

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Regular Board Meeting
March 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/85417525487>
Or One tap mobile:
US: +16699006833,,85417525487# or
+13462487799,,85417525487#
Or Telephone:
408-638-0968
Webinar ID: 854 1752 5487

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: Galt City Hall Conference Room

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

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: 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
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Gov. Code, 54956.9, subd. (d)[(2) or (3)]:
 - One case

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

D. Board Meeting Protocol

E. Reports

Superintendent

1. 2022-2023 School Administration
2. 2022-2023 Registration Update for Transitional Kindergarten (TK) and Kindergarten
3. Social Media Awareness Presentation

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. Second Trimester Measures of Academic Progress (MAP) and District Reading Assessment (DRA) Report and Online Instructional Tools

LCAP GOAL 2

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

OTHER REPORTS

1. Board Policy Demonstration

F. Routine Matters/New Business

212.281 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

- February 23, 2022 Regular Board of Education Meeting
- March 9, 2022 Special Board of Education Meeting

c. Payment of Warrants

- Vendor Warrant Numbers: 22334171-22334196; 22335240-22335323; 22337878-22337971
- Certificated/Classified Payrolls Dated: 3/10/22, 2/28/22

d. Personnel

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

| | | |
|----------------|--|------------------|
| | f. KYA Services LLC Proposal Number 1-2-23213 for Robert L. McCaffrey Middle School – 10x100 Metal Shade Structure | |
| | g. Total Compensation Systems, Inc. (TCS) Consulting Services Agreement for GASB 74/75 Actuarial Valuation Services | |
| 212.282 | Consent Calendar (Continued) – Items Removed for Later Consideration | MOTION |
| 212.283 | Public Hearing to Gather Public Input on the Proposed Trustee-area Map Scenarios to Transition Governing Board Elections from At-Large to By-Trustee Area Elections | PUBLIC HEARING |
| 212.284 | Board Consideration of Approval of Revised 2022-2023 School Calendar | MOTION |
| 212.285 | Board Consideration of Approval of 2 nd Interim Budget Report For Fiscal Year 2021-22 | MOTION |
| 212.286 | Board Consideration of Approval of GJUESD Expanded Learning Plan | MOTION |
| 212.287 | Board Consideration of Approval of Instructional Assistant - Expanded Learning Job Description | MOTION |
| 212.288 | Board Consideration of Approval of Bilingual Instructional Assistant – Expanded Learning Job Description | MOTION |
| 212.289 | Board Consideration of Approval of Expanded Learning Site Coordinator Job Description | MOTION |
| 212.290 | Board Consideration of Approval of Side Letter of Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) Annual Stipend | MOTION |
| 212.291 | Board Consideration of Approval of Resolution No. 13 Calling the General District Election | MOTION |
| 212.292 | GJUESD Proposal for Fiscal Year 2022-23 with California School Employees Association (CSEA) and its GJUESD Chapter No. 362. 1. Article XIII Layoff & Re-Employment | INFORMATION ITEM |
| 212.293 | First Reading of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB): <u>Educational Services:</u> – BP/AR 5148.2 Before/After School Programs – BP/AR 5148.3Preschool/Early Childhood Education – BP 6170.1 Transitional Kindergarten | First Reading |

Business Services:

- AR 3515.6 Criminal Background Checks For Contractors
- AR 6112 School Day

Rescind

- AR 4217.3 Layoff/Rehire

Superintendent:

- BB 9320 Meetings and Notices
- BP 4156.2 Awards and Recognition

Rescind

- AR4156.2 Awards and Recognition

G. Public Comments for topics not on the agenda

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

H. Pending Agenda Items

1. School District Properties
2. District Communications

The next regular meeting of the GJUESD Board of Education: April 27, 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: March 23, 2022 | Agenda Item: Closed Session |
| Presenter: Lois Yount | Action Item: Information Item: XX |
| <p>1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz</p> <ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees <p>2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Gov. Code, 54956.9, subd. (d)[(2) or (3)]:</p> <ul style="list-style-type: none">▪ One case | |



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: March 23, 2022 | Agenda Item: Reports |
| Presenter: Lois Yount | Action Item: Information Item: XX |

SUPERINTENDENT REPORT

1. 2022-2023 School Administration
2. 2022-2023 Registration Update for Transitional Kindergarten (TK) and Kindergarten
3. Social Media Awareness Presentation

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. Second Trimester Measures of Academic Progress (MAP) and District Reading Assessment (DRA) Report and On-line Instructional Tools

LCAP GOAL 2

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

OTHER REPORTS

1. Board Policy Demonstration



SUPERINTENDENT REPORTS

1. 2022-2023 School Administration

Principals Ron Rammer and Donna Gill are retiring in June 2022.

Tina Homdus will be the new principal of River Oaks Elementary School beginning the 2022-23 school year. Mrs. Homdus has been with the District for eight years. For the last five years, she has been Assistant Principal at Greer Elementary School and McCaffrey Middle School.

Carlos Castillo will be the new principal of McCaffrey Middle School beginning the 2022-23 school year. Mr. Castillo has been an Assistant Principal in Elk Grove for nine years. He also has experience as a school counselor and Director of the Migrant Education Program for Butte County Office of Education.

Joshua Saldate has been an Assistant Principal at McCaffrey Middle School and Greer Elementary School since December 2021. He also has three years of administrative experience in the Mother Lode Union School District. For the 2022-23 school year, Mr. Saldate will be the full-time Assistant Principal at McCaffrey Middle School.

2. 2022-2023 Registration Update for Transitional Kindergarten (TK) and Kindergarten

3. Social Media Awareness Presentation

2022-2023 Registration Update for Transitional Kindergarten (TK) and Kindergarten

| | Complete Registrations in Synergy | Pending Registrations in Synergy | Hard Copy Registrations not entered in Synergy | 3/17/22 Total Registrations | 2021-22 Enrollment | Difference |
|--------------------------|--|---|---|------------------------------------|---------------------------|-------------------|
| Lake Canyon (K) | 19 | 6 | 29 | 54 | 56 | 2 |
| Marengo Ranch (K) | 32 | 2 | 0 | 34 | 57 | 23 |
| River Oaks (K) | 41 | 1 | 0 | 42 | 65 | 23 |
| Greer (K) | 64 | 1 | 1 | 66 | 74 | 8 |
| Valley Oaks (K) | 17 | 0 | 14 | 31 | 61 | 30 |
| Fairsite (TK) | 30 | 1 | 24 | 55 | 61 | 6 |
| | | | | 282 | 374 | 92 |



**SACRAMENTO COUNTY DISTRICT
ATTORNEY'S OFFICE & GALT JOINT UNION
ELEMENTARY SCHOOL DISTRICT
PRESENTS:
SOCIAL MEDIA AWARENESS PRESENTATION
FOR PARENTS & GUARDIANS OF
SCHOOL AGED CHILDREN**

RAFFLE PRIZES AVAILABLE!!!



PRESENTATION INCLUDES:

- An overview of current, popular social media applications used by youth;
- Safe and risky use of those applications
- How predators can present themselves on social media;
- How parents can manage/monitor social media activity and encourage safe use

Join Via Zoom Meeting

<https://us06web.zoom.us/j/84413468104?pwd=dXRuK3NMWXEzdEJSZm1QYVVBLYXJGQT09>

Meeting ID: 844 1346 8104 Passcode: 343986

**TAKE A NIGHT OFF COOKING AND
COME JOIN US FOR A LIGHT DINNER
& PRESENTATION**

ENGLISH PRESENTATION:

TUESDAY, MARCH 29, 2022

4:00 – 5:00 PM

MCCAFFREY MIDDLE - CAFETERIA

SPANISH PRESENTATION:

TUESDAY, APRIL 5, 2022

6:00 -7:00 PM

VALLEY OAKS - CAFETERIA



LCAP GOAL 1

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1. Second Trimester Measures of Academic Progress (MAP) and District Reading Assessment (DRA) Report and On-line Instructional Tools

Board Meeting

March 2022

Measures of Academic Progress (MAP) Winter 2022 Results

The MAP Growth assessment is used for measuring both achievement and growth. The reports provide staff with accurate and actionable data to help target instruction for each student or groups of students.

The data below reflects the percentage of elementary students who reached the 60th percentile. The data for middle school students is based on a higher target and are expected to reach the 70th percentile. Students who reach the target percentile have a greater probability of meeting or exceeding the expected achievement levels on state assessments.

Overall MAP Results

| READING | | |
|-----------------|------------|-------------|
| | Fall 2021 | Winter 2022 |
| District | 41% | 37% |
| Grade 1 | 33% | 34% |
| Grade 2 | 39% | 42% |
| Grade 3 | 42% | 46% |
| Grade 4 | 43% | 34% |
| Grade 5 | 49% | 46% |
| Grade 6 | 40% | 41% |
| Grade 7* | 29% | 25% |
| Grade 8* | 30% | 31% |

| MATH | | |
|-----------------|------------|-------------|
| | Fall 2021 | Winter 2022 |
| District | 33% | 31% |
| Grade 1 | 33% | 25% |
| Grade 2 | 39% | 40% |
| Grade 3 | 33% | 42% |
| Grade 4 | 31% | 31% |
| Grade 5 | 37% | 32% |
| Grade 6 | 26% | 29% |
| Grade 7* | 19% | 23% |
| Grade 8* | 24% | 27% |

*Target percentile is 70th (higher than elementary grades)

District Reading Assessments (DRA) Results, 2022

The District Reading Assessment is a foundational skills reading test which includes phonological awareness, reading fluency and reading accuracy. The results assist with the identification of specific reading skills mastered as well as reading skills that may require additional analysis.

Below is a comparison of DRA results for students, in Grades TK - 3, who met all end of the trimester benchmarks:

| | Trimester 1 | Trimester 2 |
|--------------------|-------------|-------------|
| District | 44% | 51% |
| Marengo | 55% | 56% |
| River Oaks | 38% | 54% |
| Valley Oaks | 40% | 48% |
| Lake Canyon | 47% | 51% |
| Greer | 38% | 42% |



OTHER REPORTS

OTHER REPORTS

1. Board Policy Demonstration

The public can view GJUESD Board policies on the [Board of Education](#) page of the District website. A brief demonstration of how to navigate the web page and view policies will be shared.



Board Meeting Agenda Item Information

| | |
|--|--|
| Meeting Date: March 23, 2022 | Agenda Item: 212.281 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"> ▪ February 23, 2022 Regular Board of Education Meeting ▪ March 9, 2022 Special Board of Education Meeting c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrant Numbers: 22334171-22334196; 22335240-22335323; 22337878-22337971 ▪ Certificated/Classified Payrolls Date: 3/10/22, 2/28/22 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. KYA Services LLC Proposal Number 1-2-23213 for Robert L. McCaffrey Middle School – 10x100 Metal Shade Structure f. Total Compensation Systems, Inc. (TCS) Consulting Services Agreement for GASB 74/75 Actuarial Valuation Services | |

Galt Joint Union Elementary School District Board of Education Minutes

**Regular Board Meeting
February 23, 2022**

Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632
Remote Access Via Zoom
Webinar ID: 83642157241

Board Members Present

Thomas Silva
Grace Malson
Traci Skinner
Wesley Cagle
Casey Raboy

Lois Yount
Nicole Lorenz
Kuljeet Nijar
Leah Wheeler
Ellen Morris
Judi Hayes

Administrators Present

Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Laura Marquez
Laura Papineau
Jennifer Porter
Donna Gill

A. 6:00 p.m. – Closed Session Location: Galt City Hall Chamber Conference Room

B. Closed Session was called to order at 6:00 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, Attorney at Law

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. **Closed Session adjourned at 7:05 p.m.** The open meeting was called to order at 7:15 p.m., followed by the flag salute. Thomas Silva announced the following action in closed session.

Upon the motion of Traci Skinner, seconded by Grace Malson, by a vote of 5 to 0, up to eleven (11) temporary and intern teachers to be released no later than at the end of the 2021-22 school year.

- D. Lois Yount, Superintendent, shared the **Board Meeting Protocol**.

E. **Communication**

1. Lois Yount shared a communication from David W. Gordon, Sacramento County Superintendents of Schools, Sacramento County Office of Education (SCOE), regarding the 2021-2022 First Period Interim Report concurring with the District's positive certification.

F. **Reports**

Superintendent Report

1. Current and Future Development in Galt

Lois Yount reported Galt is starting to see some growth; however, it is still somewhat small compared to neighboring communities. She held a recent meeting with Craig Hoffman, Galt Community Development Director, to receive an update on future developments.

Ms. Yount said four small developments are actively building that could potentially bring 145 students to the District within the next two years.

She added a study of the District's enrollment projections from SchoolWorks, Inc., and classroom capacity revealed the District's capacity for more than 145 students. In 2014 student enrollment was 3796 students. Today our enrollment is 3315. The District has been down approximately 500 students since 2014.

If some of the more significant developments like Eastview or Simmerhorn Ranch were to start to take off, things might be different. Those are home developments that could be potentially 1400 homes. Currently, there is not enough development to impact district schools in the next couple of years, but it will help change the trend towards declining enrollment.

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

Donna Whitlock, Educational Services Director, provided background information and a brief update. She indicated the school district is planning to offer a Dual Language Immersion program beginning with preschool and transitional kindergarten for the fall 2022 23 school year with progression through sixth grade. Dual Language Immersion will be a unique educational program that builds bilingualism and literacy in English and Spanish.

Ms. Whitlock emphasized that the program is not income-dependent, even though it's at the preschool. Upon registration, children will be assessed for their language level. The program requires an ongoing commitment because the Dual Language Immersion program, which will begin at preschool or transitional kindergarten, goes through sixth grade and then transitions to seventh and eighth grade.

Ms. Whitlock reported Kuljeet Nijjar, Preschool Administrator, and Laura Marquez, Assistant Principal at Valley Oaks Elementary, have held informational sessions over Zoom and included over 84 participants. Approximately 20 parents have filled out interest forms, and we are getting phone calls daily.

Ms. Whitlock stated professional learning consists of bilingual school district leaders who worked with the California Association for Bilingual Education (CABE) consultant to create a vision statement for the Dual Immersion Program. Professional learning is continuing monthly. Additionally, a second site visit to an established program at Davis Unified is coming up. The District is also planning in-person information nights.

Ms. Whitlock said she would update the Board again in April to let them know if there was sufficient interest to launch this program.

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

Ron Rammer, Principal, reported. He stated that McCaffrey is unique because it's the only school where all the kids in the District come together at one school. He indicated something different had happened this year. The return to school after school closures due to the pandemic started very quietly, but quickly students began to get physical. They would hit, push, argue, and be mean at times. Mr. Rammer said to promote positive behavior, McCaffrey expanded support and services.

Mr. Rammer described some of the following services:

- MAC – McCaffrey Advisory Committee is a group of students that advise administrators and counselors about what they think is important as kids.
- Wellness Center – staffed by counselors and allows students access during the day if they have any social-emotional concerns.
- Alternative Center (AC) – is staffed by a credentialed teacher and is connected to the Wellness Center. This is an alternative center for students having behavior issues in class. Instead of getting sent to the office, they go to the AC to continue to do their work and address their behavior. Mr. Rammer indicated this had been a very successful program and great use of funds.
- Additional Counselor – there are now two full-time counselors at McCaffrey to provide students with academic and emotional support.
- K-Dog – provides a venue for administration and students to share information on school issues and support services.

- PE class presentations by administrators and counselors regarding the violent tendencies happening on our campus.
- School Resource Officer, Loren Franklin, works with kids, and they know he is there to help them.

Mr. Rammer said social media is like a demon right now. It is taking kids and parents out. We've lost control of this very addictive device we call cell phones. They're more powerful than the computers on our desk, and it's way more than two and a half administrators and 46 teachers can handle with 730 kids. What I am asking the kids and the parents is for help. This requires a team effort. 90% of the discipline issues at McCaffrey Middle School go back to social media. This is a national issue and will worsen until parents step in.

