶ Remote, On-Site and Telephone Support
- ▶ 4 Hour Response Time to Scheduled - Response Time Varies Based on the Flex Time Plan and Urgency of Support Need
- ▶ Standard Rate for Any Response Time
- ▶ Detailed Reporting and Portal to View Hours Used Against Blocks Purchased
- ▶ Hours Do Not Expire

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PREMIUM FLEX TIME

Eligible Flex Time Support

The Premium Flex Time support provides premium support for your routing/switching, wireless, security, voice/collaboration, paging, data center and other technologies. AMS.NET supports major manufacturers including Cisco/Meraki, HP, Aruba, Ruckus, Palo Alto Networks, Microsoft, VMware, Singlewire and others.

Agreement Features	Premium Flex Time Agreement
Routine Changes	✓
Moves/Adds/Changes	✓
Troubleshooting/Repair	✓
Project Management	✓
Equipment Replacement (with vendor support)	✓
Installation Services	✓
Complex Troubleshooting	✓
Redesign	✓
Upgrades/Updates	✓
Integration with Third Party Manufacturers	✓
Technical Design/Planning	✓
Top Level Engineer Provided	✓
Select Preferred Engineer	✓

Guidelines and Limitations

Flex Time plans do not expire and are available until the time and funds are depleted. New or additional purchases of Flex Time plans will be subjected to the new discount rates, guidelines and limitations.

A four hour technical response time is guaranteed based on the urgency of the support request during normal business hours. Normal business hours are Monday through Friday 8:00am to 5:00pm. 24x7 plans include after hours support.

On-site technical support consists of travel time both ways and a minimum of one-hour on-site then deducted in 30 minute increments. Remote technical support is deducted in 30 minute increments. Travel time is charged at \$125/hr for both directions.

Business hours are Monday through Friday 8am to 5pm excluding company reserved holidays. Pre-scheduled after-business hour technical support is available Monday through Friday and Saturday from 5pm to 12am and requires a 24x7 Flex Time plan. Emergency after hours support requires a 24x7 Flex Time plan.

Hardware Replacement/RMA Support will be billed as one hour of technical support and actual shipping changes plus discount will be deducted from your Flex Time plan.

Lift rental and boom truck rental will be deducted per day with a half day minimum. Rental charges are not eligible for discount.

Frequently Asked Questions

Is there an expiration on the Flex Time Plan?

- ▶ No, Flex Time Plans do not expire.

Can I use my Flex Time plan for materials?

- ▶ No, your Flex Time plan is for technical support only.

How are the hours deducted from my Flex Time Plan?

- ▶ The hours are deducted as the technical service is performed.

Why do I need to pay for Flex Time plan before the service is performed?

- ▶ Flex Time plans provide a guaranteed response time when the support requires an immediate response. To ensure you receive that guaranteed response time you need to have a Flex Time plan prior to requesting service.

Is there a guaranteed response time?

- ▶ Flex Time plans provide a guaranteed response time of 4 hours when the service requested is urgent. All other non-urgent requests will be scheduled.

What installation warranty do I receive with the Flex Time plans?

- ▶ Flex Time plans do not guarantee an installation warranty. AMS.NET provides a 30-day installation warranty when services are quoted as a turnkey solution and bid only.

How do I contact AMS.NET for Technical Support?

- ▶ Contact Customer Service at **800-893-3660 x611** or **925-245-6111** or via email at **tac@ams.net**.



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SMARTnet with AMS.NET

Network downtime can bring business operations to a standstill resulting in loss of productivity and revenue. Cisco SMARTnet service provides your IT staff the resources and tools to quickly resolve issues.

Cisco SMARTnet provides direct, anytime phone access to Cisco engineers, flexible hardware coverage, the Technical Assistance Center (TAC), and online resources to help solve technical issues.

By purchasing your Cisco SMARTnet contracts from AMS.NET you'll receive added value. A dedicated Support Contract Specialist will provide overall contract management including contract expiration date reminders, equipment end-of-life or end-of-support notifications, contract merging, prorating and more.

In addition to Cisco support, AMS.NET offers a host of maintenance contracts to enhance the Cisco SMARTnet coverage. These include coverage for on site and remote engineering support for 8x5, 24x7 or for scheduled maintenance. The Support Contract Specialist will make contract recommendations based on your business type, operating hours and technical needs.

With a single point of contact for all maintenance and support needs, you can mitigate risks and keep your network and equipment operating at peak performance.

CISCO SMARTNET



- ▶ Dedicated AMS.NET Support Contract Specialist to oversee and manage your account
- ▶ Contract management to alert you to expiration dates, make recommendations, and more
- ▶ Contract prorating so you only pay for the time period you use
- ▶ Contract merging to simplify contract tracking and management
- ▶ Multi-year discounting for greater value
- ▶ Cisco TAC assistance for quicker issue escalation and resolution
- ▶ Cisco CCO account setup assistance
- ▶ Contract and equipment reporting for usage and tracking
- ▶ Access to multiple AMS.NET procurement vehicles and leasing options
- ▶ Maintenance enhancements available including AMS.NET on site and remote engineering support for 8x5, 24x7 and scheduled maintenance
- ▶ Discounted blocks of support hours up to 20% off standard rates

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MAINTENANCE COMPARISON

Choose the Right Technical Service Plan

Supplement IT staff, protect your investment and ensure your network and equipment are running at optimum levels with AMS.NET's support and maintenance plans. AMS.NET offers a host of plans from our Managed Services for comprehensive coverage to Premium Flex Time plans that cover both urgent and scheduled support.



Service/Features	Cisco Warranty	Cisco SMARTnet	AMS.NET Premium Flex Time	AMS.NET Managed Services
Priority Support	NO	YES	YES	YES
Cisco Technical Support	NO	YES	NO	YES
AMS.NET Technical Support	NO	NO	YES	YES
Unlimited Technical Support	NO	YES	NO	YES
On-Site Coverage	NO	YES (Add-On)	YES	YES
System Monitoring	NO	NO	NO	YES
Guaranteed Response Time	NO	YES	YES	YES
Hardware Replacement	YES	YES	NO	YES
Hardware Replacement Configuration and Installation	NO	NO	NO	YES
Installation/Configuration Warranty	NO	NO	NO	YES
Loaner Hardware	NO	NO	NO	NO
New Equipment Coverage	NO	NO	NO	YES (Add-On)
Version Updates and Upgrades	NO	NO	YES*	YES
Moves, Adds, and Changes	NO	NO	YES*	YES
Weekly and Monthly Reporting	NO	NO	NO	YES
Billable Rate Per Hour	N/A	N/A	Disc. Rate	N/A
Shipping Costs	Not Included	Included	N/A	N/A
Next Business Day	YES (ELLW)	YES	NO	YES

*Support or service will be deducted from labor block balance.

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ESCALATION GUIDELINES

Service Prioritization and Escalation Guidelines

To ensure that all maintenance problems are reported in a timely manner, AMS.NET, Inc. has established the following problem priority definitions.

SERVICE PRIORITY DEFINITIONS:

Priority 1: An existing network is down, or there is a critical impact to the End User's business operation. AMS.NET, Inc. will commit full-time resources to resolve the situation. Call back to client within 2 hours. Same day service is provided.

Priority 2: Operation of an existing network is experiencing unacceptable network performance. AMS.NET, Inc. will commit full-time resources during standard business hours to resolve the situation. Technician is on-site within 24-hours.

Priority 3: Operational performance of the network is impaired while most business operations remain functional. AMS.NET, Inc. commits to resources for solutions during standard business hours to restore service to satisfactory levels within 24 hours.

Priority 4: Problem indicates no impact to end users normal business operation. AMS.NET, Inc. will provide resources/solutions during standard business hours to provide assistance as needed within 48-72 hours.

Service Requests:

Service requests via email or voicemail are returned within our standard two-hour response time (Unless specified otherwise on customer's Maintenance Agreement). Customer Service Department will log a ticket in our database, determine priority and send to our internal TAC department for remote troubleshooting, scheduling and on-site visit if necessary. If trouble requires an on-site engineer our TAC manager will follow escalation guideline and/or customer maintenance agreement and schedule accordingly.

Cisco TAC Call Procedure:

- CCIE's will call Cisco TAC. When field engineers require assistance from Cisco. They will escalate the call to one of our CCIE's for assistance.
- If CCIE is unable to resolve network trouble they will initiate call to Cisco TAC.
- If CCIE is unable to assist due to busy field schedule, then a CCNP or CCNA will contact Cisco TAC.
- Field Engineer will call Customer Service Department prior to Cisco TAC call during installation or maintenance to log into our internal database for tracking purposes. All Cisco TAC calls will be entered into our internal database.



ESCALATION GUIDELINES

Escalation Prioritization Guideline

Elapse Time	Priority 1	Priority 2	Priority 3	Priority 4
1 Hour	Technical Support Manager			
	Director of Technical Services - CCIE (If CCIE determines the problem can't be solved, then he initiates a call to Cisco TAC and follows up until the problem is resolved.)	Technical Support Manager		
24 Hours	Vice President Operations.	Director of Technical Services CCIE (If CCIE determines the problem can't be solved, then he initiates a call to Cisco TAC and follows up until the problem is resolved.)		
48 Hours	President (CEO)	Vice President Operations.		
72 Hours			Technical Support Manager	
96 Hours		President (CEO)	Director of Technical Services CCIE (If CCIE determines the problem can't be solved, then he initiates a call to Cisco TAC and follows up until the problem is resolved.)	Technical Support Manager



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Section 13

SALES ORDER AGREEMENT E-RATE

THIS SALES ORDER AGREEMENT ("Agreement") is made and entered into on February 18th, 2022, by and between AMS.NET, INC., a Delaware corporation ("AMS"), whose address is 502 Commerce Way, Livermore, CA 94551 and Galt Joint Union Elementary School District, an Education ("Customer"), whose address is 1018 C St., Galt, CA 95632.

1. **Confirmation of Sales Order.** Customer hereby agrees to purchase from AMS, and AMS hereby agrees to sell to Customer, the multi-service networking equipment and services specified in the AMS price quote, customer purchase order, or other documentation attached hereto and labeled **Exhibit A**, the terms of which are hereby incorporated and made a part of this Agreement.

This agreement is contingent on E-rate funding.

Customer understands the equipment that was quoted in the ERate contract is non-returnable once it has been ordered and received.