Mr. Rammer added some positives. He indicated when people visit the campus, they compliment the school. When students go to Washington DC or NASA or wherever they go, they always get compliments. Our kids are incredible because our families are incredible, but we have our school rules; be nice, be safe, be responsible, and get much more focused on being nice because social media is taking up a lot of time right now. Parents will receive a letter from Mr. Rammer asking for help talking about social media use with their children.

Grace Malson, Board Member, indicated she is very happy the Wellness Center is up and running and added that it also has a clothing closet for students.

Grace Malson asked if there are grants available to implement social media monitoring.

Ron Rammer said they would add resource information to the website for parents.

Thomas Silva, Board President, asked what the policy is currently for cell phones.

Ron Rammer indicated they are trying to educate kids. There isn't a need for a cell phone at school.

Ron Rammer said if students have to be sheltered in place, the last thing you want is for cell phones to go off. There is a purpose behind every rule.

Grace Malson added that another message to families could be the social media footprint that students leave will never go away.

OTHER REPORTS

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

Donna Whitlock reported this is a new requirement and narrative update for the Board on how funds are being used. She highlighted a couple of areas that align with the District LCAP goals. The two goals are: 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

The American Rescue Plan Act funds the District receives go through the lens of the two goals to implement continuous and safe in-person learning strategies. The District hired two additional administrators and additional health staff to support students and staff at all sites.

Ms. Whitlock said that the District implemented acceleration blocks in addressing learning loss, similar to extended days. Class sizes were also reduced in kindergarten through second as best as possible.

Funds have been used to implement the Bright Future Learning Academy (BFLA). Enrollment is approximately 93 students. The District has accommodated every child whose parent has requested the home learning Academy.

Ms. Whitlock added funds were also used for the additional counselor at McCaffrey Middle School, additional instructional assistants, and yard supervisors.

This report will be brought back to the Board again at the end of the year with the LCAP update.

G. Routine Matters/New Business

212.264 Grace Malson made a motion to approve the Consent Calendar, seconded by Casey Raboy and unanimously carried.

Consent
Calendar

- a. Approval of the Agenda
- 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

CC Items
Removed

212.266 Wesley Cagle made a motion to approve the Recommendation for Stipulated Expulsion No. 21/22-02 and Stipulated Expulsion No. 21/22-03, seconded by Traci Skinner and unanimously carried. **Stipulated Expulsion**

212.267 Lois Yount requested to move Pre-Draft Map Hearing No. 1 Presentation to Transition Governing Board Elections from At-Large to By-Trustee Area Elections to the end of the meeting to allow time for Ken Reynolds, SchoolWorks, Inc., to join the meeting. The Board agreed to move the item. **Pre-map Public Hearing**

212.268 Michael Ash, Partner at Christy White Accountancy Corp., provided an overview of the 2020-21 Audit report. **Audit**

There are multiple opinions in the report. The first opinion on the financial statements is an unmodified opinion. That's the best.

Mr. Ask stated the audit is performed under government auditing standards, which means they don't give an opinion on internal controls. Still, it gets reported as a finding if they find anything that they deem to be a significant deficiency or material weakness. Mr. Ash said he is happy to say there were no findings there.

Mr. Ask also gives an opinion on federal awards; it's called a single audit because the District spends \$750,000 in federal monies. There were also no findings, and received a modified opinion.

Finally, procedures received an unmodified opinion. He thanked the entire GJUESD team.

Thomas Silva made a motion to approve GJUESD 2020-2021 Audit Report by Christy White Associates, seconded by Casey Raboy and unanimously carried.

212.269 The following individuals addressed the Board: Ryan Montgomery, Kathy Loesch, Alaya Gunter, Scott Crosier, Kristi Ward, Megan Vanderlack, Sandra Hendrix, Austin Loza, Joseph Vanderlack, Martha Vielma, Jessica Herzog, Presley Chandler, Payton Dean, Laura Talhouk, Annette Kunze, Makenzie Tiderence, Margo Aquire, Robert Harper **Res 13 Mask Mandate**

Email public comments were received and posted to the District website from Sara Murray, Tony Woodard, Amanda Barnett, Sunshine Umeda, Myrna Dingle Gold, Veronica Kaufman, Carolyn Brennan, and Bryan Gold

Wesley Cagle made a motion to table action on Resolution No. 13 Of The Galt Joint Union Elementary School District Board Of Trustees Regarding Mask Mandates For Students, seconded by Grace Malson and unanimously carried.

The Board of Trustees then directed Lois Yount, Superintendent, to immediately adjust the mask enforcement procedures for students. GJUESD will continue to enforce the mask mandate by educating students and

offering students a mask. The District mask enforcement procedures will no longer exclude students from their classrooms.

- | | | |
|----------------|---|--|
| 212.270 | Kuljeet Nijjar shared information about Fairsite Elementary School Readiness efforts. Fairsite was approved as an elementary school at the February 23, 2022 Board meeting, so it was not required to submit a plan this year. Laura Marquez, Laura Papineau, Leah Wheeler, and Ellen Morris, Assistant Principals, highlighted portions of their Comprehensive Safety Plans. Thomas Silva made a motion to approve the 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, seconded by Casey Raboy and unanimously carried. | Comprehensive Safety Plans |
| 212.271 | Grace Malson made a motion to approve 2022-23 E-rate Service Provider, seconded by Traci Skinner and unanimously carried. | E-rate Service Provider |
| 212.272 | Thomas Silva made a motion to approve the 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, seconded by Wesley Cagle and unanimously carried. | CSEA Re-opener Bargaining Agreement |
| 212.273 | Wesley Cagle made a motion to approve the Non-Represented Agreement Covering the Period Beginning July 1, 2021, and Ending June 30, 2022, seconded by Thomas Silva and unanimously carried. | Non-rep Agreement |
| 212.274 | Grace Malson made a motion to approve Disposal of Surplus Vehicle Through a Public Auction, seconded by Casey Raboy and unanimously carried. | Disposal Surplus Vehicle |
| 212.275 | Grace Malson made a motion to write in Traci Skinner as a candidate to fill the 2022 CSBA Delegate Assembly Sub-Region 6B (Sacramento County) seat, seconded by Casey Raboy and unanimously carried. | CSBA Delegate Assembly Vote |
| 212.276 | Grace Malson made a motion to approve Resolution No. 11 - Resolution To Reduce Particular Kinds of Service and Abolish Classified Positions Due to Lack of Work or Lack of Funds, seconded by Wesley Cagle and unanimously carried. | Res 11 Class RIF |
| 212.277 | Thomas Silva made a motion to approve Resolution No. 12 – Resolution to Abolish/Reduce Certificated/Permit Positions Due to Reductions of Particular Kinds of Services, seconded by Traci Skinner and unanimously carried. | Res 12 Cert RIF |

- 212.278** Thomas Silva made a motion to approve the following GJUESD Board Policies (BP), Administrative Regulations (AR), and Exhibits (E), seconded by Grace Malson and unanimously carried. BP/AR/E
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
- 212.279** Casey Raboy made a motion to approve Increase In Pay For Long-Term Substitute Daily Rate, seconded by Wesley Cagle and unanimously carried. Long-term Sub
Pay
- 212.267** The Board of Trustees held a Pre-Draft Map Public Hearing No. 1 to Transition Governing Board Elections from At-Large to By-Trustee Area Elections. There were no public comments. Mr. Ken Reynolds, SchoolWorks, Inc., did not join the meeting. Pre-map Public
Hearing

H. Public Comments for topics not on the agenda

1. Veronica Kauffman addressed the Board regarding staff and protestor behaviors. She also addressed the Board regarding item 212.269 Resolution 13 of the GJUESD regarding mask mandates for students.

I. Pending Agenda Items

1. School District Properties
2. District Communications

J. Adjournment 10:23 p.m.

Traci Skinner

Date

2-22-2022

Dear Board Members & Superintendent,

Thank you for all you do for our community. I am writing this as I cannot be there in person tonight.

I want to share a major concern I have with the survey sent out last week regarding mask wearing as a personal choice. I am glad a survey was created and sent out, however the timeframe for the survey was beyond unfair, for all, especially our community. I do not pretend to understand the reasoning behind the 12 hour window. Staff members, community members, and parents of my students were upset and frustrated with this time frame as well. People do not check emails every hour. What about those parents who do not have email? It would have been a more reliable and fair survey if voters had at least 48 hours. For future surveys, especially ones regarding such an important topic/issue, can you please allot more time, with many more reminders?

As for masks, I know I have spoken my opinion many times, at board meetings. I still stand on the fact that mask wearing should be a personal choice. While others who have opposing views as myself seem to be heard more and/or speaking louder than the rest, I still continue to speak for those who do NOT feel heard or comfortable saying it aloud.

Thank you for your time.

Sara Murray
5th Grade Teacher
Valley Oaks Elementary



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

Public Comment for Board Meeting 2.23.22

1 message

Tue, Feb 22, 2022 at 1:39 PM

To: "superintendent@galt.k12.ca.us" <superintendent@galt.k12.ca.us>

Date: February 22, 2022

To: Whom it May Concern

Re: Masks in the Galt School District - Resolution No. 13 Agenda Item 212.269

The mandates are in place to protect our children and our community, both from this pandemic and financial calamity. Why would a vote be issued 5 days prior to the state meeting to discuss alleviating possible mandates? If, by chance a child gets COVID in one of our classrooms, not only must we all live with the burden of allowing the unnecessary spread of the virus, those that allow this mandate to be lifted prematurely, can be held financially accountable.

I again ask why? Why do we continue to give in to those that stand outside our school grounds with snacks and signs, in celebration of those that buck science?

While everyone's personal views may differ, the facts of how to combat the virus remain the same. Our children deserve to learn in an environment, that is void of parental bullies, where they can focus on their studies and not which way will be the safest to walk today - in order to avoid persecution by a select few peers and their peers' parents for wearing a simple mask.

The school board over the last 2 years, has become a battle ground in communities across the country. The amount of unnecessary effort extended to this mask mandate would be better served on real issues that need our immediate attention - budget, curriculum, child welfare, healthy lunches, after school programs, proper textbooks, etc. I ask that logic, science, and conscience help direct our efforts and agenda so we can stop wasting time and focus on what matters above all else - our children's future.

Tony Woodard



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

Agenda item 212.269

1 message

Fri, Feb 18, 2022 at 12:02 PM

To: "tsilva@galt.k12.ca.us" <tsilva@galt.k12.ca.us>, "wcagle@galt.k12.ca.us" <wcagle@galt.k12.ca.us>, "tskinner@galt.k12.ca.us" <tskinner@galt.k12.ca.us>, "craboy@galt.k12.ca.us" <craboy@galt.k12.ca.us>, "gmalson@galt.k12.ca.us" <gmalson@galt.k12.ca.us>, "lyount@galt.k12.ca.us" <lyount@galt.k12.ca.us>, "superintendent@galt.k12.ca.us" <superintendent@galt.k12.ca.us>

Superintendent Yount and members of the board,

I am writing to voice my concern regarding agenda item 212.269. This board has been notified on no less than 4 separate occasions that the mask mandate is not discretionary and that if you should choose not to enforce it you are vulnerable to legal action and will not be covered by the SIA. As of the drafting of this agenda item the mandate still stands. It is your duty to follow the laws and mandates set forth by the state, not to bend to the will of the unruly minority. You walk a slippery slope here. The current actions of the board and this district are sowing a feeling of distrust among a large number of parents. We will not continue to allow our children to attend your schools if we cannot trust you to abide by simple safety laws and mandates. If you are so easily swayed by the disruption tactics of those who value their personal comfort over protecting our children and ensuring their safety on campus, what other safety measures are you willing to rebuke? I urge you to protect our students and school staff by continuing to enforce consistent and proper masking on our school sites as long as the mandate remains in effect.

Thank you,
Amanda Barnett



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

2/23 Board Meeting Public Comment

To: Superintendent Office <superintendent@galt.k12.ca.us>

Tue, Feb 22, 2022 at 3:56 PM

Hello, My name is Sunshine Umeda and I'm a 4th grade Teacher at River Oaks.

I am very concerned that the Board is voting to possibly disregard the State Mask Mandate. This decision has a huge impact on not only classrooms and teachers, but also the community as a whole. Without adhering to the mask mandate, our district may lose insurance/liability coverage that will impact us for years to come. The district would have to cover lawsuits out of pocket, taking money directly out of our budget. This puts the district at a financial risk of bankruptcy.

Going against the mask mandate and sending the message that individuals can choose their own policy will also provide the ability for everyone to then question any mandate or policy district wide, including district and school handbooks all the way to classroom procedures. Everyone will get to pick and choose based on their individual wants. This also condones the behavior we have seen district wide where students are missing valuable instruction and adults were giving children treats in order to protest without that child's parent's knowledge. Students were perpetuating what they saw from their parents and coming to school and refusing to play with friends unless they refused to wear a mask. It no longer became a personal choice. This type of behavior can not be rewarded.

What ignoring the mask mandate would mean in the classroom; masked students may be in fear of sitting next to unmasked students. I have witnessed students come to school unknowingly Covid positive and find out at the end of the day. Since everyone was wearing their mask appropriately, no other student was affected and everyone could continue coming to school. If this had occurred without masks, every student and teacher would have been exposed for the entirety of the day and there would have been more testing necessary and quarantines with lost instruction. More safety measures will need to be put in place to ensure that school is a safe environment for all students. More students and staff will get sick, which will mean more lost instruction and more substitutes needed to step in for a long stretch of days.

In refusing to adhere to the State Mandate, it is not invoking personal choice, it is breaking the law. If a person came into my car and refused to wear a seatbelt because they didn't like how it feels, that would not be tolerated because it puts everyone at risk. Let's keep working together to follow the State Mandate and keep everyone safe and in school ready to teach and learn.

Thank you



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

Fwd: For public comment at this week's meeting of the Galt Joint Union Elementary School District

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

Date: Tue, Feb 22, 2022 at 12:11 PM

Subject: Re: For public comment at this week's meeting of the Galt Joint Union Elementary School District

To: Lois Yount <lyount@galt.k12.ca.us>, Kauai Bock <kbock@galt.k12.ca.us>

Cc: Nottoli, Don <nottolid@saccounty.net>

<covid19@cde.ca.gov>, <dhs-director@saccounty.net>, <Superintendent@cde.ca.gov>, <lhines@cityofgalt.org>, Morrar, Sawsan <smorrrar@sacbee.com>, <Senator.Pan@senate.ca.gov>, <Lisa.Ramer@asm.ca.gov>, <Lilliana.Udang@sen.ca.gov>, <Idriss.Mezzour@asm.ca.gov>, <David.Stammerjohan@sen.ca.gov>, <Daniel.Washington@asm.ca.gov>, <dgordon@scoe.net>, Casey Raboy <craboy@galt.k12.ca.us>, <tsilva@galt.k12.ca.us>, <tskinner@galt.k12.ca.us>, <wcagle@galt.k12.ca.us>, <gmalson@galt.k12.ca.us>

Revised:

It's imminent that the State will lift its temporary policy of masking in elementary schools. It's more imminent that Galt Joint Union Elementary School District will precede the lifting of this temporal measure. Even with warnings from the Schools Insurance Authority and admonitions from our public elected leaders, GJUESD will act recklessly to do this. At this point, many parents, teachers, and learners have come to know that GJUESD largely lacks the fortitude and character to keep safety measures in place. School Site Safety Policy is farcical and exists as a placeholder.

Now, GJUESD will **succumb** to the hysteria of parents and community who follow Q-Anon, court members of the Proud Boys, a known domestic terrorist group identified for watch by the Federal Bureau of Investigations, and follow misinformation regarding transmissible disease and mitigations. The Schools Insurance Authority will penalize or drop coverage, leaving our schools even more costly and vulnerable to operate. Wonderful staff will continue to retire or quit because of bullying parents and misbehaving children. This is the further drawing back the curtain on insidious plans to ensure that all learners will not receive equitable education and needed support in our community.

I'm turning my attention to ensure the Board puts into place protections around learners and staff who will continue to mask. Given the District's partiality toward **those who do not support** public health safety measures, it's my nearly empty hope that those who choose to continue to mask will not face harassment from those who do not mask presently. Without indemnification from Schools Insurance Authority, how will you handle issues that will arise when there will be harm from these people who like to threaten misguided revolts perpetuated via children on social media?

Myrna Dingle Gold



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

Public Comment 2/23/22 Board Meeting

1 message

Tue, Feb 22, 2022 at 1:39 PM

To: "superintendent@galt.k12.ca.us" <superintendent@galt.k12.ca.us>, "tsilva@galt.k12.ca.us" <tsilva@galt.k12.ca.us>, "gmalson@galt.k12.ca.us" <gmalson@galt.k12.ca.us>, "tskinner@galt.k12.ca.us" <tskinner@galt.k12.ca.us>, "craboy@galt.k12.ca.us" <craboy@galt.k12.ca.us>, "wcagle@galt.k12.ca.us" <wcagle@galt.k12.ca.us>, Kauai Bock <kbock@galt.k12.ca.us>

PUBLIC COMMENT RE: Agenda Item 212.269

Galt Joint Union Elementary School Board of Trustees

I am a community member and parent to a child in the district.

I have attended all but one board meeting over the last 2 years. In that time, I have seen this Board of Trustees discuss liability to the district many times over. Each time erring on the side of caution for the district. You have approved budget funds for repairs and improvements, changes & updates to policies, new programs, and even convened a special board meeting earlier this month on

February 9th to vote on a change from at large voting to by district voting.

In that discussion board member Skinner said "This isn't something we are choosing to do. It's the law and we're following it."

So, I ask this Board of Trustees how the public should reconcile the fact that if you approve agenda item 212.269 you will open this district up to legal liability as well as open liability up for each of our valued educators?

This board has stated it wants to listen to parents; however, your job is to protect the district, students and employees as a whole. Not to push your own personal agendas or bow to the approximately 6% of families that created educational disruptions on our campuses over the last week.

Let me be clear. State mandated universal masking should not be a policy held in perpetuity. And on February 28th an off-ramp policy will be announced. While some think this is overdue, the current state and county mandate is for universal indoor masking in the K-12 system. Parental frustration with state and county mandates should be taken to the state and county – not the school board. If this board of trustees and district takes potential illegal actions to defy the health orders from our state and county it will open up liability for our district, potentially cause the district to be dropped from insurance face fines, loss of funding, as well as further fracture remaining trust this board and district administration has with much of our community.

The preceding 2 years has brought difficulty for each of us and our children. That should not be discounted. But there is a light at the end of what seemed like an endless tunnel. Please do not crash our district on the home stretch.

Please choose to follow the legal health orders and enforce the K-12 indoor mask mandate. Vote no on resolution 13, agenda item 212.269.

Veronica Kaufman



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

public comment 2/23/22

carolyn brennan

Tue, Feb 22, 2022 at 4:39 PM

To: "superintendent@galt.k12.ca.us" <superintendent@galt.k12.ca.us>

Members of the board,

My name is Carolyn Brennan and I am a grandparent of students in your district. I am writing you today to urge you to vote NO on resolution 13 agenda item 212.269. The current mandate allows my grandchildren to attend classes in person safely and without great risk of contracting Covid 19. That in turn allows them to spend time with my husband and I without risking our own health. If you are to allow all students to go mask free, disregarding the current mandate, you will directly put myself and many other grandparents at risk. All children deserve to be able to safely attend classes AND safely visit their grandparents. Are you willing to gamble with the lives of your students, staff and community members? Are you willing to assume all liability when the SIA will not insure you?

Again, I am urging you to vote no on resolution 13, agenda item 212.269.

Thank you.



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

Fwd: For public comment at this week's meeting of the Galt Joint Union Elementary School District

1 message

To: Lois Yount <lyount@galt.k12.ca.us>, Kauai Bock <kbock@galt.k12.ca.us>

Tue, Feb 22, 2022 at 6:24 PM

Subject: Re: For public comment at this week's meeting of the Galt Joint Union Elementary School District

To: Lois Yount <lyount@galt.k12.ca.us>, Kauai Bock <kbock@galt.k12.ca.us>

Cc: Nottoli, Don <nottolid@saccounty.net>, < covid19@cde.ca.gov>, <dhs-director@saccounty.net>, <Superintendent@cde.ca.gov>, <lhines@cityofgalt.org>, Morrarr, Sawsan <smorrar@sacbee.com>, <Senator.Pan@senate.ca.gov>, <Lisa.Ramer@asm.ca.gov>, <Lilliana.Udang@sen.ca.gov>, <Idriss.Mezzour@asm.ca.gov>, <David.Stammerjohan@sen.ca.gov>, <Daniel.Washington@asm.ca.gov>, <dgordon@scoe.net>, Casey Raboy <craboy@galt.k12.ca.us>, <tsilva@galt.k12.ca.us>, <tskinner@galt.k12.ca.us>, <wcagle@galt.k12.ca.us>, <gmalson@galt.k12.ca.us>, Myrna Gold <myrna.gold@gmail.com>

Superintendent Yount and members of the Galt Joint Union Elementary School District:

My wife and I have kept our school-age children home from school and in a home learning academy setting since spring 2020 due to concerns related to COVID-19.

She and I recently started allowing the children to attend music, choir, and PE classes at Lake Canyon Elementary School to give them some sense of normalcy.

I now fear for my children's safety and well-being.

There are parents of that school's students who are on or near campus and pressuring kids to go maskless. The belief is that breaking the rules that were put in place for the benefit of everyone will force the board to either recklessly do away with sound policy or build expensive temporary facilities to educate students who choose to not follow the rules.

The state of California and Sacramento County will eventually lift the masking policy currently in place. Just give it time to run its course.

Until then, please ponder this one question. What is more important to the district and the board: the health and safety of ALL students or allowing pandering and hysteria to dictate how funding decisions are made and how students are taught?

Bryan Gold
Galt resident

Galt Joint Union Elementary School District Board of Education Minutes

**Special Board Meeting
March 9, 2022**

Galt City Hall Chamber
380 Civic Drive, Galt CA 95632
Zoom Teleconference
Webinar ID: 86122043540

Board Members Present

Thomas Silva
Grace Malson
Traci Skinner
Wesley Cagle- absent
Casey Raboy

Administrators Present

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

- A. 6:00 p.m. – Closed Session Location:** Galt Joint Union Elementary School District Office
- B. Closed Session** was called to order at 6:00 p.m. by Thomas Silva.
Present for the closed session: Thomas Silva, Grace Malson, Traci Skinner, Casey Raboy and Lois Yount
1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent
- C. Closed Session adjourned at 7:10 p.m.** The open meeting was called to order at 7:17 p.m., followed by the flag salute. Thomas Silva announced no action was taken in closed session.
- D. Board Meeting Protocol**
Lois Yount, Superintendent, shared the board meeting protocol.
- E. New Business**
- | | | |
|----------------|---|----------------|
| 212.280 | Pre-Draft Map Public Hearing No. 2 Presentation to Transition Governing Board Elections from At-Large to By-Trustee Area Elections. | PUBLIC HEARING |
|----------------|---|----------------|

Lois Yount stated the Board would hold its second public hearing as part of the process to adopt a trustee area boundary map to transition from at-large to by-trustee area elections.

Chris Keiner, Attorney at Law, Dannis Woliver Kelley, provided a brief introduction and timeline to complete the transition to By-Trustee Area Elections.

Ken Reynolds, President, SchoolWorks, Inc., provided an introduction to Trustee Boundary Maps. He indicated the goal is to create equal populations for each trustee area to create fair elections following each decennial federal census.

The basic guidelines for creating boundaries include the following factors: Topography, Geography, Cohesiveness, and Community of interests of the trustee areas. The overall goal is to create an equal total population for each of the trustee areas by combining census blocks. The census blocks are the source of data from the census that provides all the demographics regarding the total population for each trustee area. Mr. Reynolds reviewed the timeline for adopting a map and the census blocks for GJUESD. The District is made up of 486 census blocks, and those reside within 11 different census tracts; a track is a larger group of census blocks. Galt's population as of the 2020 census is 31,001. In creating five trustee areas, each area would have a total population of 6200. The census data also shows the racial and ethnic data of Galt. Broken down, it is 43.5% Hispanic, 3.7% Asian, 18% Black or African American, 5.9% mixed race and 45.1% white.

Lois Yount asked for clarification on the peak deviation for trustee areas.

Ken Reynolds confirmed that the peak deviation is 10% between the smallest and largest populations. Typically if any trustee area gets more than about 5% away from the ideal population of 6200, it can create some challenges to create a valid map.

Board members discussed the timeline to prepare for Sacramento County Committee on School District Organization approval and ensure all requirements are met.

Chris Keiner stated that so much time is put into the process before submission to make sure all the targets are met, including community input. He added that the committee is concerned that the process is followed, not the outcome.

Ken Reynolds stated that the maps would include the total population, citizen voting age, and other statistics. He will provide three maps for consideration and make adjustments as needed.

Board members discussed likely voter populations in relation to school enrollment.

Public Comment: Veronica Kauffman, a parent, addressed the Board and Mr. Reynolds. She asked what other demographics are used when creating the maps and if current board members and where they reside will be included? Also, what areas are up for election, so she will know if she can vote.

Mr. Reynolds indicated total population, citizen voting-age population, ethnicity, and the election cycle would be included with maps.

The public hearing closed with no further public comment requests.

F. Public Comments for topics not on the agenda

There were no public comment requests for topics not on the agenda.

G. Pending Agenda Items

1. School District Properties
2. District Communications

H. Adjournment 7:45 p.m.

Traci Skinner, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees

| Name | Position | Effective Date | Site |
|-------------------------|---------------------------------------|----------------|------------------|
| Bartkowski, Beth | Teacher | 04/08/2022 | Lake Canyon |
| Bury, Ashley | Instructional Assistant | 2/17/22 | Valley Oaks |
| Lane, Mary | Teacher | 6/9/22 | Marengo Ranch |
| Montanez, Edgar | Bilingual Office Assistant | 3/18/22 | River Oaks |
| Parra Domingues, Carmen | Instructional Assistant, Bilingual | 2/17/22 | Fairsite |
| Rivera, Diana | Instructional Assistant, Bilingual | 2/25/22 | McCaffrey Middle |
| Rivera Flores, Mayra | Yard Supervisor | 3/10/22 | McCaffrey Middle |

Leave of Absence Requests

| Name | Position | Effective Date | Site |
|-----------------------|---------------------|----------------|------------------|
| Christopherson, Laura | Teacher | 3/3/22 | McCaffrey Middle |
| Morey, David | Custodian | 3/10/22 | Vernon E. Greer |
| Mullins, Donna | Teacher | 4/4/22 | River Oaks |
| Newman, Danielle | Accounts Receivable | 3/14/22 | District Office |
| Prieto-chase, Lydia | Food Service Worker | 2/17/22 | Lake Canyon |

New Hires/Status Change

| Name | Position | Site |
|--------------------|---|-----------------|
| Baysinger, Deborah | Yard Supervisor | River Oaks |
| Barajas, Doreen | Instructional Assistant, Special Education | Fairsite |
| Galeno, Tedra | Behavior Management Technician | Marengo Ranch |
| Garrison, Dustin | Certificated Substitute | N/A |
| Garza, Alyssa | Certificated Substitute | N/A |
| Gwinn, Kobi | Registered Behavior Technician | District Office |
| Heinrich, Bethany | Certificated Substitute | N/A |
| Hernandez, Marcos | Classified Substitute | N/A |
| Landa Tapia, Mayra | Classified Substitute | N/A |
| Lopez, Belyn | Classified Substitute | N/A |
| Mendez, Jaquelin | Certificated Substitute | N/A |
| Pamplona, Adriana | Classified Substitute | N/A |
| Pollitt, Monica | Instructional Assistant | Vernon E. Greer |
| Rocha, Brooke | Instructional Assistant - Short Term | Lake Canyon |
| Taylor, Chase | Instructional Assistant, ASES | McCaffrey |
| Torres, Alexandra | Yard Supervisor | Vernon E. Greer |
| Sanchez, Anthony | Classified Substitute | N/A |



CONSENT CALENDAR

KYA Services LLC

1. KYA Services LLC Proposal Number 1-2-23213 for Robert L. McCaffrey Middle School – 10x100 Metal Shade Structure

The District's ESSER III plan included expenditures to expand outdoor learning spaces by providing shade structures. KYA Services will build and install a 10x100 metal shade structure over the concrete slab surrounding the track and field at McCaffrey Middle School. Bleachers will be installed under the shade structure at a later date.

Budget: \$ 164,681

Funding Source: ESSER III



PREPARED FOR

Lois Yount

Galt Joint UESD

209-744-4545 345

lyount@galt.k12.ca.us

03/09/2022

**GUESD - McCaffrey Middle School -
10X100 Metal Shade Budgetary**

***Proposal Number* 1-2-23213**

***CMAS:* 4-20-78-0089C**

Contact

Megan Leyds
1800 E. McFadden Ave.
Santa Ana, CA

(949)245-8557

Megan.Leyds@theKYAgroup.com

Pages 6

CA LICENSE #984827 B + C15
DIR #1000003379



Proposal: 1-2-23213
To: Galt Joint UESD
1018 C St Ste 210
Galt
California
95632

Date: March 9, 2022
Terms: Net 30
CMAS: 4-20-78-0089C
Base Contract: February 10, 2025
Contract Terms: Feb 26, 2020 - Feb 10, 2025

c/o: Galt Joint UESD
RA: Megan Leyds
RA Phone: (949)245-8557
RA Email: Megan.Leyds@theKYAgroup.com
Site: Robert L. McCaffrey Middle School
Address: 997 Park Terrace Drive
95632

Site Qualifications and General Scope of Work

DIR # 100003379

Priced per CMAS- KYA GSA- KYA Services (4-20-78-0089C)

Price Valid for 15 Days

Notes: Sales tax rate will be based upon the shipping address. Price is good for 60 days from date of quote. Unless otherwise stated, delivery times are 6-8 weeks upon receipt of approved PO. Minimum order 25 - 65 syds depending on color.

Initials _____



SCOPE OF WORK - PRICING

| | Quantity | U/M | Price | Value |
|--|----------|-----|-------------|--------------|
| GUESD - McCaffrey Middle School - 10X100 Metal Shade Budgetary | | | | |
| <u>K0002044 - DSA-PC Metal Structure</u> | 1,000.00 | SF | \$157.18 | \$157,180.00 |
| <u>K0002045 - DSA-PC Meatal Structure Cage Footing System</u> | 8.00 | EA | \$659.49 | \$5,275.92 |
| <u>Bonding Fee</u> | 1.00 | EA | \$2,225.65 | \$2,225.65 |
| | | | Total Price | \$164,681.57 |

Initials _____



CONDITIONS AND WARRANTY

1) Proposal:

The above proposal is valid for 60 days from the date first set forth above. After 60 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel or other cost increases. When applicable, KYA Services LLC reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, and materials. Due to the duration of time between proposals, contracts and final furnishing, KYA Services LLC reserves the right to implement this surcharge when applicable.

2) Purchase:

By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by KYA Services LLC. (the "Company"), the purchaser identified above ("you" or the "Purchaser") agrees to purchase the materials and the services to be provided by the "Company", as detailed in the Pricing and "General Scope of Work" sections in this agreement, above.

3) Standard Exclusions:

Unless specifically included, this agreement does not include, and Company will not provide services, labor or materials for any of the following work: (a) removal or disposal of any material containing asbestos or any hazardous materials as defined by the EPA; neither we nor our installers are responsible for the handling, removal or abatement of asbestos contained floor material or adhesive. Further, our policy is to request an Asbestos Hazard Emergency Response Act (AHERA) report prior to proceeding with any floor material or floor adhesive removal. We and our installers consider it the owners responsibility to produce this report prior to executing this contract. (b) moving Owner's property around the installation site. (c) repair or replacement of any Purchaser or Owner- supplied materials. (d) repair of concealed underground utilities not located on prints, supplied to Company by Owner during the bidding process, or physically staked out of by the Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that could occur when construction equipment and vehicles are being used in the normal course of construction.