2. **Payment Terms and Taxes.** Upon written funding approval from the Schools and Libraries Division (SLD) of the **Universal Service Administrative Company (USAC)**, a sum representing the total utilized project cost minus the discount applied by the SLD and any items that are determined not E-rate eligible, shall be due to AMS.NET. A PO is required representing these items. Subsequent billing invoices for equipment and services provided under this Agreement shall be sent to Customer concurrently with the delivery of equipment and/or the provision of services, as the case may be. Customer is required to complete, sign, and return service certification form sent by SLD within 5 business days. All billing invoices shall be due and payable in full thirty (30) days after the date of billing (i.e., net 30 day payment terms), with the date of billing being the date indicated on the billing invoice. Customer shall pay any and all taxes based on or in any way computed with reference to the equipment and services being provided under this Agreement, (minus the discount applied by SLD) including but not limited to sales taxes but excluding taxes based on AMS's net income. Customer understands that they are responsible for costs incurred due to any unforeseen sales tax increases.
3. **Installation Date.** The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. **HOWEVER, ALL STATED DELIVERY AND INSTALLATION DATES ARE APPROXIMATE AND EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, SELLER SHALL, UNDER NO CIRCUMSTANCE, BE DEEMED TO BE IN DEFAULT HEREUNDER OR BE LIABLE FOR CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES OR COMMERCIAL LOSS RESULTING FROM DELAYS IN DELIVERY OR INSTALLATION.**
4. **Change Management Procedures.** It may become necessary to amend this agreement for reasons including, but not limited to, the following:
- Changes to scope of the work and/or specifications for the Services,
 - Changes to the Milestone Invoice Schedule,
 - Changes to the project schedule due to unavailability of resources which are beyond either party's control, and/or,
 - Environmental or architectural conditions not previously identified.

In the event either party desires to change this SOW, the following procedures shall apply:

- i. The party requesting the change will deliver a "Change Request" to the other party (an example of which is provided in Appendix B). The Change Request will describe the nature of the change, the reason for the change, and the effect the change will have on the scope of work.
 - ii. A change Request may be initiated either by Customer or by AMS for any changes to the SOW. The parties will evaluate the Change Request and negotiate in good faith the changes to the Services and additional fees, if required to implement the Change Request. If both parties agree to implement the Change Request, both parties will sign the Change Request, indicating the acceptance of the changes by the parties.
 - iii. AMS shall require a schedule extension of Services of up to thirty (30) Business Days for any personnel Change Request made by Customer.
 - iv. Upon Execution of the Change Request, said Change Request will be incorporated into, and made part of, this SOW.
 - v. AMS is under no obligation to proceed with the Change Request until such time as the Change Request has been agreed upon in writing by both parties.
5. **Warranties.** AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects and workmanship for a warranty period of thirty (30) days commencing on the later of the date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this Agreement (this warranty being hereinafter referred to as an "Installation Warranty"). EXCEPT AS EXPRESSLY SET FORTH IN THIS PARAGRAPH, AMS DOES NOT MAKE, AND HEREBY DISCLAIMS, ANY AND ALL REPRESENTATIONS OR WARRANTIES, EXPRESSED OR IMPLIED, WITH RESPECT TO THE EQUIPMENT OR SERVICES BEING PROVIDED UNDER THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SATISFACTORY QUALITY, AGAINST INFRINGEMENT, OR ARISING FROM A COURSE OF DEALING, USAGE OR TRADE PRACTICE. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.
- Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
6. **Return for Credit Policy.** Merchandise must be returned within 30 days in unopened original packaging. An RMA number must be requested prior to the return and accompany the equipment when it is received.

7. **Limitation of Liability.** In no event shall AMS be liable to Customer for:
- Any indirect, special or consequential damages or lost profits arising out of or related to this Agreement or AMS's performance or breach thereof, even if AMS has been advised of the possibility of any such damages or losses; or.
 - Any damages resulting from or related to any failure or delay of AMS in the delivery or installation of equipment or the performance of installation or maintenance services (if any).
 - Notwithstanding any other provision of this Agreement, all liability of AMS and its suppliers under this Agreement or otherwise shall be limited to the money paid to AMS under this Agreement. This limitation of liability is cumulative and not per incident.
8. **Attorneys' Fees.** If any legal action is necessary to enforce terms of this Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees and costs in addition to any other relief to which the prevailing party may be entitled.
9. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California.
10. **Entire Agreement.** This Agreement, together with any price quotes or purchase orders attached hereto as **Exhibit A**, is the complete and exclusive statement of the mutual understanding of the parties with respect to the subject matter of this Agreement, supersedes and cancels any prior understanding, communications or agreements of the parties with respect to the subject matter of this Agreement, and may be amended or supplemented only by a writing signed by both parties.
11. **Risk of loss.** Seller shall bear all risk of loss or damage to components of the system while they are in transit to the Customer and until deliver to the premises. Thereafter, such risk of loss shall be done by Customer, except for loss caused by the negligence of Seller or its employees
12. **Default.** If Customer shall fail to pay or cause payment of any sum owing to Seller hereunder when due, then, in addition to all other remedies available to Seller at law or equity or under other provisions of this Agreement and not in limitation thereof, Seller may, until said sum is paid in full, collect interest on the sum then owing at the rate of 18% per annum from the date of the last installment due date until such default

by the Customer has been cured. It is expressly agreed and understood that in no event shall the aggregate interest charges under the provisions of this paragraph exceed the maximum rate of interest that could be charged under applicable state law.

Should either party institute legal action to enforce its rights under this agreement, the venue shall be in Alameda County, State of California, and the prevailing party in such action shall be entitled to recover reasonable attorney fees and costs.

13. **Force majeure.** The obligations of Seller hereunder shall be suspended to the extent and for the period of time that is hindered or prevented from performing because of labor disturbances, strikes and lockouts, acts of God, fires, storms, water, unreasonable delays in transportation, governmental action, failure of suppliers, and or any other cause beyond Seller's control.
14. **Assignment.** Seller shall have the right to assign Sellers obligations; however, Seller shall remain liable to Customer for the performance of Seller's obligations under the terms of this agreement.
15. **Customer to provide.** Customer shall, as specified by Seller provide appropriate environmental conditions, necessary commercial power and facilities for the System, access to the premises, and if required by local law, conduit and or special fire retarding cabling. Customer shall pay all charges for telephone trunk lines, in the room system is to be installed, if applicable as well as extensions and equipment for the installation of the system.
16. **Representation of Customer.** Customer warrants and represents that Customer has been duly authorized by all necessary corporate and other action of Customer and Customer's execution of this Agreement will not violate any provision of law or its Articles of Incorporation or Bylaws, or result in the breach of any agreement to which Customer is a party.
17. **Notices.** All notices required or permitted to be given under the Agreement may be given by either party to the other by depositing same in the United States Mail with first class postage prepaid or by fax. Until changed by written notice, such notices shall be direct to Seller at the address that appears at the beginning of this Agreement and Customer at the premises.

IN WITNESS WHEREOF, AMS and Customer have executed this Agreement as of the date first set forth above.

"AMS:"

AMS.NET, Inc.,
a Delaware Corporation

By: _____
Robert M. Tocci, President

"Customer:"

Galt Joint UESD,
a Customer

By: _____
Its: _____

EXHIBIT A

Quote Number
Project # 95982

Description
E-Rate 25 - Network Upgrades/Basic Maint. (5YR)

Total \$
\$326,532.93

Total Investment \$326,532.93

Customer Initials



AMS.NET

Technology Solution Provider

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Corporate Headquarters - 502 Commerce Way, Livermore, CA 94551

Central Valley Regional Office- 1155 East North Ave., Suite 106, Fresno CA 93725

Sacramento Regional Office- 5008 Donovan Drive, Carmichael, CA 95608

Southern California Regional Office- 12405 East Slauson Avenue, Unit K, Whittier, CA 90606



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.272 Board Consideration of Approval of 2021-2022 Re-Opener between the California School Employees Association and its Galt Chapter #362 (CSEA) and CSEA Collective Bargaining Agreement Covering the Period Beginning July 1, 2021 and Ending June 30, 2022
Presenter: Lois Yount	Action Item: XX Information Item:

CSEA and the District have agreed upon salary and benefits for 2021-2022. The agreement reflects:

- 3.5% ongoing salary schedule increase retroactive to July 1, 2021.
- 2% off the schedule, one-time payment retroactive to July 1, 2021.
- The District’s monthly contribution to health benefits (CAP) will increase from \$700-\$750 effective March 1, 2022.
- Restructure of the salary schedule to reflect minimum wage increases.
- The District agrees to participate in the Classified School Employee Summer Assistance Program if the program continues to be funded by the State.

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

Fiscal Impact:

- \$390,000 ongoing increase
- \$200,000 one-time payment using In Person Instruction Grant Funds

Board approval is recommended.

Attachments:

1. Agreement with Salary Schedules
2. Public Disclosure

2021-2022 RE-OPENER
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)
TENTATIVE AGREEMENT (TA)

The following is a Tentative Agreement ("TA") between the Galt Joint Union Elementary School District ("District") and the California School Employees Association and its Galt Chapter #362 ("CSEA"). The District and CSEA agree to the following terms and conditions pertaining to 2021-2022 reopener negotiations:

Strikethrough	=	language to be removed:	<i>example</i>
Bold/Italic	=	proposed language:	<i>example</i>

ARTICLE VI: **HOLIDAYS**

Article 6.a:

A.

The following are holidays for all eligible employees:

1. July 4th (~~12-month employees only~~)
2. Labor Day
3. Veterans' Day
4. Thanksgiving Day
5. The day after Thanksgiving Day
6. The day before Christmas
7. Christmas Day
8. The day after Christmas
9. New Year's Day
10. Martin Luther King, Jr. Day
11. Lincoln's Birthday
12. Washington's Birthday
13. Spring Holiday (Friday before Easter Sunday)
14. Memorial Day
- 15. Juneteenth**

Article 6.d:

D.

All bargaining unit members shall be entitled to the paid holidays in this Article provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday.

ARTICLE IX:

LEAVES

Article 9.g.2:

2. If a substitute is not employed while an employee is on extended illness leave, the amount which would have been paid to a substitute shall be deducted. the bargaining unit member shall be entitled to their regular salary for all hours not worked by the substitute.

ARTICLE XIX:

FRINGE BENEFITS

The District and CSEA agree the health benefit cap shall be increased by fifty dollars (\$50) a month to seven hundred fifty dollars (\$750) a month effective upon Board approval (potentially March 1, 2022).

COMPENSATION:

- The parties recognize the minimum wage increases of the past few years has created a salary schedule that is non-compliant with State Law. In order to ensure CSEA bargaining unit members are fairly compensated and the District remains compliant with State Law, the parties agree to the following salary schedule changes:
 - Effective July 1, 2021:
 - Ranges “A” thru “I” on the CSEA salary schedule shall be eliminated.
 - All classifications currently on ranges “G” and “I” be placed on range “J”. All employees currently in those classifications shall be placed on the step providing a minimum three and half percent (3.5%) increase.
 - The hourly rates shall be updated as reflected in Attachment “A” of this TA.
 - Effective July 1, 2021, the School Social Workers salary schedule shall be increased by three and one-half percent (3.5%) as reflected in Attachment “B” of this TA.
 - Effective January 1, 2022, the Yard Supervisors salary schedule shall begin at \$15.00 with two and a one-half percent (2.5%) step increases as reflected in Attachment “C” of this TA.
- The parties agree all bargaining unit members shall be provided a two percent (2%) one-time bonus.
- The parties agree to add Article 20.g into the CBA as follows:
 - **The District agrees to participate in the CSESAP in fiscal years where the State allocates an appropriation of funds in the annual Budget Act or another statute (Education Code §45500). In participating years, District shall extend this benefit option to the bargaining unit. See Appendix “F” for specifications.**

Closing of 2021 – 2022 Negotiations

- This TA shall close 2021 – 2022 re-opener negotiations.
- This TA is subject to ratification by the parties and Board approval.