4) Insurance Requirements:

Company is not required to provide any insurance coverage in excess of Company's standard insurance. A copy of the Company's standard insurance is available for your review prior to acceptance of the Company's proposal.

5) Payment:

Terms of payment are defined in the "Pricing" details section and are specific to this contract. For purposes of this agreement, "Completion" is defined as being the point at which the materials have been furnished. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 10% retainage) is due within 30 days of the date when the Completion was scheduled, had the delay not occurred. All payments must be made to KYA Services LLC 1800 E McFadden Ave, Santa Ana, CA 92705. If the Purchaser or Owner fails or delays in making any scheduled milestone payments, the Company may suspend the fulfilment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws, including but not limited to filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.

6) Lien Releases:

Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner, Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.

7) Site Plan Approval, Permit/s, Permit Fees, Plans, Engineering Drawings and Surveying:

Site plan approval, permits, permit fees, plans, engineering drawings and surveying are specifically excluded from this agreement and the Services unless specified under the "General Scope of Work". The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the "General Scope of Work" will result in additional cost to Purchaser.

8) Manufacturing and Delivery:

Manufacturing lead-time from Company's receipt of the "Purchase Order" is approximately 2 to 8 weeks or as otherwise noted.

Initials _____



9) Returned Product, Deposits and/ or Cancelled Order:

From date of shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this date. All deposits are non-refundable.

10) Concealed Conditions:

"Concealed conditions" include, without limitation to, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. Observations that were able to be made either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was approved. If additional Concealed Conditions are discovered once work has commenced which were not visible at the time this proposal was approved, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a change order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks bigger than 4 inches in diameter or any other condition that will require additional labor, equipment and/or materials not specified by the purchaser or Owner in the bidding process.

Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a change order before Company will complete the process. Any variation will incur additional charges.

11) Changes in the Work:

During the course of this project, Purchaser may order changes in the work (both additions and deletions). The cost of these changes will be determined by the Company, and a change order must be completed and signed by both the Purchaser and the Company, which will detail the "General Scope of the Change Order". Should any change be essential to the completion of the project, and the Purchaser refuses to authorize such change order, then Company will be deemed to have performed its part of the project, and the project and Services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.

12) Warranty; Limitations of Liability:

Company warrants that all Company-supplied labor and Services will be performed in a good and workmanlike manner. Purchaser shall notify the Company in writing detailing any defects in Service for which a warranty claim is being made.

COMPANY SHALL NOT IN ANY EVENT BE LIABLE FOR INDIRECT, SPECIAL, CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR LIQUIDATED DAMAGES IN ANY ACTION ARISING FROM OR RELATED TO THIS AGREEMENT, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), INTENDED CONDUCT OR OTHERWISE, INCLUDING WITHOUT LIMITATION, DAMAGES RELATING TO LOSS OF PROFITS, INCOME OR GOODWILL, REGARDLESS OF WHETHER COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

IN NO EVENT WILL COMPANY'S LIABILITY FOR MONETARY DAMAGES UNDER THIS AGREEMENT EXCEED THE FEES PAID OR DUE AND PAYABLE FOR THE SERVICE UNDER THIS AGREEMENT (OR RELEVANT PURCHASE ORDER).

The warranties or the materials are contained in a separate document between Company and the ultimate Owner of the materials, which will be provided to Owner at the time of completion of work.

13) Indemnification:

To the fullest extent permitted by law. Purchaser shall indemnify, defend and hold harmless the Company and its consultants, agents and employees or any of them from and against claims, damages, losses and expenses, including but not limited to attorney's fees, relating to furnishing of the materials or performance of the Services, provided that such claim, damage, loss or expense is attributable to bodily injury to, sickness, disease or death of a person, or injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 13.

14) Delegation: Subcontractors:

The Services and furnishing of materials may be performed by subcontractors under appropriate agreements with the Company

Initials _____



15) Force Majeure: Impracticability:

The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:

Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Santa Ana, CA by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement; No Reliance:

This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

18) No Third-Party Beneficiaries:

This agreement creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:

This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:

Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the date executed by the Company:

KYA Services LLC

Accepted by:

Signature: *Lois Yant*

Signature: *Megan Leyds*

By: (Print) *Lois Yant*

By: (Print) Megan Leyds

Title: *Superintendent*

Title: Regional Advisor

Date: *3/10/22*

Date: March 09, 2022

Initials _____



CONSENT CALENDAR

Total Compensation Systems, Inc.

1. Total Compensation Systems, Inc. (TCS) Consulting Services Agreement for GASB 74/75 Actuarial Valuation Services

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of April, 2022 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Galt Joint Union Elementary School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until December 31, 2023, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
TOTAL COMPENSATION SYSTEMS, INC.

"CUSTOMER"
GALT JOINT UNION ELEMENTARY SCHOOL
DISTRICT

Signed: 

Signed: _____

By: Geoffrey L. Kischuk

By: _____

Title: President

Title: _____

Date: March 11, 2022

Date: _____

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one "roll-forward" valuation. Study results will be separated between four employee classifications. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested by Customer at the fee shown in Schedule 2. Services also do not include a funding valuation unless requested by Customer.

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$8,000. One-half, or \$4,000 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$4,000 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the “roll-forward” valuation a total of \$4,000 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the “roll-forward” valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$3,600 by May 1, 2022, all amounts shown above shall be reduced by 10%.

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,900 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting, and such fee is not subject to the above discount or to any other discounts.



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: March 23, 2022 | Agenda Item: 212.282 Consent Calendar (continued)- Items Removed For Later Consideration |
| Presenter: Lois Yount | Action Item: XX Information Item: |

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



Board Meeting Agenda Item Information

| | |
|---|--|
| Meeting Date: March 23, 2022 | Agenda Item: 212.283 Public Hearing to Gather Public Input on the Proposed Trustee-area Map Scenarios to Transition Governing Board Elections from At-Large to By-Trustee Area Elections |
| Presenter: Lois Yount Ken Reynolds Sean Mick | Public Hearing: XX Information Item: |

Board members are currently elected in “at-large” elections, where each member is elected by voters throughout the District. The California Voting Rights Act (CVRA) prohibits the use of “at-large” elections in certain circumstances. “By-trustee-area” elections, in which members are elected by voters in geographical subdivisions of the jurisdiction, are immune from challenge under the CVRA and may provide additional opportunities for candidates from across a jurisdiction to seek election. At its February 9, 2022 special meeting, the Board adopted a resolution indicating its intent to transition from at-large to by-trustee area elections and also received additional information about the planned process and timeline to develop trustee area boundary maps, including a presentation by the District’s legal counsel, Chris Keiner from Dannis Woliver Kelley.

The law requires the Board hold at least two “pre-map” public hearings prior to the development of any maps. On February 23, 2022, the Board held its first public hearing, and on March 9, 2022, the Board held its second hearing, as part of the process to adopt a trustee area boundary map in order to transition from at-large to by-trustee area elections. At each “pre-map” public hearing, the public was asked to provide input regarding the composition of potential trustee area boundaries. During the second hearing, the Board received additional information about the criteria for map development, including a presentation by the District’s demographer, Ken Reynolds from SchoolWorks, Inc.

At tonight’s meeting, the Board will hold its first public hearing regarding draft trustee area boundary maps. During this hearing, the public is asked to provide input regarding the composition of trustee area boundaries. Also during the hearing, the Board will receive information regarding the draft trustee area boundary maps from its demographer. The Board may then provide direction regarding the draft maps.

The law requires the Board hold three public hearings prior to the approval of any boundary maps. The Board will hold its second public hearing on revised draft trustee area boundary maps on April 27, 2022 and its third and final public hearing on May 10, 2022, at a special meeting of the Board.

More information about this process and future hearings is available on the District’s website at: <https://gjuesd-ca.schoolloop.com/>

Recommended Motion

The Superintendent recommends that the Board receive additional information about the process and proposed trustee area boundary maps then open a public hearing to gather any public input regarding the proposed maps.



Trustee Boundary Maps

Galt Joint Union Elementary School District

Presented by Ken Reynolds
President, SchoolWorks, Inc.



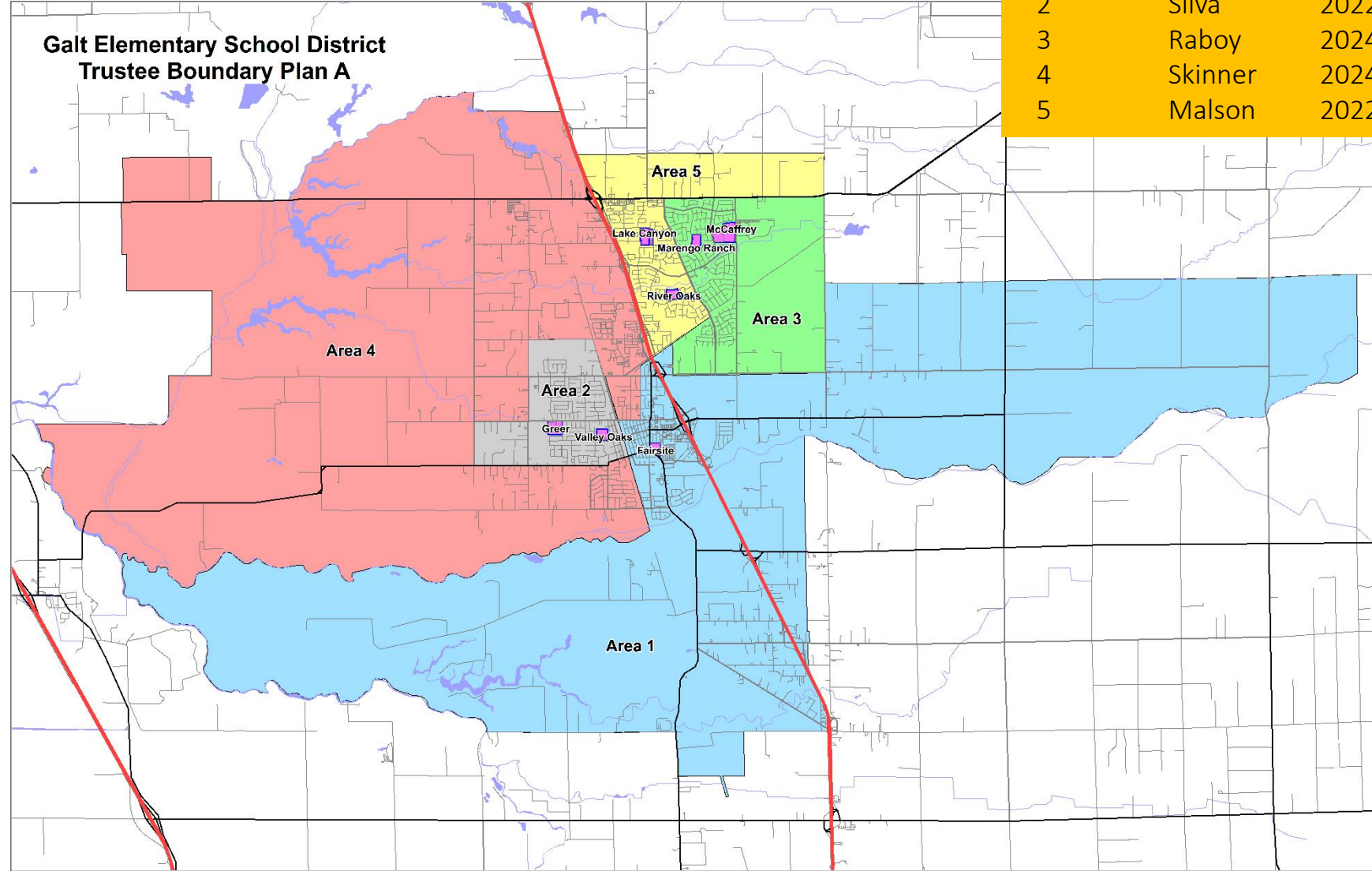
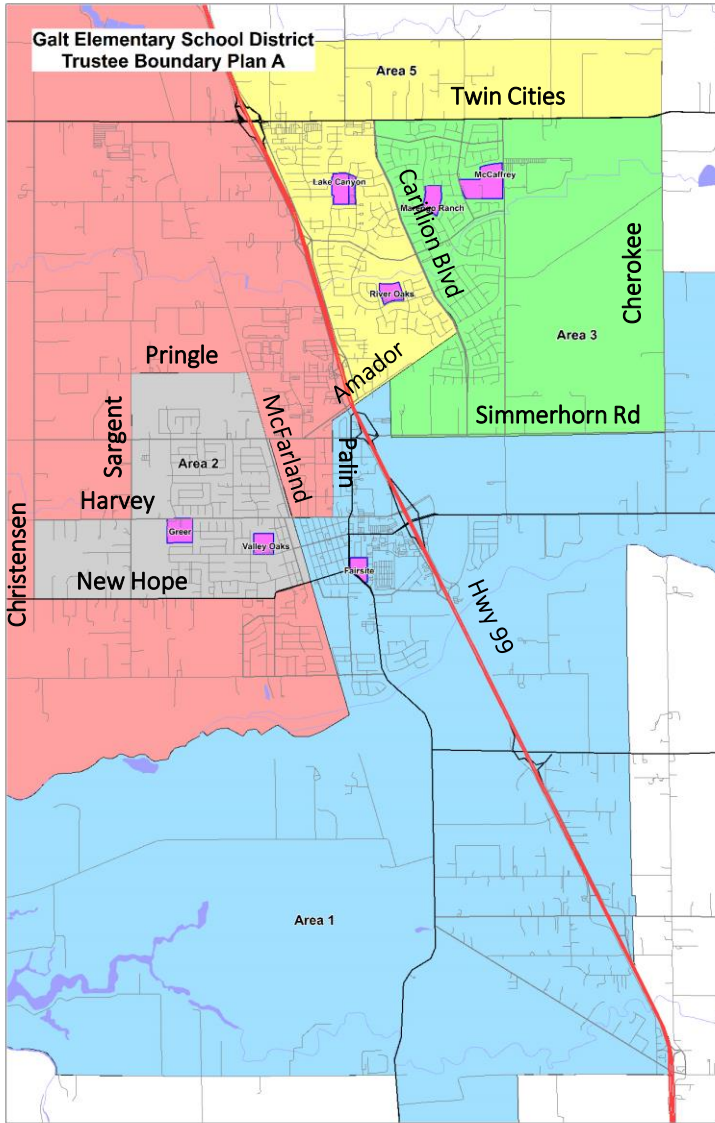
INTRODUCTION

This presentation illustrates several options for the District to draw maps that balance the population for each of the trustee areas..

- The general guidelines for drawing trustee boundaries include:
 - Topography & Geography
 - Communities
 - Cohesiveness & Contiguous
 - Location of Current Trustees
 - Equal Population
- For each scenario, there are maps showing the boundaries for each trustee area, a table showing the population in each trustee area and the variance from the ideal population. The peak deviation must be less than 10% for the maps to meet the legal requirements. Finally, details of the racial/ethnic populations are provided.

Trustee Area Boundary Map A

| Area | Trustee | Year |
|------|---------|------|
| 1 | Cagle | 2022 |
| 2 | Silva | 2022 |
| 3 | Raboy | 2024 |
| 4 | Skinner | 2024 |
| 5 | Malson | 2022 |



The school sites are shown in purple

Total Population and % Deviation, Map A

**Galt Joint Union Elementary
Census 2020 Data Summary by Trustee Areas
Plan A**

Total Population Statistics

| Area: | 1 | 2 | 3 | 4 | 5 | Total |
|-----------------|--------|--------|--------|--------|--------|---------------|
| Trustees: | 1 | 1 | 1 | 1 | 1 | 5 |
| | | | | | | |
| Population | 6,307 | 6,236 | 6,075 | 6,174 | 6,209 | 31,001 |
| % of Total Pop. | 20.34% | 20.12% | 19.60% | 19.92% | 20.03% | |
| | | | | | | |
| Ideal Pop. | 6,200 | 6,200 | 6,200 | 6,200 | 6,200 | |
| Ideal Pop. % | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | |
| | | | | | | Peak |
| Deviation | 107 | 36 | -125 | -26 | 9 | 232 |
| Dev % | 1.72% | 0.58% | -2.02% | -0.42% | 0.14% | 3.74% |

Peak Deviation may not exceed 10%.