Lori Jones, Chapter President
CSEA Chapter #362

1/13/2022


Date



Lois Yount, Superintendent
Galt Joint Union Elementary School District

1/10/22

Date



Mauricio Vides, Labor Relations Representative
CSEA

1/12/22

Date

Attachment A

**APPENDIX A
2021-2022**

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

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

**APPENDIX B
HOURLY WAGE SCHEDULE
2021-2022**

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
J	15.01	15.54	16.31	17.14	18.01	18.46
K	15.38	15.92	16.73	17.57	18.46	18.92
L	15.76	16.31	17.14	18.01	18.92	19.40
M	16.16	16.73	17.57	18.46	19.40	19.88
N	16.56	17.14	18.01	18.92	19.88	20.38
O	16.98	17.57	18.46	19.40	20.38	20.89
P	17.40	18.01	18.92	19.88	20.89	21.40
Q	17.84	18.46	19.40	20.38	21.40	21.94
R	18.28	18.92	19.88	20.89	21.94	22.49
S	18.74	19.40	20.38	21.40	22.49	23.06
T	19.21	19.88	20.89	21.94	23.06	23.63
U	19.69	20.38	21.40	22.49	23.63	24.22
V	20.18	20.89	21.94	23.06	24.22	24.83
W	20.68	21.40	22.49	23.63	24.83	25.45
X	21.20	21.94	23.06	24.22	25.45	26.08
Y	21.73	22.49	23.63	24.83	26.08	26.73
Z	22.28	23.06	24.22	25.45	26.73	27.41
AA	22.83	23.63	24.83	26.08	27.41	28.09
BB	23.40	24.22	25.45	26.73	28.09	28.79
CC	23.86	24.70	25.96	27.27	28.65	30.02

LONGEVITY:

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

Effective 2021-2022 school year, unit members will be recognized for the college degree completion with an ongoing annual stipend of \$250 Associate's Degree, increased to \$500 for a Bachelor's Degree and increased to \$1,000 for a Master's Degree. Beginning in 2022, annually "Declaration of Intent to Complete Units" must be submitted to district by Feb. 15th. Classified staff with current degrees must submit official transcripts by Sept. 1st of the declaration year.

Board Approved:

Attachment B

**Galt Joint Union Elementary School District
School Social Worker/Outreach Consultant Salary Schedule
2021-2022**

<u>Steps</u>	<u>Class I BA+45</u>	<u>Class II BA+60</u>	<u>Class III BA+90</u>
1	49,022	51,228	53,533
2	51,228	53,533	55,942
3	53,533	55,942	58,460
4	55,942	58,460	51,090
5	58,460	61,090	63,839
6	61,090	63,839	66,712
7	63,839	66,712	69,714
8	66,712	69,714	72,851
9	69,714	72,851	76,130
10	72,851	76,130	79,556
12	76,130	79,556	83,136
14	79,556	83,136	86,877
Masters	\$1,000		

Longevity:

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Effective 2021-2022 school year, unit members will be recognized for the college degree completion with an ongoing annual stipend of \$250 Associate's Degree, increased to \$500 for a Bachelor's Degree and increased to \$1,000 for a Master's Degree. Beginning in 2022, annually "Declaration of Intent to Complete Units" must be submitted to district by Feb. 15th. Classified staff with current degrees must submit official transcripts by Sept. 1st of the declaration year.

Board Approved:

Attachment C

YARD SUPERVISOR SALARY SCHEDULE

2021-2022

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
15.00	15.38	15.76	16.15	16.56	16.97

Effective: 1/1/2022

Effective 2021-2022 school year, unit members will be recognized for the college degree completion with an ongoing annual stipend of \$250 Associate's Degree, increased to \$500 for a Bachelor's Degree and increased to \$1,000 for a Master's Degree. Beginning in 2022, annually "Declaration of Intent to Complete Units" must be submitted to district by Feb. 15th. Classified staff with current degrees must submit official transcripts by Sept. 1st of the declaration year.

Board Approved:

APPENDIX "F"

APPENDIX "F"
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL (DISTRICT)

The following is a Memorandum of Understanding ("MOU") between the Galt Joint Union Elementary School District ("District") and the California School Employees Association and its Galt Chapter #362 ("CSEA"). The District and CSEA agree to the following terms and conditions:

WHEREAS, the State of California via Education Code 45500 ("ED Code 45500") has allocated funding Classified Employees to utilize as part of the Classified School Employee Summer Assistance Program ("CSESAP"); and

WHEREAS, the CSESAP requires a Local Education Agency to notify Classified Employees by January 1 during a fiscal year in which moneys are appropriated; and

WHEREAS, CSEA is the exclusive representative for the Classified Employees employed the District; and

WHEREAS, the District and CSEA believe Classified Employees employed the District should be afforded the opportunity to participate in the CSESAP; and

NOW THEREFORE, in accordance with the foregoing recitals, the parties agree to the following:

1. The District agrees to participate in the CSESAP and extends this benefit option to the bargaining unit:
 - a. Prior to January 1, in fiscal years where the State allocates an appropriation of funds in the annual Budget Act or another statute (Education Code §45500.o.2), the District agrees to send a notification informing Classified Employees of the District's intent to participate in the CSESAP;
 - b. The notification shall outline the eligibility requirements of the CSESAP as well as any other information required by ED CODE 45500;
 - c. The District agrees to comply with all timelines as established by the California Department of Education ("CDE").
2. Eligibility for the program:
 - a. Classified Employees must work in assignments of 11 months or less out of a 12 month period;
 - b. Classified Employees must have worked for the District for one year as of March 1, during a fiscal year in which moneys are appropriated;
 - c. Classified Employees regular annual pay must not be more than \$62,400.00
3. Withholdings:
 - a. Participating Classified Employees may elect to withhold an amount not to exceed 10% of his/her regular monthly pay during the applicable school year;

- b. No later than 30 days after the start of the applicable school year, an employee may withdraw his/her election to participate in the program or reduce the amount withheld from his/her pay, however a participating member will not be allowed to increase the withholding amount
- c. If an employee separates from employment during the applicable school year, the employee shall be paid any monies withheld from his/her paycheck pursuant to this program;
- d. If employees regular pay is at risk of being insufficient for the elected withholding to be deducted, the withholdings pursuant to this program will be stopped.

4. State matching funds:

- a. If the CDE matching funds are prorated, the participating unit member shall only be entitled to the matching funds as provided by the CDE;
- b. Participating unit members shall receive payment of the amounts withheld plus the amount apportioned by the CDE in either one or two payments;
- c. If a participating unit member elects to receive one payment, the amounts withheld and the matching funds provided by the CDE shall be disbursed to the participating unit member at the end of month payroll following the District's receipt of funds from the CDE;
- d. If a participating unit member elects to receive two payments he/she shall receive the amounts withheld at the end of month July payroll of the succeeding fiscal year, the matching funds provided by the CDE shall be disbursed to the participating unit member at the end of month payroll following the District's receipt of funds from the CDE.

5. Disclaimer:

- a. Eligible unit members who agree to participate in the CSESAP do so voluntarily and agree that such participation is done so at the participating unit member's own risk. Nothing contained in this MOU or any subsequent statement from the District regarding the CSESAP should be considered or taken as financial or retirement advice. All participating unit members are advised to consult a financial planner, retirement specialist and/or accountant regarding any potential risks of participating in the CSESAP.
- b. Participation in the CSESAP is contingent upon an appropriation of funds in the annual Budget Act or another statute (Education Code §45500.o.2). In fiscal years where the State has elected to discontinue funding for the CSESAP, the District will have no obligation to continue offering this benefit. Participation in the CSESAP will be offered solely in fiscal years where the State has made an appropriation of funds in the annual Budget Act or another statute (Education Code §45500.o.2) into the CSESAP.
- c. If the State adopts changes to Education Code §45500, the parties agree to negotiate the impact and effects of those changes.

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

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

Name of School District: Galt Joint Union Elementary School District

Name of Bargaining Unit: CSEA

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: 7/1/2021 and ending: 6/30/2022
(date) (date)

The Governing Board will act upon the agreement on: February 23, 2022
(date)

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

A. Proposed Change in Compensation

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 21/22	FY 21/22	FY 22/23	FY 23/24
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$7,749,462.00	\$271,231.00	\$0.00	\$0.00
			3.50%	0.00%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$695,913.00	\$154,989.24	\$0.00	\$0.00
			22.27%	0.00%	0.00%
	Description of other compensation	Longevity/Summer School/Extra Time/Overtime/Subbing	2% Hazard Pay		
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$2,140,967.00	\$119,787.66	\$0.00	\$0.00
			5.60%	0.00%	0.00%
4	Health/Welfare Plans	\$763,427.00	\$14,400.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$11,349,769.00	\$560,407.90	\$0.00	\$0.00
			4.94%	0.00%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$80,218.74	\$0.00	\$0.00	\$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	216.46	216.46	0	0
8	Total Compensation <u>Average</u> Cost per Employee	52,433.56	2,588.97	0.00	0.00
			4.94%	0.00%	0.00%

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

3.5% on-schedule increase

2% off-schedule one-time

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

No

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

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

If yes, please describe the cap amount.

Cap of \$750 per month for Health & Welfare

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

N/A

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

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

N/A

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

Current Year contains positions hired with pandemic relief funds that will be reduced in the out years to mitigate any deficit spending in those years. Eliminating those one-time positions will be decided on and reduced in the 2nd interim budget MYP to align with layoff notice deadlines.

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

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

Funded with Excess Reserves(on schedule) and One-time funding(off schedule)

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

General Fund

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

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved Settlement	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	35,243,034			35,243,034
Remaining Revenues (8100-8799)	1,652,716			1,652,716
TOTAL REVENUES	36,895,750	0	0	36,895,750
EXPENDITURES				
Certificated Salaries (1000-1999)	14,067,671	0		14,067,671
Classified Salaries (2000-2999)	5,467,178	150,836		5,618,014
Employee Benefits (3000-3999)	7,114,408	50,637		7,165,045
Books and Supplies (4000-4999)	1,210,884			1,210,884
Services, Other Operating Expenses (5000-5999)	2,385,292			2,385,292
Capital Outlay (6000-6999)	225,162			225,162
Other Outgo (7100-7299) (7400-7499)	178,672			178,672
Direct Support/Indirect Cost (7300-7399)	(852,479)			(852,479)
Other Adjustments				0
TOTAL EXPENDITURES	29,796,788	201,473	0	29,998,261
OPERATING SURPLUS (DEFICIT)	7,098,962	(201,473)	0	6,897,489
TRANSFERS IN & OTHER SOURCES (8910-8979)	15,000			15,000
TRANSFERS OUT & OTHER USES (7610-7699)	(148,506)			(148,506)
CONTRIBUTIONS (8980-8999)	(5,290,408)			(5,290,408)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	1,675,048	(201,473)	0	1,473,575
BEGINNING BALANCE	7,314,860			7,314,860
Prior-Year Adjustments/Restatements (9793/9795)	0			0
CURRENT-YEAR ENDING BALANCE	8,989,908	(201,473)	0	8,788,435
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	20,000			20,000
Reserved for Economic Uncertainties (9770)	1,676,348	9,909		1,686,257
Designated Amounts (9775-9780)	7,293,560	(211,382)	0	7,082,178
Unappropriated Amounts (9790)	(0)	0	0	(0)

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved Settlement	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$21,104,820			\$21,104,820
TOTAL REVENUES	\$21,104,820	\$0	\$0	\$21,104,820
EXPENDITURES				
Certificated Salaries (1000-1999)	\$8,053,326	\$0		\$8,053,326
Classified Salaries (2000-2999)	\$3,124,123	\$250,643		\$3,374,766
Employee Benefits (3000-3999)	\$5,145,946	\$76,786		\$5,222,732
Books and Supplies (4000-4999)	\$2,202,016			\$2,202,016
Services, Other Operating Expenses (5000-5999)	\$3,714,828	(\$198,598)		\$3,516,230
Capital Outlay (6000-6999)	\$2,948,848			\$2,948,848
Other Outgo (7100-7299) (7400-7499)	\$50,000			\$50,000
Direct Support/Indirect Cost (7300-7399)	\$693,896			\$693,896
Other Adjustments	\$0			\$0
TOTAL EXPENDITURES	\$25,932,983	\$128,831	\$0	\$26,061,814
OPERATING SURPLUS (DEFICIT)	(\$4,828,163)	(\$128,831)	\$0	(\$4,956,994)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0			\$0
CONTRIBUTIONS (8980-8999)	\$5,290,408			\$5,290,408
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$462,245	(\$128,831)	\$0	\$333,414
BEGINNING BALANCE	\$1,015,831			\$1,015,831
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,478,076	(\$128,831)	\$0	\$1,349,245
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$1,478,076	(\$128,831)	\$0	\$1,349,245
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved Settlement	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$35,243,034	\$0	\$0	\$35,243,034
Remaining Revenues (8100-8799)	\$22,757,536	\$0	\$0	\$22,757,536
TOTAL REVENUES	\$58,000,570	\$0	\$0	\$58,000,570
EXPENDITURES				
Certificated Salaries (1000-1999)	\$22,120,997	\$0	\$0	\$22,120,997
Classified Salaries (2000-2999)	\$8,591,301	\$401,479	\$0	\$8,992,780
Employee Benefits (3000-3999)	\$12,260,354	\$127,423	\$0	\$12,387,777
Books and Supplies (4000-4999)	\$3,412,900	\$0	\$0	\$3,412,900
Services, Other Operating Expenses (5000-5999)	\$6,100,120	(\$198,598)	\$0	\$5,901,522
Capital Outlay (6000-6999)	\$3,174,010	\$0	\$0	\$3,174,010
Other Outgo (7100-7299) (7400-7499)	\$228,672	\$0	\$0	\$228,672
Direct Support/Indirect Cost (7300-7399)	(\$158,583)	\$0	\$0	(\$158,583)
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$55,729,771	\$330,304	\$0	\$56,060,075
OPERATING SURPLUS (DEFICIT)	\$2,270,799	(\$330,304)	\$0	\$1,940,495
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$0	\$0	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	(\$148,506)	\$0	\$0	(\$148,506)
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$2,137,293	(\$330,304)	\$0	\$1,806,989
BEGINNING BALANCE	\$8,330,691	\$0	\$0	\$8,330,691
Prior-Year Adjustments/Restatements (9793/9795)	\$0	\$0	\$0	\$0
CURRENT-YEAR ENDING BALANCE	\$10,467,984	(\$330,304)	\$0	\$10,137,680
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$1,498,076	(\$128,831)	\$0	\$1,369,245
Reserved for Economic Uncertainties (9770)	\$1,676,348	\$9,909	\$0	\$1,686,257
Designated Amounts (9775-9780)	\$7,293,560	(\$211,382)	\$0	\$7,082,178
Unappropriated Amounts - Unrestricted (9790)	(\$0)	\$0	\$0	(\$0)
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.0%	3.0%	#DIV/0!	3.0%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,589,881	\$0	\$0	\$1,589,881
TOTAL REVENUES	\$1,589,881	\$0	\$0	\$1,589,881
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$670,535	\$18,639	\$0	\$689,174
Employee Benefits (3000-3999)	\$284,461	\$5,520	\$0	\$289,981
Books and Supplies (4000-4999)	\$655,574	\$0	\$0	\$655,574
Services, Other Operating Expenses (5000-5999)	\$32,000	\$0	\$0	\$32,000
Capital Outlay (6000-6999)	\$6,880	\$0	\$0	\$6,880
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$89,636	\$0	\$0	\$89,636
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,739,086	\$24,159	\$0	\$1,763,245
OPERATING SURPLUS (DEFICIT)	(\$149,205)	(\$24,159)	\$0	(\$173,364)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$148,506	\$0	\$0	\$148,506
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(\$699)	(\$24,159)	\$0	(\$24,858)
BEGINNING BALANCE	\$186,082	\$0	\$0	\$186,082
Prior-Year Adjustments/Restatements (9793/9795)	\$0	\$0	\$0	\$0
CURRENT-YEAR ENDING BALANCE	\$185,383	(\$24,159)	\$0	\$161,224
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$185,383	(\$24,159)	\$0	\$161,224
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: **CSEA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved Settlement	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$678,293	\$0	\$0	\$678,293
TOTAL REVENUES	\$678,293	\$0	\$0	\$678,293
EXPENDITURES				
Certificated Salaries (1000-1999)	\$245,896	\$0	\$0	\$245,896
Classified Salaries (2000-2999)	\$242,873	\$6,102	\$0	\$248,975
Employee Benefits (3000-3999)	\$150,223	\$1,245	\$0	\$151,468
Books and Supplies (4000-4999)	\$14,921	\$0	\$0	\$14,921
Services, Other Operating Expenses (5000-5999)	\$39,248	\$0	\$0	\$39,248
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$68,947	\$0	\$0	\$68,947
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$762,108	\$7,347	\$0	\$769,455
OPERATING SURPLUS (DEFICIT)	(\$83,815)	(\$7,347)	\$0	(\$91,162)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(\$83,815)	(\$7,347)	\$0	(\$91,162)
BEGINNING BALANCE	\$106,993			\$106,993
Prior-Year Adjustments/Restatements (9793/9795)	\$0	\$0	\$0	\$0
CURRENT-YEAR ENDING BALANCE	\$23,178	(\$7,347)	\$0	\$15,831
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$23,178	(\$7,347)	\$0	\$15,831
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: CSEA

	2021/2022	2022/2023	2023/2024
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved Settlement and proposed CSEA settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	35,243,034	32,123,893	32,794,997
Remaining Revenues (8100-8799)	22,757,536	9,969,615	9,969,615
TOTAL REVENUES	58,000,570	42,093,508	42,764,612
EXPENDITURES			
Certificated Salaries (1000-1999)	22,120,997	18,307,624	18,642,373
Classified Salaries (2000-2999)	8,992,780	8,386,567	8,523,858
Employee Benefits (3000-3999)	12,387,777	11,847,560	11,985,126
Books and Supplies (4000-4999)	3,412,900	1,329,702	1,279,304
Services, Other Operating Expenses (5000-5999)	5,901,522	3,852,435	3,869,244
Capital Outlay (6000-6999)	3,174,010	0	0
Other Outgo (7100-7299) (7400-7499)	228,672	184,273	187,108
Direct Support/Indirect Cost (7300-7399)	(158,583)	(158,583)	(158,583)
Other Adjustments	0	0	0
TOTAL EXPENDITURES	56,060,075	43,749,578	44,328,430
OPERATING SURPLUS (DEFICIT)	1,940,495	(1,656,070)	(1,563,818)
TRANSFERS IN & OTHER SOURCES (8910-8979)	15,000	15,000	15,000
TRANSFERS OUT & OTHER USES (7610-7699)	(148,506)	(148,506)	(148,506)
CONTRIBUTIONS (8980-8999)	0	0	0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	1,806,989	(1,789,576)	(1,697,324)
BEGINNING BALANCE	8,330,691	10,137,680	8,348,104
CURRENT-YEAR ENDING BALANCE	10,137,680	8,348,104	6,650,780
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	1,369,245	2,443,213	3,372,023
Reserved for Economic Uncertainties - Unrestricted(9770)	1,686,257	1,316,943	1,334,308
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	7,082,178	4,587,948	1,944,449
Unappropriated Amounts - Unrestricted (9790)	(0)	0	0
Unappropriated Amounts - Restricted (9790)	0	0	0
	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2021/2022	2022/2023	2022/2024
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$55,911,569	\$43,601,072	\$44,179,924
b.	State Standard Minimum Reserve Percentage for this District 84 enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,677,347	\$1,308,032	\$1,325,398

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,686,257	\$1,316,943	\$1,334,308
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)			
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$1,686,257	\$1,316,943	\$1,334,308
h.	Reserve for Economic Uncertainties Percentage	3.0%	3.0%	3.0%

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

FY 21/22	Yes X	No <input type="checkbox"/>
FY 22/23	Yes X	No <input type="checkbox"/>
FY 23/24	Yes X	No <input type="checkbox"/>

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

N/A

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

The amount does not agree by \$198,598, this amount was budgeted in Services and will be moved to Salary & Benefits

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

K. SALARY NOTIFICATION REQUIREMENT

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

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year LCFF per ADA:	\$ <u>10,105.00</u> (Estimated)	
(b) Prior-Year LCFF per ADA:	\$ <u>9,621.00</u> (Actual)	
(c) Amount of Current-Year Increase: (a) minus (b)	\$ <u>484.00</u>	
(d) Percentage Increase in BRL per ADA: (c) divided by (b)		5.03% %
(e) Deficit: (Form RL, Line 9-a)		<u> </u> %
(f) Percentage Increase in LCFF after deficit:		<u> </u> %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		4.94%

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

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

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union Elementary School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CSEA Bargaining Unit, during the term of the agreement from 07/01/2021 to 06/30/2022

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

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>361,810</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(361,810)</u>

_____ (No budget revisions necessary)

District Superintendent
(Signature)

Date



Chief Business Officer
(Signature)

2-2-2022
Date

M. CERTIFICATION NO. 2

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

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

District Superintendent
(Signature)

Date

Nicole Lorenz, CBO
Contact Person

209-744-4545 x 311
Phone

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

President (or Clerk), Governing Board
(Signature)

Date



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.273 Board Consideration of Approval of Non-Represented Agreement Covering the Period Beginning July 1, 2021 and Ending June 30, 2022
Presenter: Lois Yount	Action Item: XX Information Item:

Our goal for all employee groups has been to update salary schedules to be more competitive with comparable districts to sustain and attract employees. Comparable districts are: Rescue, Center, Dry Creek, Galt High, Orland, and Windsor.