Census Data by Trustee Area including Racial/Ethnic details
Plan A

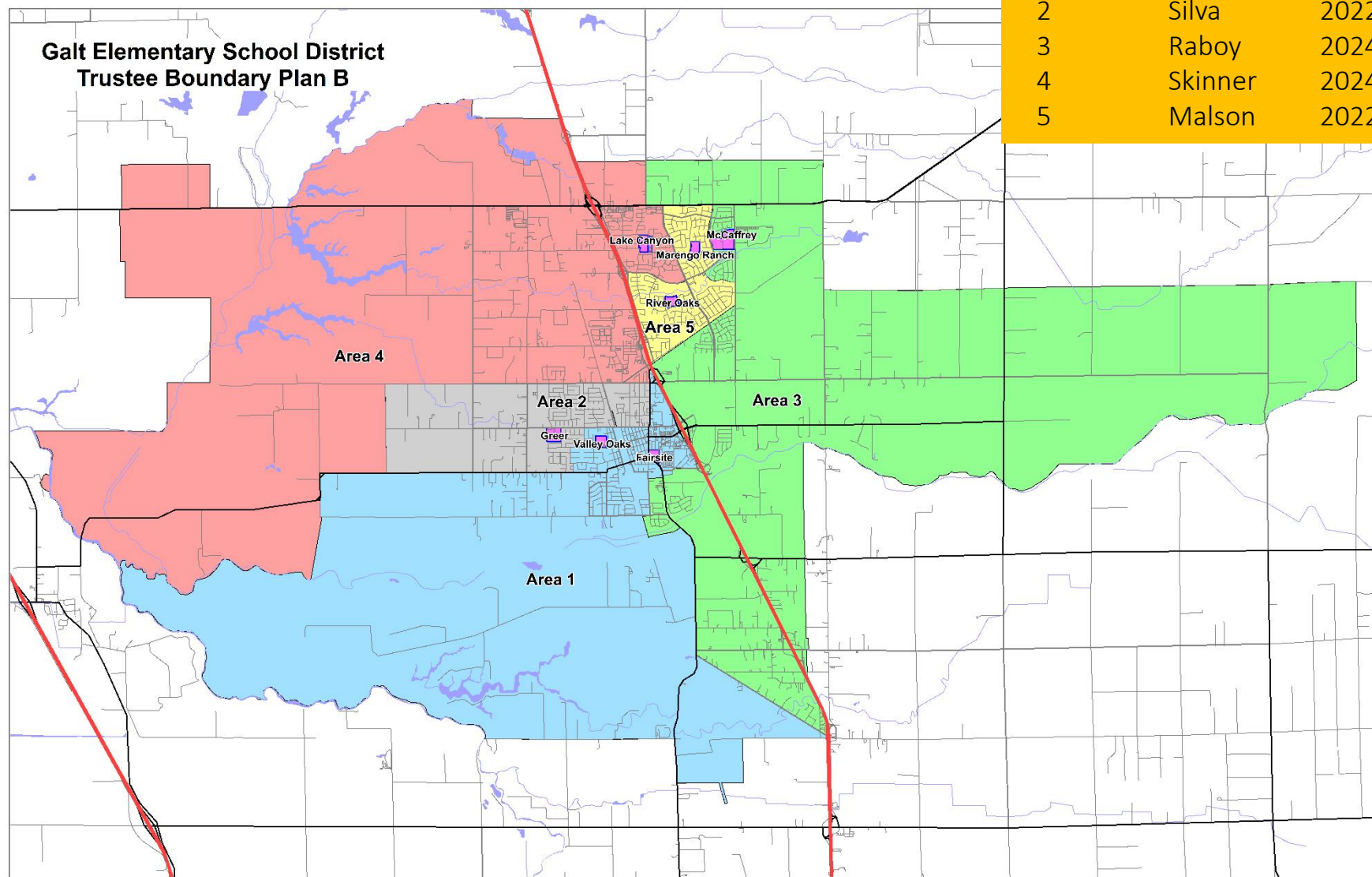
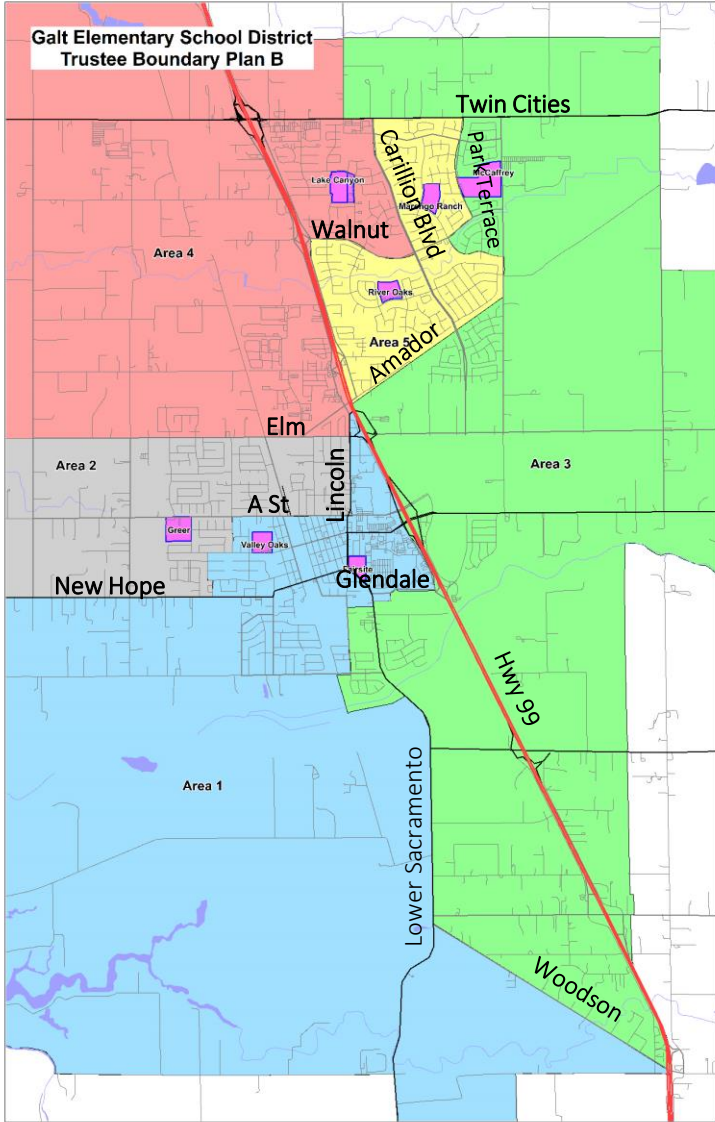
Demographics by Trustee Area, Map A

| Area: | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | Total | % |
|-------------------------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|--------------|--------|
| Trustees: | 1 | | 1 | | 1 | | 1 | | 1 | | 5 | |
| Total Population | 6307 | | 6236 | | 6075 | | 6174 | | 6209 | | 31001 | |
| Hispanic | 2814 | 44.62% | 2726 | 43.71% | 2335 | 38.44% | 3065 | 49.64% | 2549 | 41.05% | 13489 | 43.51% |
| White - NH | 2848 | 45.16% | 2889 | 46.33% | 2831 | 46.60% | 2552 | 41.33% | 2854 | 45.97% | 13974 | 45.08% |
| Black - NH | 129 | 2.05% | 85 | 1.36% | 133 | 2.19% | 106 | 1.72% | 116 | 1.87% | 569 | 1.84% |
| American Indian - NH | 37 | 0.59% | 36 | 0.58% | 23 | 0.38% | 28 | 0.45% | 35 | 0.56% | 159 | 0.51% |
| Asian - NH | 163 | 2.58% | 174 | 2.79% | 359 | 5.91% | 187 | 3.03% | 261 | 4.20% | 1144 | 3.69% |
| Pacific Islander - NH | 18 | 0.29% | 10 | 0.16% | 28 | 0.46% | 6 | 0.10% | 24 | 0.39% | 86 | 0.28% |
| Other - NH | 37 | 0.59% | 10 | 0.16% | 20 | 0.33% | 16 | 0.26% | 29 | 0.47% | 112 | 0.36% |
| Multiple Races - NH | 261 | 4.14% | 306 | 4.91% | 346 | 5.70% | 214 | 3.47% | 341 | 5.49% | 1468 | 4.74% |
| 18+ Population | 4692 | | 4782 | | 4423 | | 4673 | | 4635 | | 23205 | |
| Hispanic | 1890 | 40.28% | 1902 | 39.77% | 1576 | 35.63% | 2043 | 43.72% | 1691 | 36.48% | 9102 | 39.22% |
| White - NH | 2296 | 48.93% | 2399 | 50.17% | 2199 | 49.72% | 2181 | 46.67% | 2329 | 50.25% | 11404 | 49.14% |
| Black - NH | 110 | 2.34% | 64 | 1.34% | 107 | 2.42% | 91 | 1.95% | 106 | 2.29% | 478 | 2.06% |
| American Indian - NH | 34 | 0.72% | 34 | 0.71% | 21 | 0.47% | 20 | 0.43% | 27 | 0.58% | 136 | 0.59% |
| Asian - NH | 129 | 2.05% | 142 | 2.28% | 264 | 4.35% | 152 | 2.46% | 212 | 3.41% | 899 | 2.90% |
| Pacific Islander - NH | 11 | 0.23% | 9 | 0.19% | 21 | 0.47% | 6 | 0.13% | 19 | 0.41% | 66 | 0.28% |
| Other - NH | 32 | 0.68% | 7 | 0.15% | 12 | 0.27% | 13 | 0.28% | 22 | 0.47% | 86 | 0.37% |
| Multiple Races - NH | 190 | 4.05% | 225 | 4.71% | 223 | 5.04% | 167 | 3.57% | 229 | 4.94% | 1034 | 4.46% |
| CVAP | 4040 | | 4900 | | 3717 | | 3906 | | 4634 | | 21197 | |
| Hispanic | 1283 | 31.76% | 1541 | 31.45% | 1259 | 33.87% | 1285 | 32.90% | 1371 | 29.59% | 6739 | 31.79% |
| White - NH | 2353 | 58.24% | 3070 | 62.65% | 1856 | 49.93% | 2130 | 54.53% | 2723 | 58.76% | 12132 | 57.23% |
| Black - NH | 37 | 0.92% | 35 | 0.71% | 191 | 5.14% | 40 | 1.02% | 114 | 2.46% | 417 | 1.97% |
| American Indian - NH | 19 | 0.47% | 11 | 0.22% | 3 | 0.08% | 11 | 0.28% | 4 | 0.09% | 48 | 0.23% |
| Asian - NH | 253 | 6.26% | 119 | 2.43% | 115 | 3.09% | 286 | 7.32% | 281 | 6.06% | 1054 | 4.97% |
| Pacific Islander - NH | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 71 | 1.82% | 0 | 0.00% | 71 | 0.33% |
| Multiple Races - NH | 95 | 2.35% | 124 | 2.53% | 293 | 7.88% | 83 | 2.12% | 141 | 3.04% | 736 | 3.47% |

NH = Not of Hispanic Origin
CVAP = Citizen Voting Age Population

Trustee Area Boundary Map B

| Area | Trustee | Year |
|------|---------|------|
| 1 | Cagle | 2022 |
| 2 | Silva | 2022 |
| 3 | Raboy | 2024 |
| 4 | Skinner | 2024 |
| 5 | Malson | 2022 |



The school sites are shown in purple

Total Population and % Deviation, Map B

Galt Joint Union Elementary Census 2020 Data Summary by Trustee Areas Plan B

Total Population Statistics

| Area: | 1 | 2 | 3 | 4 | 5 | Total |
|-----------------|--------|--------|--------|--------|--------|---------------|
| Trustees: | 1 | 1 | 1 | 1 | 1 | 5 |
| Population | 6,056 | 6,185 | 6,161 | 6,212 | 6,387 | 31,001 |
| % of Total Pop. | 19.53% | 19.95% | 19.87% | 20.04% | 20.60% | |
| Ideal Pop. | 6,200 | 6,200 | 6,200 | 6,200 | 6,200 | |
| Ideal Pop. % | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | |
| | | | | | | Peak |
| Deviation | -144 | -15 | -39 | 12 | 187 | 331 |
| Dev % | -2.33% | -0.25% | -0.63% | 0.19% | 3.01% | 5.34% |

Peak Deviation may not exceed 10%.

Census Data by Trustee Area including Racial/Ethnic details
Plan B

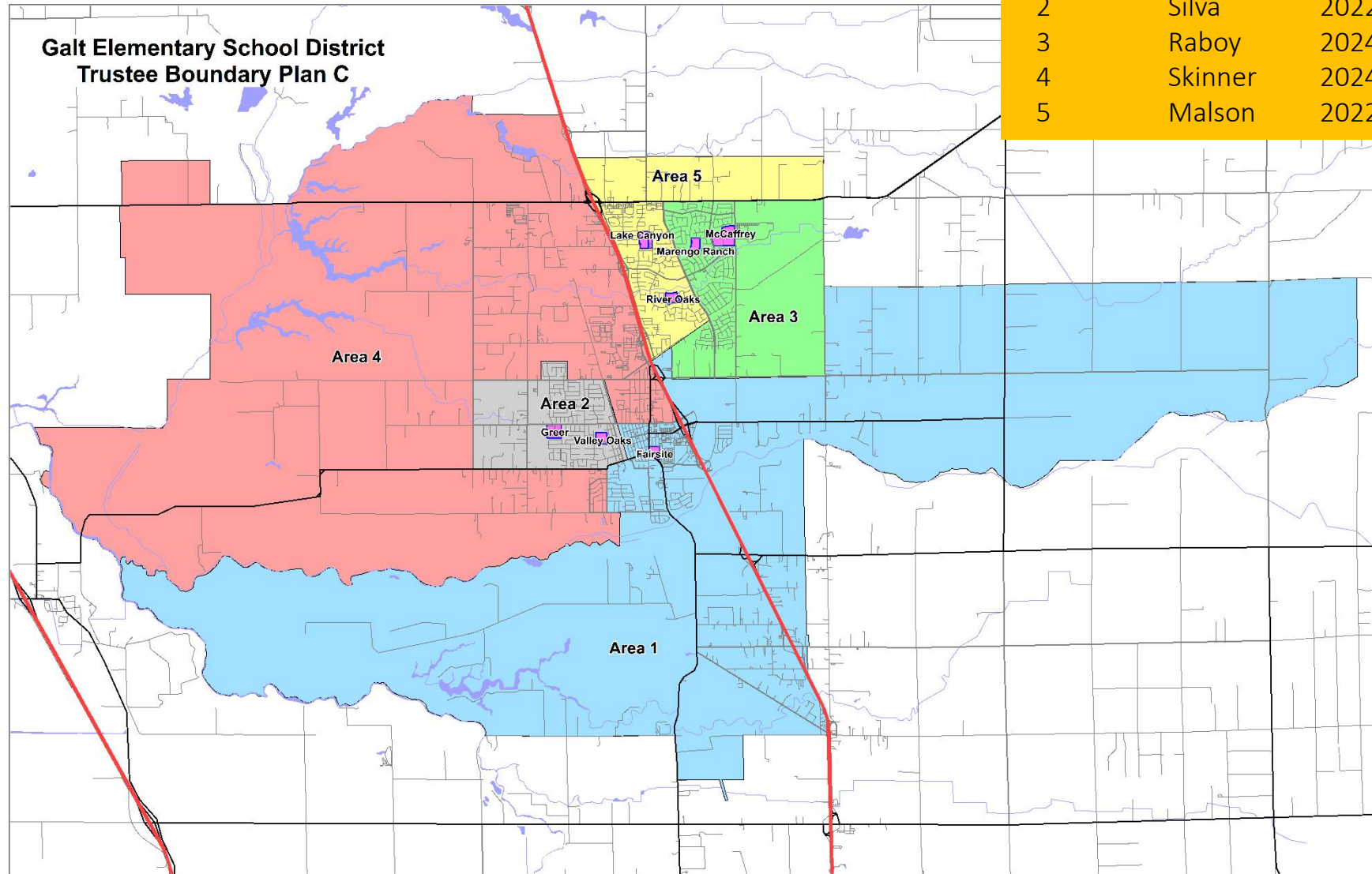
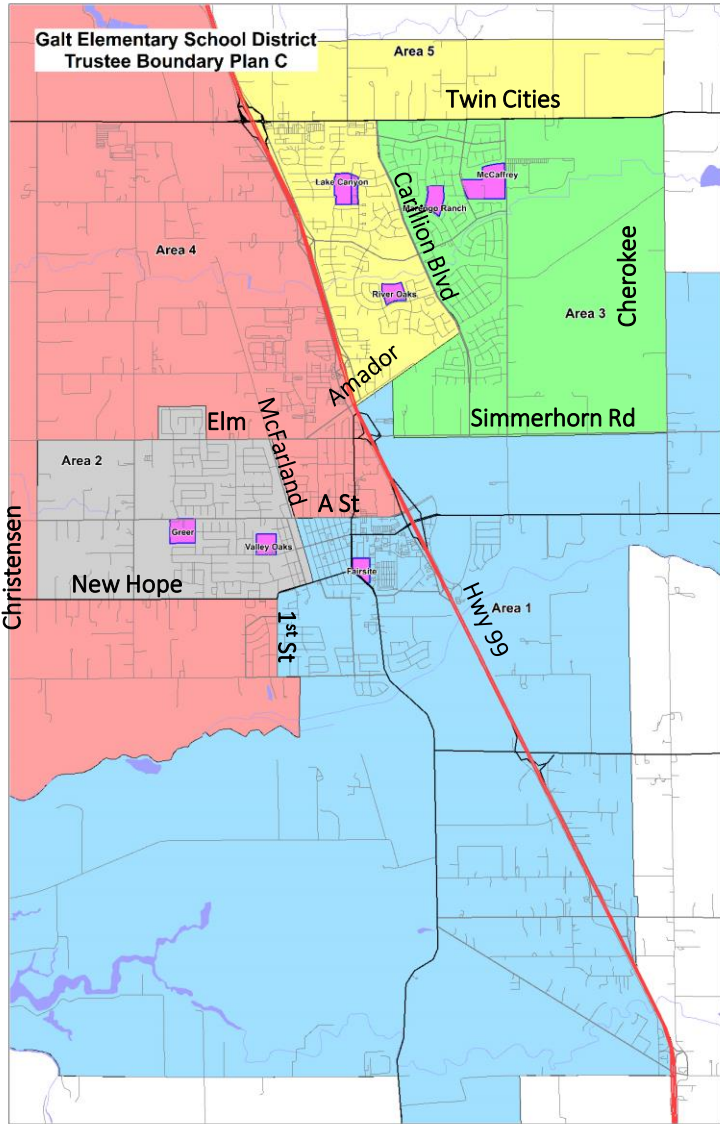
Demographics by Trustee Area, Map B