Based upon a parity study and compensation for other employee groups, the District recommends the following salary increases and salary schedule adjustments for non-represented staff:

3.5% ongoing salary schedule increase retroactive to July 1, 2021.

- 2% off the schedule, one-time payment retroactive to July 1, 2021.
- The District's monthly contribution to health benefits (CAP) will increase from \$635-\$700 effective March 1, 2022.

Salary schedule adjustments to better meet parity were made for:

- Directors
- Principals and Assistant Principals
- Technology Coordinator
- Transportation Supervisor
- Expanded Learning Coordinator
- Executive Assistant to the Superintendent

Fiscal Impact:

- \$136,000 ongoing increase
- \$78,000 one-time payment using In Person Instruction Grant Funds

Estimated unrestricted reserve levels based on the 2022-23 budget proposal and ongoing compensation for all employee groups. Actual reserve levels will be reported with the second interim budget next month.

2021-22	2022-23	2023-24
12.39%	12.87%	9.32%

Board approval is recommended.

Attachments:

1. Salary Schedules
2. Public Disclosure

**GALT JOINT UNION SCHOOL DISTRICT
Certificated Management
2021-2022**

PROPOSED SALARY SCHEDULE

Range/Step	Service Days	1	2	3	4	5	6	7
A Assistant Principal	205	88,983	93,432	98,104	103,009	108,160	113,535	119,212
B Principal (Elementary)	210	98,993	103,942	109,139	114,596	120,326	126,306	132,622
Principal (Middle School)	213	100,407	105,427	110,698	116,233	122,045	128,111	134,516
D Director of Ed Services Director of Curriculum	220	107,265	112,628	118,260	124,173	130,381	136,861	143,704

Masters: 1,000
EDD: 1,200

Longevity (Principal/Assistant Principal):

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 4% at 20 years and 4.5% at 25 years

Longevity (Director):

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 5% at 20 years and 5.5% at 25 years

Board Approved:

**GALT JOINT UNION SCHOOL DISTRICT
Certificated Management
2021-2022**

CURRENT SALARY SCHEDULE

Range/Step	Service Days	1	2	3	4	5	6	7	8	9	10
A Asst. Principal	205	85,974	90,273	94,786	99,526	104,502	109,696	109,696	109,696	109,696	112,438
B Principal (Elementary)	210	95,645	100,427	105,449	110,721	116,527	122,035	122,035	122,035	122,035	125,086
Principal (Middle School)	213	97,011	101,862	106,955	112,303	117,918	123,778	123,778	123,778	123,778	126,873
D Dir/Ed. Svcs. Dir/Curriculum Dir/Business Svcs.	220	103,638	108,820	114,261	119,974	125,972	132,233	132,233	132,233	132,233	135,539

Masters: 1,000

EDD: 1,200

Longevity:

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 4% at 20 years and 4.5% at 25 years

Board Approved: May 26, 2021

GALT JOINT UNION SCHOOL DISTRICT
Technology Coordinator
Classified Management
2021-2022

PROPOSED NEW SCHEDULE

Class/Step	Service Days	1	2	3	4	5	6	7
C	256	98,908	103,853	109,046	114,498	120,223	126,234	132,546

Longevity:

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Board Approved:

**GALT JOINT UNION SCHOOL DISTRICT
Classified Management
2021-2022**

CURRENT SCHEDULE

Class/Step	Service Days	1	2	3	4	5	6	7	8	9	10
C Tech Coordinator	242	95,563	100,341	105,358	110,626	116,157	121,930	121,930	121,930	121,930	124,979

Longevity:

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 4% at 20 years and 4.5% at 25 years

Board Approved: May 26, 2021

**GALT JOINT UNION ELEMETNARY SCHOOL DISTRICT
SALARY SCHEDULE - SUPERVISORY
2021-2022**

PROPOSED SALARY SCHEDULE

POSITIONS

**Salary
Range**

Expanded Learning Coordinator	K
Food Service Supervisor	K
Fiscal Services Supervisor	O
Human Resources Coordinator	K
Transportation Supervisor	M

CLASS/STEP	1	2	3	4	5	6
A	40,613	42,638	44,774	47,010	49,357	50,591
B	42,638	44,774	47,010	49,357	51,829	53,120
C	44,774	47,010	49,357	51,829	54,424	55,778
D	47,010	49,357	51,829	54,424	57,144	58,573
E	49,357	51,829	54,424	57,144	60,001	61,504
F	51,829	54,424	57,144	60,001	63,007	64,584
G	54,424	57,144	60,001	63,007	66,161	67,813
H	57,144	60,001	63,007	66,161	69,465	71,204
I	60,001	63,007	66,161	69,465	72,943	74,768
J	63,007	66,161	69,465	72,943	76,594	78,507
K	66,161	69,465	72,943	76,594	80,420	82,432
L	69,465	72,943	76,594	80,420	84,444	86,555
M	72,943	76,594	80,420	84,444	88,666	90,877
N	76,594	80,420	84,444	88,666	93,100	95,423
O	80,420	84,444	88,666	93,100	97,758	100,192
P	84,444	88,666	93,100	97,758	102,651	105,197
Q	88,666	93,100	97,758	102,651	107,781	110,463

LONGEVITY:

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years District service

Board Approved:

**GALT JOINT UNION ELEMETNARY SCHOOL DISTRICT
SALARY SCHEDULE - SUPERVISORY
2021-2022**

CURRENT SALARY SCHEDULE

POSITIONS	Salary Range
Expanded Learning Coordinator	J
Food Service Supervisor	K
Fiscal Services Supervisor	O
Human Resources Coordinator	K
Maintenance & Operations Supervisor	K
Transportation Supervisor	L

CLASS/STEP	1	2	3	4	5	6
A	39,239	41,196	43,260	45,420	47,688	48,880
B	41,196	43,260	45,420	47,688	50,076	51,324
C	43,260	45,420	47,688	50,076	52,584	53,892
D	45,420	47,688	50,076	52,584	55,212	56,592
E	47,688	50,076	52,584	55,212	57,972	59,424
F	50,076	52,584	55,212	57,972	60,876	62,400
G	52,584	55,212	57,972	60,876	63,924	65,520
H	55,212	57,972	60,876	63,924	67,116	68,796
I	57,972	60,876	63,924	67,116	70,476	72,240
J	60,876	63,924	67,116	70,476	74,004	75,852
K	63,924	67,116	70,476	74,004	77,700	79,644
L	67,116	70,476	74,004	77,700	81,588	83,628
M	70,476	74,004	77,700	81,588	85,668	87,804
N	74,004	77,700	81,588	85,668	89,952	92,196
O	77,700	81,588	85,668	89,952	94,452	96,804
P	81,588	85,668	89,952	94,452	99,180	101,640
Q	85,668	89,952	94,452	99,180	104,136	106,728

LONGEVITY

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 4% at 20 years and 4.5% at 25 years District service

GALT JOINT UNION SCHOOL DISTRICT

CLASSIFIED CONFIDENTIAL
2021-2022

PROPOSED SALARY SCHEDULE

CLASS/STEP	1	2	3	4	5	6	7	8	9	10
A	17.96	18.87	19.82	20.83	21.88	23.57	23.57	23.57	23.57	24.15
B	18.41	19.34	20.32	21.35	22.43	24.15	24.15	24.15	24.15	24.76
C	18.87	19.82	20.83	21.88	22.99	24.76	24.76	24.76	24.76	25.38
D	19.38	20.32	21.35	22.43	23.57	25.38	25.38	25.38	25.38	26.01
E	19.82	20.83	21.88	22.99	24.15	26.01	26.01	26.01	26.01	26.66
F	20.32	21.35	22.43	23.57	24.76	26.66	26.66	26.66	26.66	27.33
G	20.83	21.88	22.99	24.15	25.38	27.33	27.33	27.33	27.33	28.01
H	21.35	22.43	23.57	24.76	26.01	28.01	28.01	28.01	28.01	28.71
I	21.88	22.99	24.15	25.38	26.66	28.71	28.71	28.71	28.71	29.43
J	22.43	23.57	24.76	26.01	27.33	29.43	29.43	29.43	29.43	30.17
K	22.99	24.15	25.38	26.66	28.01	30.17	30.17	30.17	30.17	30.92
L	23.57	24.76	26.01	27.33	28.71	30.92	30.92	30.92	30.92	31.69
M	24.15	25.38	26.66	28.01	29.43	31.69	31.69	31.69	31.69	32.49
N	24.76	26.01	27.33	28.71	30.17	32.49	32.49	32.49	32.49	33.30
O	25.38	26.66	28.01	29.43	30.92	33.30	33.30	33.30	33.30	34.13
P	26.01	27.33	28.71	30.17	31.69	34.13	34.13	34.13	34.13	34.98
Q	26.66	28.01	29.43	30.92	32.49	34.98	34.98	34.98	34.98	35.86
R	27.33	28.71	30.17	31.69	33.30	35.86	35.86	35.86	35.86	36.75

LONGEVITY

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 4% at 20 years and 4.5% at 25 years District service

Administrative Secretary - K
Asst. Superintendent Secretary - N
Superintendent's Secretary – R

Board Approved:

GALT JOINT UNION SCHOOL DISTRICT

CLASSIFIED CONFIDENTIAL
2021-2022

CURRENT SALARY SCHEDULE

CLASS/STEP	1	2	3	4	5	6	7	8	9	10
A	17.35	18.23	19.15	20.12	21.14	22.77	22.77	22.77	22.77	23.34
B	17.79	18.69	19.63	20.63	21.67	23.34	23.34	23.34	23.34	23.92
C	18.23	19.15	20.12	21.14	22.21	23.92	23.92	23.92	23.92	24.52
D	18.69	19.63	20.63	21.67	22.77	24.52	24.52	24.52	24.52	25.13
E	19.15	20.12	21.14	22.21	23.34	25.13	25.13	25.13	25.13	25.76
F	19.63	20.63	21.67	22.77	23.92	25.76	25.76	25.76	25.76	26.40
G	20.12	21.14	22.21	23.34	24.52	26.40	26.40	26.40	26.40	27.06
H	20.63	21.67	22.77	23.92	25.13	27.06	27.06	27.06	27.06	27.74
I	21.14	22.21	23.34	24.52	25.76	27.74	27.74	27.74	27.74	28.44
J	21.67	22.77	23.92	25.13	26.40	28.44	28.44	28.44	28.44	29.15
K	22.21	23.34	24.52	25.76	27.06	29.15	29.15	29.15	29.15	29.87
L	22.77	23.92	25.13	26.40	27.74	29.87	29.87	29.87	29.87	30.62
M	23.34	24.52	25.76	27.06	28.44	30.62	30.62	30.62	30.62	31.39
N	23.92	25.13	26.40	27.74	29.15	31.39	31.39	31.39	31.39	32.17
O	24.52	25.76	27.06	28.44	29.87	32.17	32.17	32.17	32.17	32.98
P	25.13	26.40	27.74	29.15	30.62	32.98	32.98	32.98	32.98	33.80
Q	25.76	27.06	28.44	29.87	31.39	33.80	33.80	33.80	33.80	34.65
R	26.40	27.74	29.15	30.62	32.17	34.65	34.65	34.65	34.65	35.51