| Area: | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | Total | % |
|-------------------------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|--------------|--------|
| Trustees: | 1 | | 1 | | 1 | | 1 | | 1 | | 5 | |
| Total Population | 6056 | | 6185 | | 6161 | | 6212 | | 6387 | | 31001 | |
| Hispanic | 3369 | 55.63% | 2911 | 47.07% | 2222 | 36.07% | 2483 | 39.97% | 2504 | 39.20% | 13489 | 43.51% |
| White - NH | 2176 | 35.93% | 2749 | 44.45% | 3101 | 50.33% | 2910 | 46.84% | 3038 | 47.57% | 13974 | 45.08% |
| Black - NH | 85 | 1.40% | 82 | 1.33% | 149 | 2.42% | 143 | 2.30% | 110 | 1.72% | 569 | 1.84% |
| American Indian - NH | 43 | 0.71% | 27 | 0.44% | 24 | 0.39% | 28 | 0.45% | 37 | 0.58% | 159 | 0.51% |
| Asian - NH | 132 | 2.18% | 119 | 1.92% | 292 | 4.74% | 313 | 5.04% | 288 | 4.51% | 1144 | 3.69% |
| Pacific Islander - NH | 7 | 0.12% | 10 | 0.16% | 23 | 0.37% | 13 | 0.21% | 33 | 0.52% | 86 | 0.28% |
| Other - NH | 28 | 0.46% | 10 | 0.16% | 38 | 0.62% | 20 | 0.32% | 16 | 0.25% | 112 | 0.36% |
| Multiple Races - NH | 216 | 3.57% | 277 | 4.48% | 312 | 5.06% | 302 | 4.86% | 361 | 5.65% | 1468 | 4.74% |
| 18+ Population | 4562 | | 4674 | | 4555 | | 4784 | | 4630 | | 23205 | |
| Hispanic | 2308 | 50.59% | 2022 | 43.26% | 1479 | 32.47% | 1648 | 34.45% | 1645 | 35.53% | 9102 | 39.22% |
| White - NH | 1834 | 40.20% | 2257 | 48.29% | 2465 | 54.12% | 2486 | 51.96% | 2362 | 51.02% | 11404 | 49.14% |
| Black - NH | 67 | 1.47% | 67 | 1.43% | 120 | 2.63% | 126 | 2.63% | 98 | 2.12% | 478 | 2.06% |
| American Indian - NH | 37 | 0.81% | 26 | 0.56% | 19 | 0.42% | 25 | 0.52% | 29 | 0.63% | 136 | 0.59% |
| Asian - NH | 108 | 1.78% | 96 | 1.55% | 212 | 3.44% | 263 | 4.23% | 220 | 3.44% | 899 | 2.90% |
| Pacific Islander - NH | 5 | 0.11% | 10 | 0.21% | 13 | 0.29% | 11 | 0.23% | 27 | 0.58% | 66 | 0.28% |
| Other - NH | 26 | 0.57% | 6 | 0.13% | 27 | 0.59% | 15 | 0.31% | 12 | 0.26% | 86 | 0.37% |
| Multiple Races - NH | 177 | 3.88% | 190 | 4.07% | 220 | 4.83% | 210 | 4.39% | 237 | 5.12% | 1034 | 4.46% |
| CVAP | 4134 | | 4254 | | 4249 | | 4566 | | 3994 | | 21197 | |
| Hispanic | 1897 | 45.89% | 1268 | 29.81% | 1177 | 27.70% | 1309 | 28.67% | 1088 | 27.24% | 6739 | 31.79% |
| White - NH | 1990 | 48.14% | 2753 | 64.72% | 2458 | 57.85% | 2292 | 50.20% | 2639 | 66.07% | 12132 | 57.23% |
| Black - NH | 33 | 0.80% | 34 | 0.80% | 99 | 2.33% | 98 | 2.15% | 153 | 3.83% | 417 | 1.97% |
| American Indian - NH | 13 | 0.31% | 0 | 0.00% | 13 | 0.31% | 22 | 0.48% | 0 | 0.00% | 48 | 0.23% |
| Asian - NH | 148 | 3.58% | 75 | 1.76% | 224 | 5.27% | 588 | 12.88% | 19 | 0.48% | 1054 | 4.97% |
| Pacific Islander - NH | 0 | 0.00% | 10 | 0.24% | 0 | 0.00% | 61 | 1.34% | 0 | 0.00% | 71 | 0.33% |
| Multiple Races - NH | 53 | 1.28% | 114 | 2.68% | 278 | 6.54% | 196 | 4.29% | 95 | 2.38% | 736 | 3.47% |

NH = Not of Hispanic Origin
CVAP = Citizen Voting Age Population

Trustee Area Boundary Map C

| Area | Trustee | Year |
|------|---------|------|
| 1 | Cagle | 2022 |
| 2 | Silva | 2022 |
| 3 | Raboy | 2024 |
| 4 | Skinner | 2024 |
| 5 | Malson | 2022 |



The school sites are shown in purple

Total Population and % Deviation, Map C

Galt Joint Union Elementary Census 2020 Data Summary by Trustee Areas Plan C

Total Population Statistics

| Area: | 1 | 2 | 3 | 4 | 5 | Total |
|-----------------|--------|--------|--------|--------|--------|---------------|
| Trustees: | 1 | 1 | 1 | 1 | 1 | 5 |
| Population | 6,123 | 6,203 | 6,075 | 6,391 | 6,209 | 31,001 |
| % of Total Pop. | 19.75% | 20.01% | 19.60% | 20.62% | 20.03% | |
| Ideal Pop. | 6,200 | 6,200 | 6,200 | 6,200 | 6,200 | |
| Ideal Pop. % | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | |
| | | | | | | Peak |
| Deviation | -77 | 3 | -125 | 191 | 9 | 316 |
| Dev % | -1.25% | 0.05% | -2.02% | 3.08% | 0.14% | 5.10% |

Peak Deviation may not exceed 10%.

Census Data by Trustee Area including Racial/Ethnic details
Plan C

Demographics by Trustee Area, Map C

| Area: | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | Total | % |
|-------------------------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|--------------|--------|
| Trustees: | 1 | | 1 | | 1 | | 1 | | 1 | | 5 | |
| Total Population | 6123 | | 6203 | | 6075 | | 6391 | | 6209 | | 31001 | |
| Hispanic | 2682 | 43.80% | 2681 | 43.22% | 2335 | 38.44% | 3242 | 50.73% | 2549 | 41.05% | 13489 | 43.51% |
| White - NH | 2806 | 45.83% | 2921 | 47.09% | 2831 | 46.60% | 2562 | 40.09% | 2854 | 45.97% | 13974 | 45.08% |
| Black - NH | 126 | 2.06% | 77 | 1.24% | 133 | 2.19% | 117 | 1.83% | 116 | 1.87% | 569 | 1.84% |
| American Indian - NH | 34 | 0.56% | 35 | 0.56% | 23 | 0.38% | 32 | 0.50% | 35 | 0.56% | 159 | 0.51% |
| Asian - NH | 166 | 2.71% | 167 | 2.69% | 359 | 5.91% | 191 | 2.99% | 261 | 4.20% | 1144 | 3.69% |
| Pacific Islander - NH | 15 | 0.24% | 10 | 0.16% | 28 | 0.46% | 9 | 0.14% | 24 | 0.39% | 86 | 0.28% |
| Other - NH | 37 | 0.60% | 10 | 0.16% | 20 | 0.33% | 16 | 0.25% | 29 | 0.47% | 112 | 0.36% |
| Multiple Races - NH | 257 | 4.20% | 302 | 4.87% | 346 | 5.70% | 222 | 3.47% | 341 | 5.49% | 1468 | 4.74% |
| 18+ Population | 4579 | | 4752 | | 4423 | | 4816 | | 4635 | | 23205 | |
| Hispanic | 1787 | 39.03% | 1867 | 39.29% | 1576 | 35.63% | 2181 | 45.29% | 1691 | 36.48% | 9102 | 39.22% |
| White - NH | 2291 | 50.03% | 2417 | 50.86% | 2199 | 49.72% | 2168 | 45.02% | 2329 | 50.25% | 11404 | 49.14% |
| Black - NH | 106 | 2.31% | 60 | 1.26% | 107 | 2.42% | 99 | 2.06% | 106 | 2.29% | 478 | 2.06% |
| American Indian - NH | 30 | 0.66% | 33 | 0.69% | 21 | 0.47% | 25 | 0.52% | 27 | 0.58% | 136 | 0.59% |
| Asian - NH | 131 | 2.14% | 138 | 2.22% | 264 | 4.35% | 154 | 2.41% | 212 | 3.41% | 899 | 2.90% |
| Pacific Islander - NH | 8 | 0.17% | 9 | 0.19% | 21 | 0.47% | 9 | 0.19% | 19 | 0.41% | 66 | 0.28% |
| Other - NH | 32 | 0.70% | 7 | 0.15% | 12 | 0.27% | 13 | 0.27% | 22 | 0.47% | 86 | 0.37% |
| Multiple Races - NH | 194 | 4.24% | 221 | 4.65% | 223 | 5.04% | 167 | 3.47% | 229 | 4.94% | 1034 | 4.46% |
| CVAP | 3876 | | 4888 | | 3717 | | 4082 | | 4634 | | 21197 | |
| Hispanic | 1309 | 33.77% | 1528 | 31.26% | 1259 | 33.87% | 1272 | 31.16% | 1371 | 29.59% | 6739 | 31.79% |
| White - NH | 2247 | 57.97% | 3087 | 63.15% | 1856 | 49.93% | 2219 | 54.36% | 2723 | 58.76% | 12132 | 57.23% |
| Black - NH | 48 | 1.24% | 34 | 0.70% | 191 | 5.14% | 30 | 0.73% | 114 | 2.46% | 417 | 1.97% |
| American Indian - NH | 19 | 0.49% | 8 | 0.16% | 3 | 0.08% | 14 | 0.34% | 4 | 0.09% | 48 | 0.23% |
| Asian - NH | 175 | 4.51% | 111 | 2.27% | 115 | 3.09% | 372 | 9.11% | 281 | 6.06% | 1054 | 4.97% |
| Pacific Islander - NH | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 71 | 1.74% | 0 | 0.00% | 71 | 0.33% |
| Multiple Races - NH | 78 | 2.01% | 120 | 2.45% | 293 | 7.88% | 104 | 2.55% | 141 | 3.04% | 736 | 3.47% |

NH = Not of Hispanic Origin
CVAP = Citizen Voting Age Population

CONCLUSION / NEXT STEPS

These Maps show possible solutions for the board to consider when establishing trustee areas for each of its trustees.

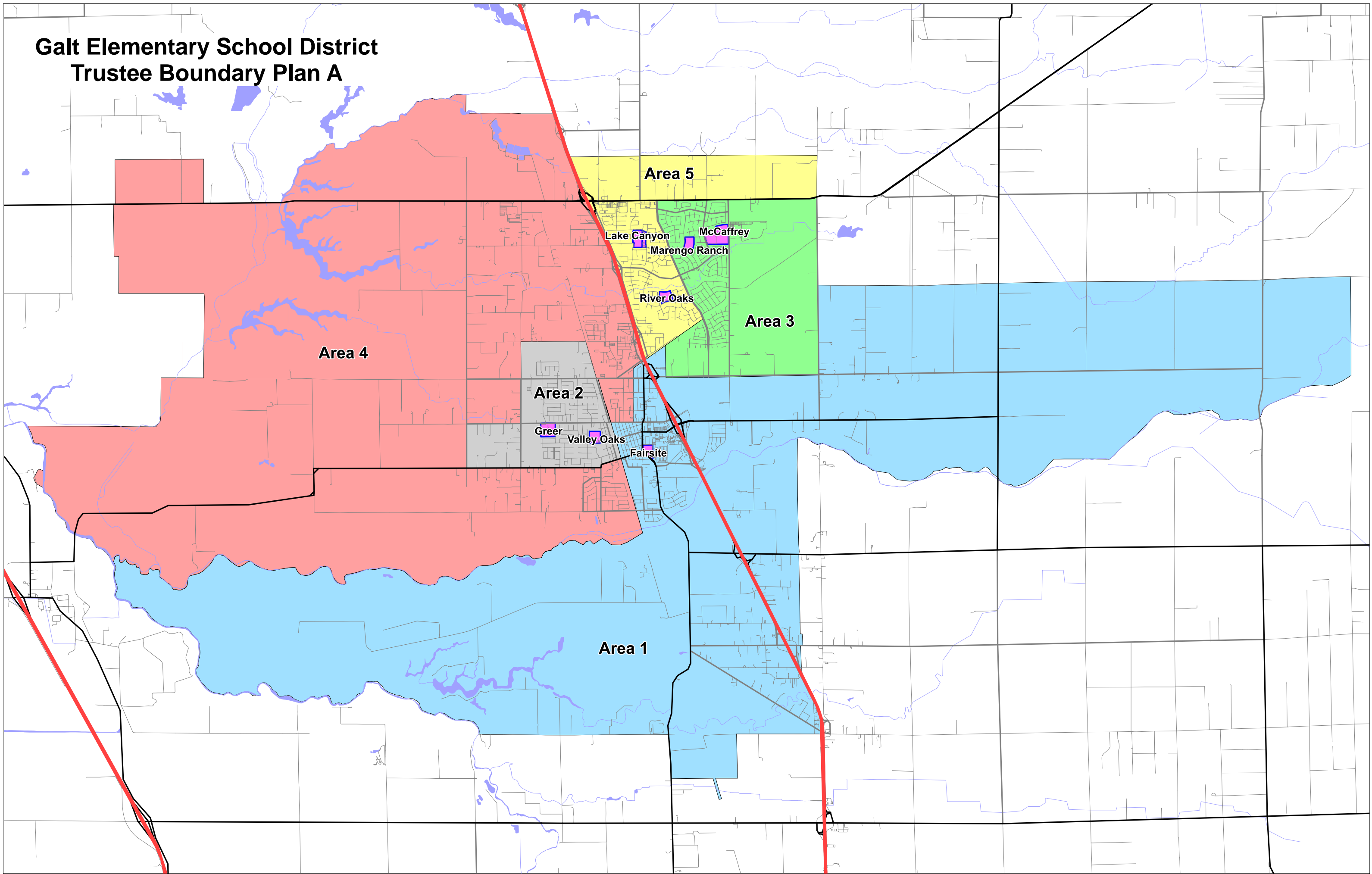
Additional maps can be generated based on input from the board and the community.