LONGEVITY

2.5% at 5 years; 3% at 10 years; 3.5% at 15 years; 4% at 20 years and 4.5% at 25 years District service

Administrative Secretary - K
Asst. Superintendent Secretary - N
Superintendent's Secretary – Q

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

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

Name of School District: Galt Joint Union Elementary School District

Name of Bargaining Unit: Unrepresented

Certificated, Classified, Other: Classified & Certificated

The proposed agreement covers the period beginning: 7/1/2021 and ending: 6/30/2022
(date) (date)

The Governing Board will act upon the agreement on: February 23, 2022
(date)

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

A. Proposed Change in Compensation

Compensation	Annual	Fiscal Impact of Proposed Agreement			
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 21/22	FY 21/22	FY 22/23	FY 23/24
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$3,027,149.00	\$105,950.00	\$0.00	\$0.00	
		3.50%	0.00%	0.00%	
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$122,153.00	\$62,867.40	\$0.00	\$0.00	
		51.47%	0.00%	0.00%	
Description of other compensation	Longevity/Summer School/Extra Time/Overtime/Subbing	2% Hazard Pay			
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$739,081.00	\$40,488.00	\$0.00	\$0.00	
		5.48%	0.00%	0.00%	
4 Health/Welfare Plans	\$777,827.00	\$5,980.00	\$0.00	\$0.00	
5 Total Compensation - Add Items 1 through 4 to equal 5	\$4,666,210.00	\$215,285.40	\$0.00	\$0.00	
		4.61%	0.00%	0.00%	
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$37,543.00	\$0.00	\$0.00	\$0.00	
7 Total Number of Represented Employees (Use FTEs if appropriate)	35	35	0	0	
8 Total Compensation <u>Average</u> Cost per Employee	133,320.29	6,151.01	0.00	0.00	
		4.61%	0.00%	0.00%	

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

3.5% on-schedule increase

2% off-schedule one-time

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

No

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

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

If yes, please describe the cap amount.

Cap of \$700 per month for Health & Welfare

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

N/A

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

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

N/A

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

Current Year contains positions hired with pandemic relief funds that will be reduced in the out years to mitigate any deficit spending in those years. Eliminating those one-time positions will be decided on and reduced in the 2nd interim budget MYP to align with layoff notice deadlines.

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

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

Funded with Excess Reserves(on schedule) and One-time funding(off schedule)

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

General Fund

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

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved and CSEA Proposed Settlements	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	35,243,034			35,243,034
Remaining Revenues (8100-8799)	1,652,716			1,652,716
TOTAL REVENUES	36,895,750	0	0	36,895,750
EXPENDITURES				
Certificated Salaries (1000-1999)	14,067,671	53,400		14,121,071
Classified Salaries (2000-2999)	5,618,014	23,573		5,641,587
Employee Benefits (3000-3999)	7,165,045	22,303		7,187,348
Books and Supplies (4000-4999)	1,210,884			1,210,884
Services, Other Operating Expenses (5000-5999)	2,385,292			2,385,292
Capital Outlay (6000-6999)	225,162			225,162
Other Outgo (7100-7299) (7400-7499)	178,672			178,672
Direct Support/Indirect Cost (7300-7399)	(852,479)			(852,479)
Other Adjustments				0
TOTAL EXPENDITURES	29,998,261	99,276	0	30,097,537
OPERATING SURPLUS (DEFICIT)	6,897,489	(99,276)	0	6,798,213
TRANSFERS IN & OTHER SOURCES (8910-8979)	15,000			15,000
TRANSFERS OUT & OTHER USES (7610-7699)	(148,506)			(148,506)
CONTRIBUTIONS (8980-8999)	(5,290,408)			(5,290,408)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	1,473,575	(99,276)	0	1,374,299
BEGINNING BALANCE	7,314,860			7,314,860
Prior-Year Adjustments/Restatements (9793/9795)	0			0
CURRENT-YEAR ENDING BALANCE	8,788,435	(99,276)	0	8,689,159
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	20,000			20,000
Reserved for Economic Uncertainties (9770)	1,686,257	3,944		1,690,201
Designated Amounts (9775-9780)	7,082,178	(103,220)	0	6,978,958
Unappropriated Amounts (9790)	0	0	0	0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved and CSEA Proposed Settlements	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$21,104,820			\$21,104,820
TOTAL REVENUES	\$21,104,820	\$0	\$0	\$21,104,820
EXPENDITURES				
Certificated Salaries (1000-1999)	\$8,053,326	\$55,651		\$8,108,977
Classified Salaries (2000-2999)	\$3,374,766	\$32,356		\$3,407,122
Employee Benefits (3000-3999)	\$5,222,732	\$22,868		\$5,245,600
Books and Supplies (4000-4999)	\$2,202,016	\$0		\$2,202,016
Services, Other Operating Expenses (5000-5999)	\$3,516,230	(\$78,713)		\$3,437,517
Capital Outlay (6000-6999)	\$2,948,848			\$2,948,848
Other Outgo (7100-7299) (7400-7499)	\$50,000			\$50,000
Direct Support/Indirect Cost (7300-7399)	\$693,896			\$693,896
Other Adjustments	\$0			\$0
TOTAL EXPENDITURES	\$26,061,814	\$32,162	\$0	\$26,093,976
OPERATING SURPLUS (DEFICIT)	(\$4,956,994)	(\$32,162)	\$0	(\$4,989,156)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0			\$0
CONTRIBUTIONS (8980-8999)	\$5,290,408			\$5,290,408
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$333,414	(\$32,162)	\$0	\$301,252
BEGINNING BALANCE	\$1,015,831			\$1,015,831
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,349,245	(\$32,162)	\$0	\$1,317,083
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$1,349,245	(\$32,162)	\$0	\$1,317,083
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved and CSEA Proposed Settlements	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$35,243,034	\$0	\$0	\$35,243,034
Remaining Revenues (8100-8799)	\$22,757,536	\$0	\$0	\$22,757,536
TOTAL REVENUES	\$58,000,570	\$0	\$0	\$58,000,570
EXPENDITURES				
Certificated Salaries (1000-1999)	\$22,120,997	\$109,051	\$0	\$22,230,048
Classified Salaries (2000-2999)	\$8,992,780	\$55,929	\$0	\$9,048,709
Employee Benefits (3000-3999)	\$12,387,777	\$45,171	\$0	\$12,432,948
Books and Supplies (4000-4999)	\$3,412,900	\$0	\$0	\$3,412,900
Services, Other Operating Expenses (5000-5999)	\$5,901,522	(\$78,713)	\$0	\$5,822,809
Capital Outlay (6000-6999)	\$3,174,010	\$0	\$0	\$3,174,010
Other Outgo (7100-7299) (7400-7499)	\$228,672	\$0	\$0	\$228,672
Direct Support/Indirect Cost (7300-7399)	(\$158,583)	\$0	\$0	(\$158,583)
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$56,060,075	\$131,438	\$0	\$56,191,513
OPERATING SURPLUS (DEFICIT)	\$1,940,495	(\$131,438)	\$0	\$1,809,057
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$0	\$0	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	(\$148,506)	\$0	\$0	(\$148,506)
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$1,806,989	(\$131,438)	\$0	\$1,675,551
BEGINNING BALANCE	\$8,330,691	\$0	\$0	\$8,330,691
Prior-Year Adjustments/Restatements (9793/9795)	\$0	\$0	\$0	\$0
CURRENT-YEAR ENDING BALANCE	\$10,137,680	(\$131,438)	\$0	\$10,006,242
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$1,369,245	(\$32,162)	\$0	\$1,337,083
Reserved for Economic Uncertainties (9770)	\$1,686,257	\$3,944	\$0	\$1,690,201
Designated Amounts (9775-9780)	\$7,082,178	(\$103,220)	\$0	\$6,978,958
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.0%	3.0%	#DIV/0!	3.0%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund: 13 Cafeteria Fund
Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus CSEA Proposed Settlement	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,589,881	\$0	\$0	\$1,589,881
TOTAL REVENUES	\$1,589,881	\$0	\$0	\$1,589,881
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$689,174	\$2,857	\$0	\$692,031
Employee Benefits (3000-3999)	\$289,981	\$966	\$0	\$290,947
Books and Supplies (4000-4999)	\$655,574	\$0	\$0	\$655,574
Services, Other Operating Expenses (5000-5999)	\$32,000	\$0	\$0	\$32,000
Capital Outlay (6000-6999)	\$6,880	\$0	\$0	\$6,880
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$89,636	\$0	\$0	\$89,636
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,763,245	\$3,823	\$0	\$1,767,068
OPERATING SURPLUS (DEFICIT)	(\$173,364)	(\$3,823)	\$0	(\$177,187)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$148,506	\$0	\$0	\$148,506
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(\$24,858)	(\$3,823)	\$0	(\$28,681)
BEGINNING BALANCE	\$186,082	\$0	\$0	\$186,082
Prior-Year Adjustments/Restatements (9793/9795)	\$0	\$0	\$0	\$0
CURRENT-YEAR ENDING BALANCE	\$161,224	(\$3,823)	\$0	\$157,401
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$161,224	(\$3,823)	\$0	\$157,401
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: 25 Capital Facilities Fund
Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$386,540	\$0	\$0	\$386,540
TOTAL REVENUES	\$386,540	\$0	\$0	\$386,540
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$27,990	\$980	\$0	\$28,970
Employee Benefits (3000-3999)	\$23,405	\$331	\$0	\$23,736
Books and Supplies (4000-4999)	\$1,000	\$0	\$0	\$1,000
Services, Other Operating Expenses (5000-5999)	\$110,850	\$0	\$0	\$110,850
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$163,245	\$1,311	\$0	\$164,556
OPERATING SURPLUS (DEFICIT)	\$223,295	(\$1,311)	\$0	\$221,984
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	(\$5,000)	\$0	\$0	(\$5,000)
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$218,295	(\$1,311)	\$0	\$216,984
BEGINNING BALANCE	\$999,870	\$0	\$0	\$999,870
Prior-Year Adjustments/Restatements (9793/9795)	\$0	\$0	\$0	\$0
CURRENT-YEAR ENDING BALANCE	\$1,218,165	(\$1,311)	\$0	\$1,216,854
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$1,218,165	-\$1,311	\$0	\$1,216,854
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	0	0	#DIV/0!	#DIV/0!

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: Unrepresented

	2021/2022	2022/2023	2023/2024
	Latest Board - Approved Budget Before Settlement (As of 12/13/2021) Plus GEFA Approved and CSEA & Unrepresented Proposed Settlements	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	35,243,034	32,123,893	32,794,997
Remaining Revenues (8100-8799)	22,757,536	9,969,615	9,969,615
TOTAL REVENUES	58,000,570	42,093,508	42,764,612
EXPENDITURES			
Certificated Salaries (1000-1999)	22,230,048	18,377,433	18,712,182
Classified Salaries (2000-2999)	9,048,709	8,418,871	8,556,162
Employee Benefits (3000-3999)	12,432,948	11,898,437	12,036,164
Books and Supplies (4000-4999)	3,412,900	1,329,702	1,279,304
Services, Other Operating Expenses (5000-5999)	5,822,809	3,773,722	3,790,531
Capital Outlay (6000-6999)	3,174,010	0	0
Other Outgo (7100-7299) (7400-7499)	228,672	184,273	187,108
Direct Support/Indirect Cost (7300-7399)	(158,583)	(158,583)	(158,583)
Other Adjustments	0	0	0
TOTAL EXPENDITURES	56,191,513	43,823,855	44,402,868
OPERATING SURPLUS (DEFICIT)	1,809,057	(1,730,347)	(1,638,256)
TRANSFERS IN & OTHER SOURCES (8910-8979)	15,000	15,000	15,000
TRANSFERS OUT & OTHER USES (7610-7699)	(148,506)	(148,506)	(148,506)
CONTRIBUTIONS (8980-8999)	0	0	0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	1,675,551	(1,863,853)	(1,771,762)
BEGINNING BALANCE	8,330,691	10,006,242	8,142,389
CURRENT-YEAR ENDING BALANCE	10,006,242	8,142,389	6,370,627
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	1,337,083	2,433,876	3,405,467
Reserved for Economic Uncertainties - Unrestricted(9770)	1,690,201	1,319,171	1,336,541
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	6,978,958	4,389,342	1,628,619
Unappropriated Amounts - Unrestricted (9790)	0	0	0
Unappropriated Amounts - Restricted (9790)	0	0	0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2021/2022	2022/2023	2022/2024
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$56,043,007	\$43,675,349	\$44,254,362
b.	State Standard Minimum Reserve Percentage for this District 84 enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,681,290	\$1,310,260	\$1,327,631

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,690,201	\$1,319,171	\$1,336,541
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)			
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$1,690,201	\$1,319,171	\$1,336,541
h.	Reserve for Economic Uncertainties Percentage	3.0%	3.0%	3.0%

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

FY 21/22	Yes X	No	<input type="checkbox"/>
FY 22/23	Yes X	No	<input type="checkbox"/>
FY 23/24	Yes X	No	<input type="checkbox"/>

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

N/A

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

The amount does not agree by \$78,713, this amount was budgeted in Supplies & Services and will be moved to Salary & Benefits

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

K. SALARY NOTIFICATION REQUIREMENT

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

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year LCFF per ADA:	\$ <u>10,105.00</u> (Estimated)
(b) Prior-Year LCFF per ADA:	\$ <u>9,621.00</u> (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ <u>484.00</u>
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	5.03% %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in LCFF after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	4.61%

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

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

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union Elementary School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Unrepresented Bargaining Unit, during the term of the agreement from 07/01/2021 to 06/30/2022

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

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>136,572</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(136,572)</u>

_____ (No budget revisions necessary)

District Superintendent
(Signature)

Date



Chief Business Officer
(Signature)

2-2-2022
Date

M. CERTIFICATION NO. 2

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

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

District Superintendent
(Signature)

Date

Nicole Lorenz, CBO
Contact Person

209-744-4545 x 311
Phone

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

President (or Clerk), Governing Board
(Signature)

Date



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.274 Board Consideration of Approval to Dispose of Surplus Vehicle Through a Public Auction
Presenter: Nicole Lorenz	Action Item: XX Information Item:

The Maintenance and Operations department has identified a vehicle that is no longer serviceable due to the theft of the catalytic converter that is no longer manufactured, and is no longer of value to the District.

The vehicle is described as follows:

2001 Ford Ranger Pick-up Truck – VIN# 1FTYR14V91PB04581

With Board approval, the department seeks to dispose of the vehicle through a public auction beginning on or after March 1, 2022.

The terms of the public auction will require that the purchaser will be responsible for the removal of the vehicle from District property at no expense to the District.

Notice of Sale of Surplus Vehicle

The Galt Joint Union Elementary School District currently has a vehicle that has been taken out of district service (surplus) due to the inability to be repaired. The district is now offering to sell this surplus vehicle through an online auction process.

The vehicle is identified as follows:

- 2001 Ford Ranger Pick-up Truck – VIN# 1FTYR14V91PB04581

The vehicle will be sold in its current condition and location (as-is). The purchaser will be responsible for removing it from the premises.

The vehicle will be available for inspection, by appointment, from March 1, 2022 through the close of auction. The hours for inspection are Monday - Friday, 9:00 a.m. to 4:00 p.m., except school holidays. The vehicle is located at the Maintenance, Operations and Transportation Department, 1019 Beaver Park Way, Galt, CA 95632.

Questions regarding making an appointment to view can be directed to the District's Maintenance Department, by calling 209-744-5242.

Bid Procedures

Galt Joint Union Elementary School District will conduct an auction of the surplus asset beginning on or after Tuesday, March 1, 2022 and ending after the sale of the surplus asset. The item noted above will be available for online auction on govdeals.com.

Description and auction information regarding this item and be found at www.govdeals.com/GaltJointUnionESD beginning on or after Tuesday, March 1, 2022.

Type this URL into your Internet browser, www.govdeals.com/GaltJointUnionESD and click on the item description as listed above to learn more about the item and to place an online bid for such item(s).

Questions regarding this matter can be directed to Nicole Lorenz at 209-744-4545 x 311.

Posting Dates: March, 1 2022 through March 31, 2022

Posting Locations: All District schools
Maintenance, Operations, & Transportation Department Office
District Office



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.275 Board Consideration of 2022 CSBA Delegate Assembly Ballot Sub-Region 6B (Sacramento County)
Presenter: Lois Yount	Action Item: XX Information Item:

CSBA’s Delegate Assembly is a vital link in the association’s governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. There are two required Delegate Assembly meetings each year.

Roles and responsibilities

The Delegate Assembly provides policy direction for the association, elects officers and directors, and ensures that the association reflects the interests of school districts and county offices of education. The Delegate Assembly consists of:

- More than 280 elected board members from CSBA's 21 geographic regions
- A 31-member Board of Directors
- Past presidents of CSBA serving on local school boards
- The immediate past president of the California County Boards of Education

As described in Article III, Section 1, of CSBA's Bylaws, the Delegate Assembly has the following powers and duties:

- Adopt the policy platform every two years. The policy platform provides a broad framework for implementing the association’s vision, mission and strategic directions, and as such guides the association’s policy and political leadership activities
- Adopt policies and positions as needed to supplement the policy platform
- Provide testimony or input on critical issues during special hearings at Delegate Assembly meetings
- Elect the association’s officers and Board of Directors
- Serve on standing committees, councils, task forces, and focus groups
- Adopt the corporate bylaws
- Provide two-way communication with local board members
- Provide advocacy on behalf of children, public education, school boards and the Association
- Support and participate in the association’s activities and events.

The next meeting of the Delegate Assembly will take place **Saturday, May 21-Sunday, May 22** in Sacramento.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

**OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)**

Number of seats: 2 (Vote for no more than 2 candidate)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

Christopher B. Clark (Folsom Cordova USD)*

Enough nominations weren't received; however, your board may vote to write in the name of a board member to fill this seat.

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 6 – 18 Delegates (11 elected/7 appointed)◆

Director: Darrel Woo (Sacramento City USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), term expires 2022

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2023

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2022

Christopher Clark (Folsom-Cordova USD), 2022

Pam Costa (San Juan USD)◆, appointed term expires 2023

Craig DeLuz (Robla ESD), term expires 2022

Leticia Garcia (Sacramento City USD), term expires 2023

Lisa Kaplan (Natomas USD), term expires 2023

Mike McKibbin (San Juan USD)◆, appointed term expires 2022

Chinua Rhodes (Sacramento City USD), term expires 2023

Edward (Ed) Short (Folsom-Cordova USD), term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2022

Vacant (Sacramento City USD)◆, appointed term expires 2023

Vacant (Twin Rivers USD)◆, appointed term expires 2023

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2022

Suzanna George (Rescue Union ESD), term expires 2023

County Delegate:

Shelton Yip (Yolo COE), term expires 2022

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

Delegate Assembly Appointed Biosketch Form for 2022



Deadline: Friday, January 7, 2022

Please submit completed form via e-mail to nominations@csba.org no later than by January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691.

Your signature indicates your consent to serve as a Delegate.

Signature: *Christopher B. Clark*

Date: 1/4/22

Name: Christopher B. Clark

CSBA Region & subregion #: 6

District or COE: Folsom Cordova Unified School District

Years on board: 6

Profession: Program Manager (Youth Diversion) Contact Number (Cell Home Bus.): 916-370-3383

Primary E-mail: cbclark@fcusd.org

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: 2020

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have built great relationships with past and current CSBA Region 6 Delegate's who have welcomed me with open arms when I came on board. I have enjoyed working with all of them, and have learned so much in this process. One of the reasons I wanted to become a Delegate is the advocacy that everyone brings to the table knowing that we all share the same vision.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As a School Board member, I have served as Board Clerk, Board Vice President, and Board President. I have been appointed to several City and County Board Positions including serving as the Chairman of the South Sacramento Citizens Planning Advisory Council and the Sacramento Neighborhood Accountability Board, City of Sacramento Parks & Recreation Advisory Council, and The Meadowview Neighborhood Betterment Committee. I am a graduate of Leadership Rancho Cordova Class VII, and I am very active in the Rancho Cordova Business Community.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I honestly believe one of the major challenges facing our governing boards is navigating through the current pandemic and facing the criticism of a certain group of parents throughout the region. CSBA has been a tremendous help to all of our Delegates in providing the necessary resources and webinars to help us deal with those certain situations and disruptions at Board Meetings.



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.276 Board Consideration of Approval of Resolution #11 To Reduce Particular Kinds Of Services And Abolish Classified Positions Due To Lack Of Work Or Lack of Funds
Presenter: Lois Yount	Action Item: XX Information Item:

Background

Due to reduced funding and district needs, the District must prepare to reduce and/or abolish particular kinds of service provided by classified employees for the 2022-2023 school year. Accordingly, the District seeks to reduce or abolish certain programs and services pursuant to Education Code sections 45114, 45117, 45298, 45308, 44957.