Once a final decision is made to approve a boundary map, it will need to be submitted to the County Committee for review and approval.

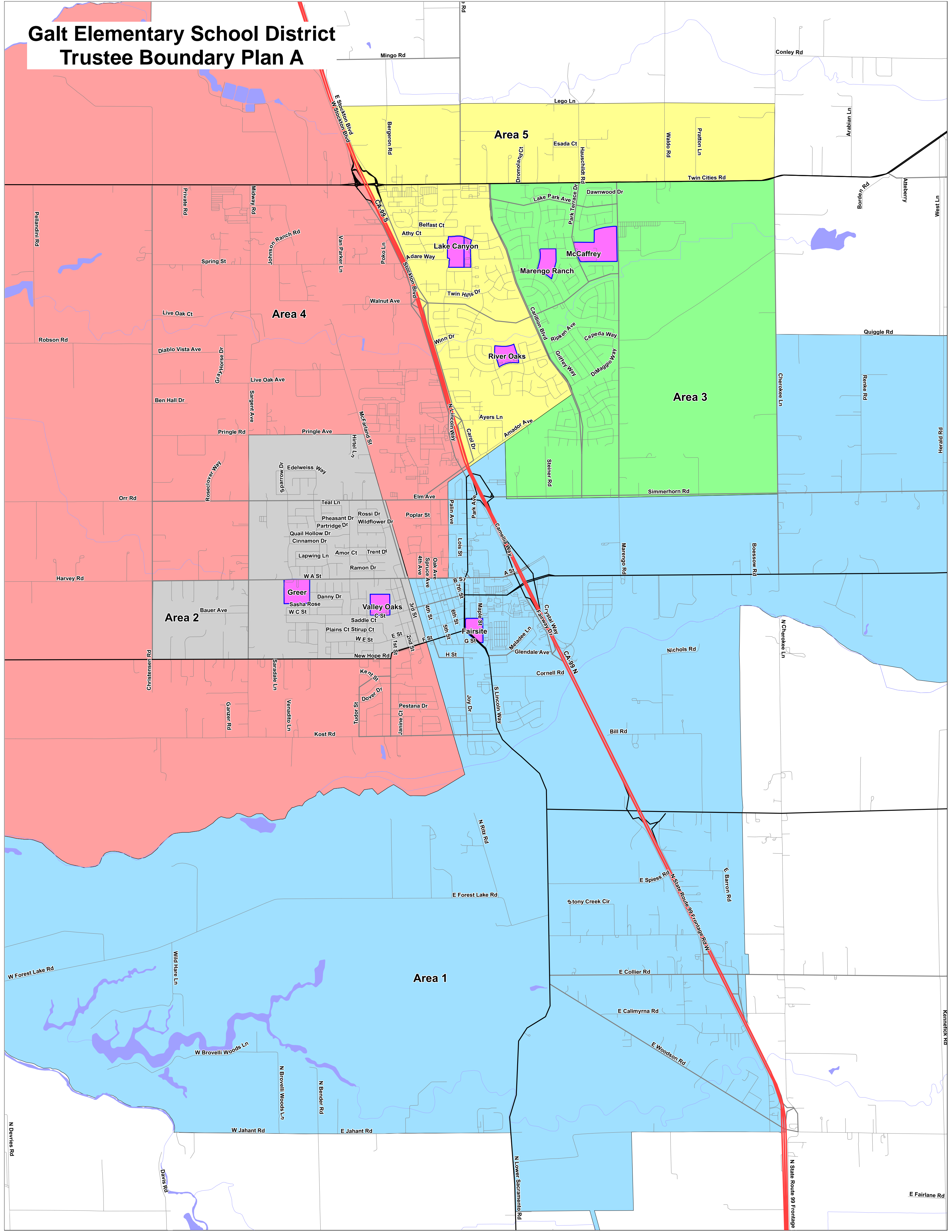
THANK YOU

Questions?
Input/Suggestions?

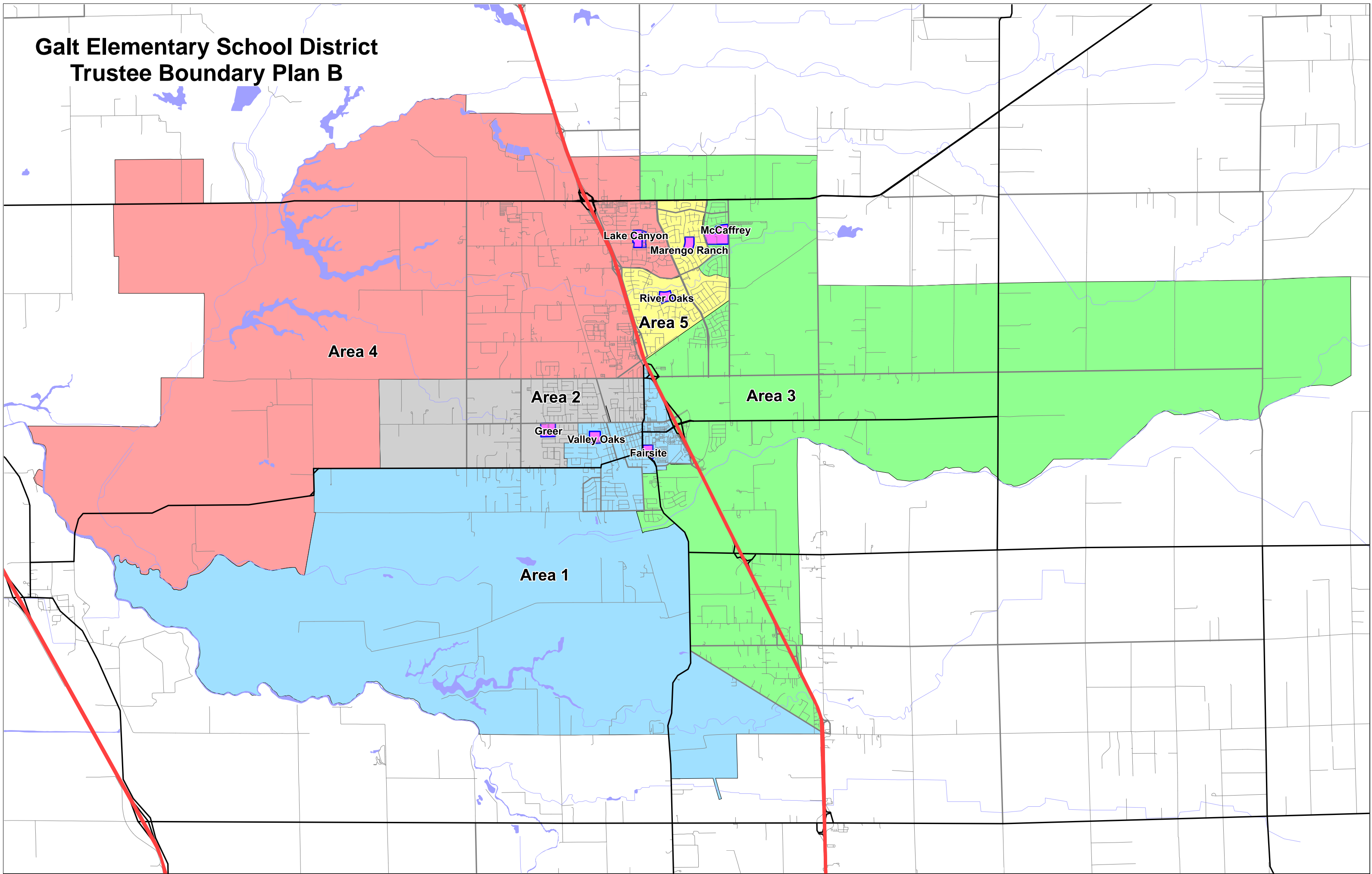
Galt Elementary School District Trustee Boundary Plan A



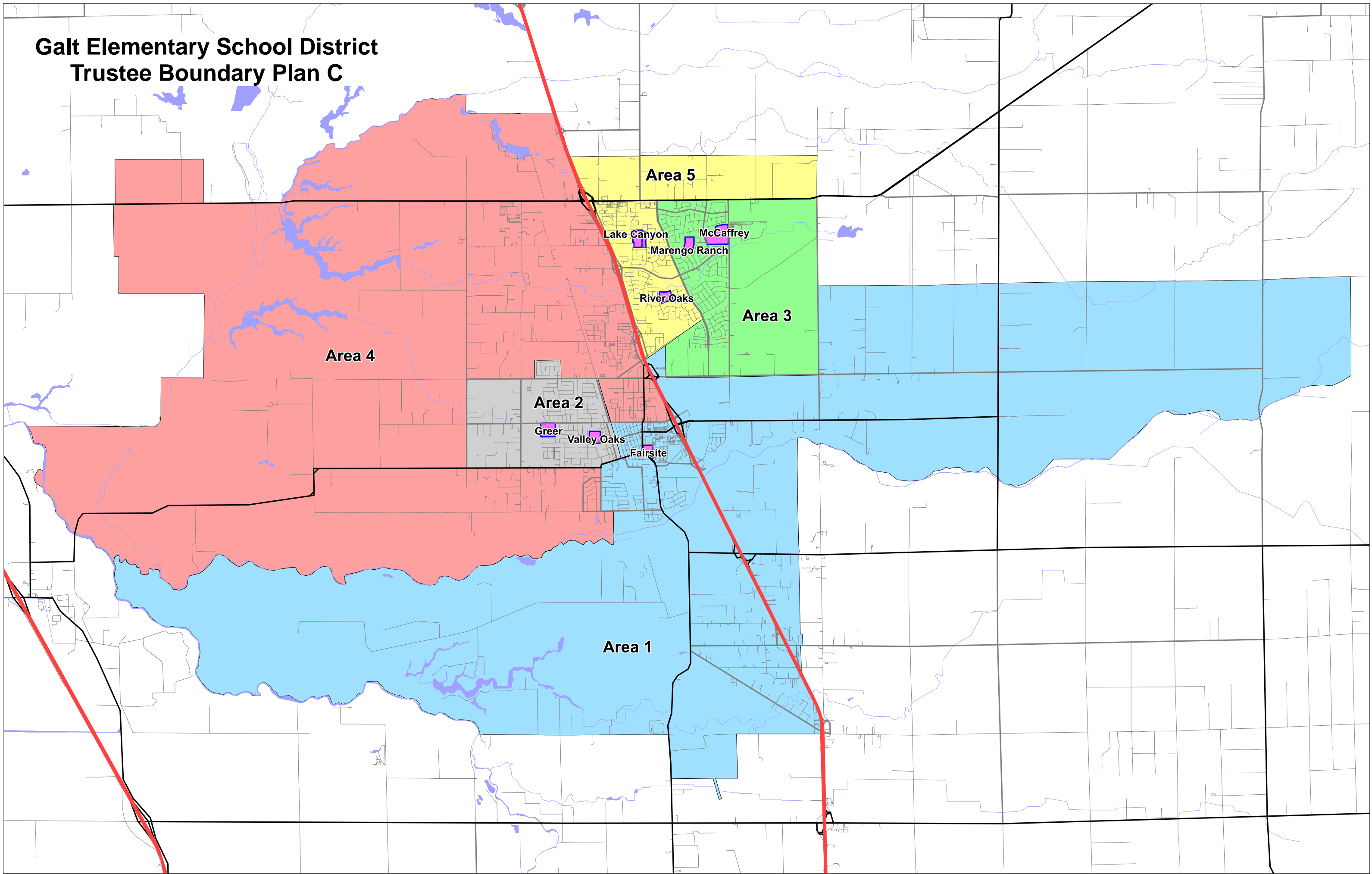
Galt Elementary School District Trustee Boundary Plan A



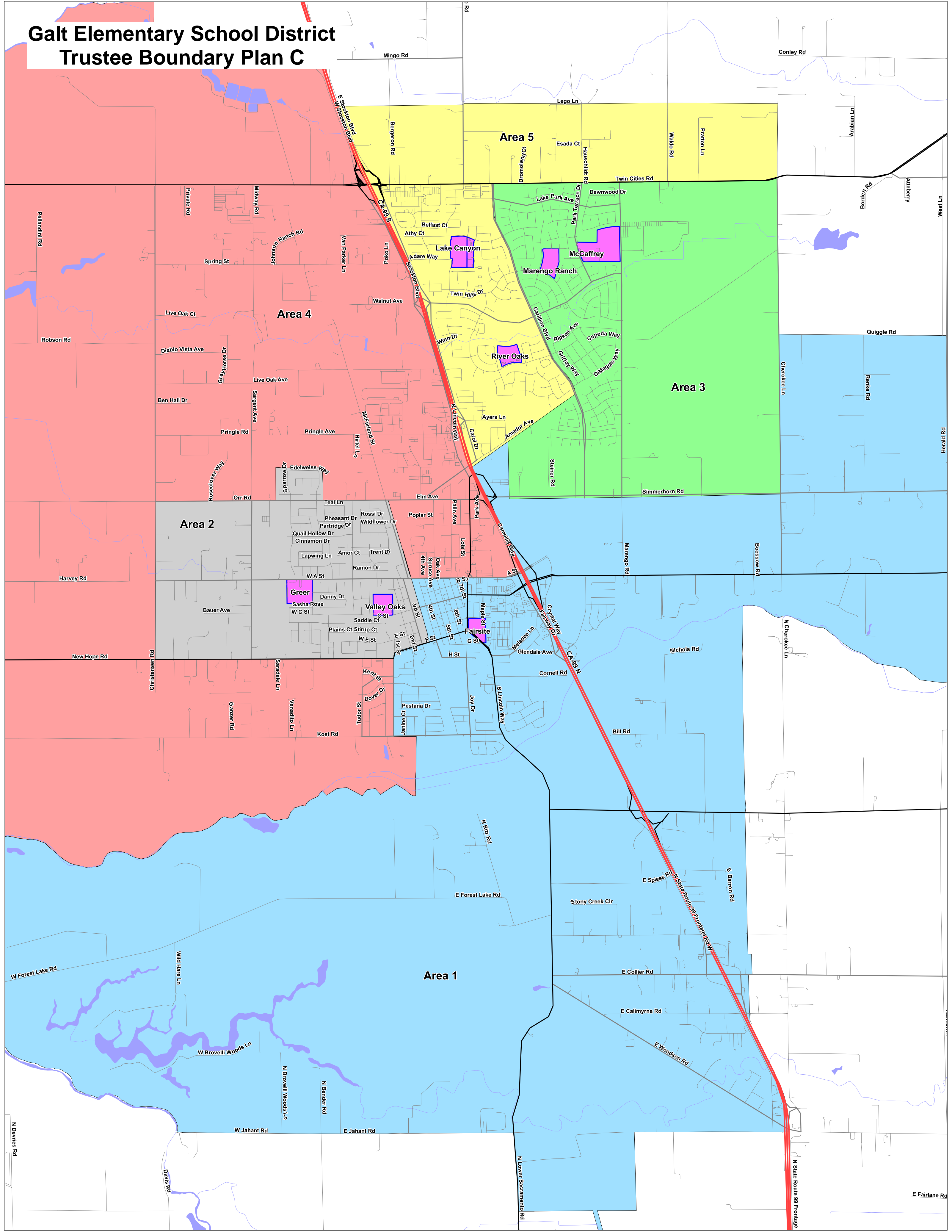
Galt Elementary School District Trustee Boundary Plan B



Galt Elementary School District Trustee Boundary Plan C



Galt Elementary School District Trustee Boundary Plan C





Board Meeting Agenda Item Information

| | |
|-------------------------------------|---|
| Meeting Date: March 23, 2022 | Agenda Item: 212.284 Board Consideration of Approval of Revised 2022-2023 School Calendar |
| Presenter: Nicole Lorenz | Action Item: XX Information Item: |

The original 2022-2023 school calendar approved in January ended the school year in May. It was brought to our attention that employees needed to work in June to maintain the frequency is which they are currently paid.