The District recognizes that under state law, the District would need to provide notice on or before March 15th to any employee(s) designated for layoff before the 2022-23 school year. Such individuals would have the right to request a hearing to challenge the layoff and the final decisions regarding layoffs and final notices must occur before the 15th of May.

Relevant Education Code Sections

Education Code sections 45114, 45117, 45298, 45308, 44957 - “No later than March 15th and before an employee is given notice by the governing board that his or her services will not be required for the ensuing year for the reasons specified in Section 45117, the governing board and the employee shall be given written notice by the superintendent of the district of his or her designee.”

Board Policy - Administrative Regulation 4217.3 -Personnel Reduction- when the district needs to reduce the number of classified staff, the district shall adhere to the notice, hearing and layoff procedure in Education Code 45114, 45117, 45298, 45308, 44957.

Recommended Action

The District seeks approval of Resolution #11 to reduce particular kinds of services and abolish classified positions.

Attachment: Resolution #11

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 11**

**RESOLUTION TO REDUCE PARTICULAR KINDS OF SERVICE
AND ABOLISH CLASSIFIED POSITIONS
DUE TO LACK OF WORK OR LACK OF FUNDS**

WHEREAS, Education Code sections 45114, 45117, 45298, 45308, 44957 and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to abolish or reduce classified positions due to lack of work or lack of funds;

WHEREAS, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to abolish or reduce the following classified positions in the District not later than June 30, 2022, due to lack of work or lack of funds:

Classifications:

Three (3), Instructional Asst., General Education, 3.75 hour positions

Five (5), Math Technician, 3.75 hour positions

Two (2), Health Assistant II, 8.0 hour positions

Four (4), Bilingual Instructional Assistant, 3.75 hour positions

Three (3), Instructional Assistant Preschool, 3.75 hour positions

Two (2), Instructional Assistant, Special Ed, 3.92 hour positions

One (1), Home Visitor, 8.0 hour position

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on June 30, 2022, the above referenced classified positions shall be abolished or reduced.

BE IT FURTHER RESOLVED that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees affected by this Resolution no later than March 15, 2022.

ADOPTED by the Board of Trustees of the Galt Joint Union School District on February 23, 2022, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

Attested To:

Lois Yount
Secretary of the Board of Education

Thomas Silva
President of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.277 Board Consideration of Approval of Resolution # 12 To Reduce Particular Kinds Of Services And Abolish Certificated And Preschool Permit Positions
Presenter: Lois Yount	Action Item: XX Information Item:

Background

Due to reduced funding and district needs, the District must prepare to reduce and/or abolish particular kinds of service provided by certificated and preschool permit employees for the 2022-2023 school year. Accordingly, the District seeks to reduce or abolish certain programs and services pursuant to Education Code sections 8303, 44949, and 44955.

The District recognizes that under state law, the District would need to provide notice on or before March 15th to any employee(s) designated for layoff before the 2022-23 school year. Such individuals would have the right to request a hearing to challenge the layoff and the final decisions regarding layoffs and final notices must occur before the 15th of May.

Relevant Education Code Sections

Education Code sections 8303, 44949, and 44955 - "No later than March 15th and before an employee is given notice by the governing board that his or her services will not be required for the ensuing year for the reasons specified in Section 44955, the governing board and the employee shall be given written notice by the superintendent of the district of his or her designee."

Board Policy - Administrative Regulation 4117.3 -Personnel Reduction- when the district needs to reduce the number of permit and certificated staff, the district shall adhere to the notice, hearing and layoff procedure in Education Code 44949 and 44955.

Recommended Action

The District seeks approval of Resolution #12 to reduce particular kinds of services and Abolish Certificated and Preschool Permit positions.

Attachment: Resolution # 12

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION RESOLUTION #12**

**TO REDUCE PARTICULAR KINDS OF SERVICES AND ABOLISH CERTIFICATED
AND PRESCHOOL PERMIT POSITIONS**

WHEREAS, the Board of Education of the Galt Joint Union Elementary School District ("District") has determined that it is necessary to reduce or discontinue particular kinds of services of the District beginning no later than the commencement of the 2022-2023 school year; and

WHEREAS, as a result of these reductions or discontinuation of services, it is necessary to decrease the number of certificated and preschool permit employees in the District.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education has decided to reduce the following particular kinds of services and provide statutory notices to employees providing such services:

Three (3) Preschool Permit Employees, each at .75 FTE

One (1) SDC Preschool Class Certificated Employee at 1.0 FTE

One (1) Reduction in one preschool class from 1.0 FTE to .75 FTE

NOW, THEREFORE, be it resolved that the Superintendent or Designee is directed to send appropriate notices to all employees whose employment may be affected for 2022-2023 school year, as a result of the adoption of this Resolution.

PASSED AND ADOPTED by the Governing Board of the Galt Joint Union Elementary School District on this 23rd day of February, 2022, by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Attested To:

Lois Yount
Secretary of the Board of Education

Thomas Silva
President of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: February 26, 2022	Agenda Item: 212.278 Board Consideration of Approval of GJUESD Board Policy (BP), Administrative Regulations (AR) and Exhibits (E): <ol style="list-style-type: none"> 1. BP/AR/E(1)(2) 1312.3 Uniform Complaint Procedures 2. BP/AR 4119.11 Sexual Harassment 3. AR/E 4119.12 Title IX Sexual Harassment Complaint Procedures 4. BP/AR 5145.3 Nondiscrimination/Harassment 5. BP/AR 5145.7 Sexual Harassment 6. AR/E 5145.71 Title IX Sexual Harassment Complaint Procedures
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

A first reading of the Board Policies, Administrative Regulations and Exhibits listed below was held on January 26, 2022. Board adoption is recommended:

1. BP/AR/E(1)(2) 1312.3 Uniform Complaint Procedures
2. BP/AR 4119.11 Sexual Harassment
3. AR/E 4119.12 Title IX Sexual Harassment Complaint Procedures
4. BP/AR 5145.3 Nondiscrimination/Harassment
5. BP/AR 5145.7 Sexual Harassment
6. AR/E 5145.71 Title IX Sexual Harassment Complaint Procedures

Policy 1312.3: Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 11/17/2016 | **Last Revised Date:** Pending

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group

with one or more of these actual or perceived characteristics (5 CCR 4610)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)

13. Local control and accountability plan (Education Code 52075)

14. Migrant education (Education Code 54440-54445)

15. Physical education instructional minutes (Education Code 51210, 51222, 51223)

16. Student fees (Education Code 49010-49013)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

20. School safety plans (Education Code 32280-32289)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

22. State preschool programs (Education Code 8207-8225)

23. State preschool health and safety issues in license-exempt programs (Education Code 8212)

24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation is subject to this policy.

25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
 7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
 8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
-

Regulation 1312.3: Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 11/17/2016 | **Last Revised Date:** Pending

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

Educational Services Director
Galt Joint Union Elementary School District
1018 C Street, Suite 210
209-744-4545 ext. 304
dwhitlock@galt.k12.ca.us

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, homeless students, children of military families, and former juvenile

court school students now enrolled in the district, as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school web sites and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has

occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, and bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a

form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE web site. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject

area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

Exhibit 1312.3-E(1): Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
PRESCHOOL COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8212, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times
6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's uniform complaint procedures as required by law. A complaint form may be obtained at the school or district office, or downloaded from the school or district web site.

You may also download a copy of the California Department of Education complaint form when available from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

Exhibit 1312.3-E(2): Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

**PRESCHOOL COMPLAINT FORM:
UNIFORM COMPLAINT PROCEDURES**

Education Code 8212 requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

- The preschool does not have outdoor shade that is safe and in good repair.
- Drinking water is not accessible and/or readily available throughout the day.
- The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.

- Restroom facilities are not available only for preschoolers and kindergartners.
- The preschool program does not provide visual supervision of children at all times.
- Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.
- Playground equipment is not safe, in good repair, or age appropriate.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation.

Please file this complaint at the following location:
Galt Joint Union Elementary School District
1018 C Street, Suite 210
Galt CA 95632 Attn: Educational Services Director

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

Policy 4119.11: Sexual Harassment

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** Pending

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the

district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Regulation 4119.11: Sexual Harassment

Status: DRAFT

Original Adopted Date: 02/27/2008

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX

Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
Galt, CA 95632
209-744-4545 ext. 308
dwhitlock@galt.k12.ca.us

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Regulation 4119.12: Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the

Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR

106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
 3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its website, or if the district does not maintain a website, it is available upon request by members of the public.
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Exhibit 4119.12-E(1): Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Educational Services Director
1018 C Street, Suite 210, Galt, CA 95632
209-744-4545 ext. 308
dwhitlock@galt.k12.ca.us

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at www.galt.k12.ca.us.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: superintendent@galt.k12.ca.us

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

Policy 5145.3: Nondiscrimination/Harassment

Status: DRAFT

Last Revised Date: 05/20/2014

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Regulation 5145.3: Nondiscrimination/Harassment

Status: DRAFT

Last Revised Date: 05/20/2014

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Educational Services Director

1018 C Street, Suite 210

209-744-4545 ext. 303

dwhitlock@galt.k12.ca.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide for students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the

extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community, the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and

other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three schooldays.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from

gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Policy 5145.7: Sexual Harassment

Status: DRAFT

Last Revised Date: 04/28/2010

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Regulation 5145.7: Sexual Harassment

Status: DRAFT

Last Revised Date: 04/28/2010

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 303
dwhitlock@galt.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's

obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies

the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional

allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance

process

3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions,

restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions

imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

Exhibit 5145.71-E(1): Title IX Sexual Harassment Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Educational Services Director
1018 C Street, Suite 210, Galt CA 95632
209-744-4545 ext. 304
dwhitlock@galt.k12.ca.us

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at www.galt.k12.ca.us

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: superintendent@galt.k12.ca.us

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.



Board Meeting Agenda Item Information

Meeting Date: February 23, 2022	Agenda Item: 212.279 Board Consideration of Approval of Increase In Pay For Long-Term Substitute Daily Rate
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:

Due to the challenges faced with filling long-term certificated classroom vacancies/leaves, the District will increase the **daily rate** of a long-term substitute teacher (*15 consecutive days or more per vacancy/leave assignment*) from **\$200.00 to \$300.00**.

Current Substitute Daily Rates:

Daily	\$180.00/day
Multiple Day (15 days in a pay period)	\$200.00/day
Long Term (15 consecutive days in a vacancy/leave assignment)	\$300.00/day
GJUESD Retired Teachers	\$200.00/day

The differential rate will remain at \$160.00/day. The new daily long-term substitute vacancy/leave daily rate will take effect beginning on February 21, 2022 and will sunset on June 9, 2022.

Board approval is recommended.