The calendar was modified to add the Monday after Easter, 4/10/2023, back into Spring Break and have the school year end of 6/1/2023.

In collaboration with GEFA and consultation with CSEA, a revised calendar for the 2022-2023 school year has been drafted for your review. The tentative calendar has been approved by GEFA union membership.

Board approval is recommended.

Fiscal Impact: None

Galt Joint Union Elementary School District

2022-2023 SCHOOL CALENDAR

Board Approved on:

| July-22 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

| August-22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| September-22 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| October-22 | | | | | | |
|------------|-------|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

| November-22 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| December-22 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| January-23 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |


| February-23 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

| March-23 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| April-23 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24 | 25 | 26 | 27 | 28 | 29 |

| May-23 | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |


| June-23 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |


 New Teacher Work Days-August 4 & 5

 Teacher Work Days - August 8, 9, & 10


 Professional Development - October 10 & 11, & March 6

 First Day of School - August 11, 2022

 Last Day of School - June 1, 2023 (Minimum Day)

 Minimum Days - Oct. 6 & 7, Nov. 4, Nov. 28-Dec. 2, Dec. 16, Feb. 24, & March 4

 Legal Holidays - July 4, Sept. 5, Nov. 11, Nov. 24, Dec. 26, Jan. 2, Jan. 16, Feb. 17 & 20, May 29, & June 19

 School not in session - Nov. 21-25, Dec. 19-30, April 3-10

**Galt Joint Union Elementary School District
2022-2023 SCHOOL CALENDAR**

School Sites & District Office

District Office
1018 C Street, Suite 210
Galt, CA 95632
(209) 744-4545

Fairsite Preschool
902 Caroline Street
Galt, CA 95632
(209) 745-2506

Lake Canyon Elementary School
800 Lake Canyon Avenue
Galt, CA 95632
(209) 744-5200

Marengo Ranch Elementary School
1000 Elk Hills Drive
Galt, CA 95632
(209) 745-5470

Robert L. McCaffrey Middle School
997 Park Terrace Drive
Galt, CA 95632
(209) 745-5462

River Oaks Elementary School
905 Vintage Oak Avenue
Galt, CA 95632
(209) 745-4614

Valley Oaks Elementary School
21 C Street
Galt, CA 95632
(209) 745-1564

Vernon E. Greer Elementary School
248 West A Street
Galt, CA 95632
(209) 7452641

Dates To Remember

| | |
|--------------------------------|--|
| August 4 & 5, 2022 | New Teacher Workdays |
| August 8-10, 2022 | Teacher Workdays |
| August 11, 2022 | First Day of School |
| September 5, 2022 | Labor Day - School Not in Session |
| October 6 & 7, 2022 | Minimum Days (Grades 1st-8th) |
| October 10 & 11, 2022 | Professional Development Day - School Not in Session |
| November 4, 2022 | End of 1st Trimester - Minimum Day (Grades TK-8th) |
| November 11, 2022 | Veterans Day observance - School Not in Session |
| November 21-25, 2022 | Thanksgiving Break - School Not in Session |
| November 28 - December 2, 2022 | Parent Conferences - Minimum Days (Grades 1st-8th) |
| December 16, 2022 | Minimum Day (Grades 1st-8th) |
| December 19 - January 2, 2023 | Winter Break |
| January 16, 2023 | Martin Luther King Jr. Day - School Not in Session |
| February 17, 2023 | Lincoln's Birthday - School Not in Session |
| February 20, 2023 | School Not in Session |
| February 24, 2023 | End of 2nd Trimester - Minimum Day (Grades TK-8th) |
| March 6, 2023 | Professional Development Day - School Not in Session |
| April 3-10, 2023 | Spring Break |
| May 29, 2023 | Memorial Day - School Not in Session |
| June 1, 2023 | End of 3rd Trimester |
| June 1, 2023 | Last Day of School - Minimum Day (Grades TK-8th) |
| June 19, 2023 | Juneteenth National Independence Day observance |



Board Meeting Agenda Item Information

| | |
|-------------------------------------|---|
| Meeting Date: March 23, 2022 | Agenda Item: 212.285 Board Consideration of Approval of 2 nd Interim Budget Report For The Fiscal Year 2021-22 |
| Presenter: Nicole Lorenz | Action Item: XX Information Item: |

This is the Second Interim Budget Report for the 2021-22 school year. This report includes changes in revenue since the First Interim approved in December 2021 and the Governor's January budget proposals for the 2022-23 school year.

Revenue Increases:

- ASES - \$57,791
- Educator Effectiveness Block Grant - \$992,023
- Universal TK Planning & Implementation Grant - \$160,870

Summary of Assumptions:

- Cost Of Living Adjustments (COLA) of 5.33% in 2022-23 and 3.61% in 2023-24
- Increases to STRS and PERS Employer Rates
- Board approved salary settlements were included of 3.5% on-schedule and 2% off-schedule

The 2022-23 budget will be presented to the Board in June 2022.

Board approval is recommended.



Board Meeting Agenda Item Information

| | |
|---|---|
| Meeting Date: March 23, 2022 | Agenda Item: 212.286 Board Consideration of Approval of GJUESD Expanded Learning Plan |
| Presenter: Donna Mayo-Whitlock Jennifer Collier | Action Item: XX Information Item: |

The State is allocating on-going funding to provide robust expanded learning services to learners in grades PreK-6th grade. This funding will be combined with the current ASES funds (that serve three schools) to operate expanded learning programs at all schools in the GJUESD. The Galt Expanded Learning Program will provide a safe and caring environment where positive relationships and learning thrive. The program will offer enrichment sessions, family events, after school and summer programs.

Program award amount: \$1.1 million for 2021-22

Attachments: Powerpoint presentation, Expanded Learning Plan

Board approval is recommended.

Galt Expanded Learning

Jennifer Collier

Expanded Learning Coordinator

Communication-Includer-Positivity-Connectedness- Belief



Galt Joint Union Elementary School District



Galt Expanded Learning

Growing And Learning Together

Anytime Anywhere Learning - *We Stick Together!*

New schools to the program, Fairsite, Lake Canyon, Marengo Ranch, and, River Oaks Elementary Schools.

ASES and ELO-P funding combine to create one comprehensive After School Program District-wide.

The Galt Expanded Learning Program is no cost to families.

Galt Expanded Learning Program Priorities:

- Serving the needs of families and unduplicated students
- Safety: Cultural, Emotional and Physical
- Relationship Building
- 21st Century Learning Skills: Communication, Collaboration, Critical Thinking, Creativity and Community
- Social and Emotional Learning
- Strengths-based Youth Development
- STEAM: Science, Technology, Engineering, ARTS, and Mathematics



Additional Information:

The funding for ELO-P is not a grant and is expected to be continuous.

Galt Expanded Learning Program will be offered for 30 non-school days in Summer Program.

For the first Summer in 2022 the program will consist of 18 days.

Program design is to align with current ASES program and Expand to meet the needs of families.

Galt has been allotted 1.1 million dollars for 2021-22.

Job Opportunities:

1. Expanded Learning Site Coordinators
2. Expanded Learning Instructional Assistants
3. Expanded Learning Bilingual Instructional Assistants
4. ABC Mentor Internships with Youth Workers

Expanded Summer Hours:

- Food Services
- Custodial Services
- Health Services
- Office Staff



Galt Expanded Learning Program

Prepared by:

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



This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Galt Joint Union Elementary School District

Contact Name: Jennifer Collier

Contact Email: jcollier@galt.k12.ca.us

Contact Phone: 209-744-4545 ext. 331

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Fairsite Elementary School
2. Lake Canyon Elementary School
3. Marengo Ranch Elementary School
4. McCaffrey Middle School
5. River Oaks Elementary School
6. Valley Oaks Elementary School
7. Vernon. E. Greer Elementary School
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students’ Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1 - Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there.

Galt Expanded Learning Program in Galt Joint Union Elementary School District will provide a safe and caring environment where positive relationships and learning thrive. Communication and positive relationships create a safe environment for learning and community building. A safe environment is culturally aware. Galt Expanded Learning Program will offer enrichment sessions and family events that focus on cultural diversity. Students will enjoy learning about a wide variety of cultures including their own. These cultural events will encourage inclusion for everyone.

Emotional safety will be promoted and maintained with the Social and Emotional Learning (SEL) curriculum, Second Step. SEL builds a climate of well-being at school. Mental health and well-being are more than a curriculum on campus. Well-being is a foundational part of a positive strengths-based mindset throughout GJUESD. During and after school students are expected to behave with respect, kindness, and responsibility. When conflicts or challenges arise, restorative practices and routines will be modeled and practiced. Galt Expanded Learning Program Site Coordinators along with the program instructional assistants (IAs) welcome every student by sharing a smile, checking in to see how they are feeling, and encouraging participation.

Galt Expanded Learning Program Site Coordinators will work with site administrators and health office staff to ensure physical safety procedures are implemented and followed. Emergency safety drills are performed during the school day and after school. The planning, coordination, and communication of safety drills happen throughout the school year. All Expanded Learning staff members will be CPR, first aid certified, as well as Mandated Reporters. Galt Expanded Learning Program Site Coordinators will meet regularly with the site health assistant and district nurse to provide updates and accurate information on the health needs and provisions for all students in the program. Student information is confidential and private.

Cultural, Emotional, and Physical safety must be present for the whole child to thrive, learn, and succeed.

2 - Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Galt Expanded Learning Program will provide active and engaged learning in "Homework Hour" and Learning Labs. The Learning Labs will take place every day with 30-minute Math Engagement and Reading Engagement sessions. Students will have access to math tutors, ABC Mentors, and artists. The caring adults who will be supporting these students will vary from volunteers, scholarship recipients, and paid staff. Students will have access to online programs that are needed for homework assignments and mastery. These programs include but are not limited to Accelerated Reader, LEXIA, Khan Academy Mathematics, and Benchmark web-based learning. Access to the Bright Future Learning Center Library will be available to students during and after school to return and check out books. Technology and Chromebooks will be available to all students in the Galt Expanded Learning Program.

3 - Skill Building

Describe how the program will provide opportunities for students to experience skill-building.

21st-Century Academic Skill building includes communication, collaboration, critical thinking, creativity, and community. In the Galt Expanded Learning Program, 21st Century skills will be promoted and practiced in a wide variety of learning opportunities. Partnerships with outside learning organizations such as the B Street Theatre will support continuous learning and experience in the arts. As an example, the theatre may provide two teaching actors, one teacher for primary 1-3rd grades and one teacher for intermediate 4-6th grades. There will be 10 sessions where students learn improvisation games, many aspects of theatre production, and create a play that will be performed during the last session.

Throughout the week, reading and math are supported daily. We also provide access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Activities. During these activities, students have fun while at the same time collaborating with their peers as well as learning to build, play a new game and learn about each other.

Students will have access to the Makerspace at Valley Oaks Elementary school, Fairside Preschool, and McCaffrey Middle school. Students will participate in building challenges between teams and individuals, this promotes engagement and creativity. Each student will have an opportunity to develop in challenging fun, personal growth, and progress. There will be projects for hands-on learning. Students will engage with NGSS Science standards which encourage organization, time management, observations, trial, safe to fail, and rebuilding activities. Students practice learning without fear of failure. A slogan heard throughout the program is, "I haven't got it, yet!"

4 - Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Throughout the year and in planning, Galt Expanded Learning Site Coordinators will gather feedback from students, families, and community members. Student voice informs Galt Expanded Learning IAs about the supports and sessions that are working well and the ones that need improvement. Students will also celebrate and share the activities and projects they enjoy. The positive relationship between staff and students encourages further youth voice and leadership. The program will encourage ideas and projects which come directly from the students and are then led and completed by them. Powerful engagement, intrinsic motivation, creativity, access, and equity will be in this safe space provided every day.

Examples of these types of leadership opportunities include class meetings, Galt Expanded Learning leadership clubs, projects, and activities. In addition, Service-Learning projects such as creating homemade cards for the troops will be chosen by students. Relationship building is a priority in the Galt Expanded Learning program. Students will have the opportunity to learn and grow from other students in their peer group and other grade levels. The program will provide open access for the student to work together and collaborate which promotes connectedness and community. Galt Expanded Learning-IAs will encourage listening and sharing stories about their experiences. Promoting mentors to role model to the younger students will create stronger positive school culture.

5 - Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO Program hours of programming.

A nutritious afternoon “supper” will be provided to students each day. The meal meets specific nutritional requirements as stated in California Education Code (CD) Section 49431. Students will have recess time to play outside in good weather, they will get to play, exercise, and enjoy outdoor game activities. During the off-season, the common area is made available for indoor exercise and game activities.

We also participate in several field trips each school year, including visiting the Canoemobile at the Cosumnes River Preserve. These outdoor explorations and events are excellent experiences and physical development. For many of our students, this is their first experience with boating. In the enrichment sessions, students learn about nutritional and healthy eating habits including how to make dishes that are both tasty and good for you. Outdoor or Indoor physical activities promote healthy minds and bodies. Physical activities also reduce stress and help students burn off anxiety and worries, this promotes emotional health and well-being in school culture.

6 - Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.

All TK-8th-grade unduplicated socioeconomically disadvantaged students will have priority access to the Galt Expanded Learning Program. Access will be provided in Galt Expanded Learning Invitation/Information letters written in English and Spanish (language spoken by over 20% of families). Parent Nights will be scheduled via Zoom to provide information, program details, and offerings. Parents will return completed permission forms to the district or school offices before the previous school year ends. Galt Expanded Learning Program will begin on the first day of school. A waiting list will be created for students in need of a space in the program. Students will be placed in the program as space becomes available. Bilingual instructional assistants (BIAs) will interpret/translate for students and parents/caregivers who speak Spanish. BIAs will also support English learners and/or during program hours. By 2025-26, all unduplicated students will have access to the Galt Expanded Learning program, as GJUESD has 61% of the enrollment unduplicated, approximately 2000 students.

Describe how the ELO program will provide access and opportunity for students with disabilities.

All GJUESD students are welcome in the Galt Expanded Learning program. The Galt Expanded Learning Program Site Coordinator will partner with the Special Education Department and teachers on-site. The needs of the students as written in the students' Individual Education Plans (IEPs) will be met, including but not limited to adapted activities and schedules to promote the participation of all students.

7 - Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In GJUESD, the District's Expanded Learning Coordinator will develop and implement Galt Expanded Learning Program teams at the elementary schools and the middle school. Each school will have a Galt Expanded Learning Site Coordinator, who will support and manage Galt Expanded Learning-IAs. The schools with After School Education and Safety Program (ASES) include a partnership with the City of Galt, Parks and Recreation department. ASES teams will partner with the Galt Expanded Learning program teams district-wide.

Galt Expanded Learning program will conduct weekly check-ins, gathering to address any needs as well as encouraging staff in areas of growth and professional

development. Regular team meetings include professional development, training, inspiration, and sharing of best practices. Consistent communication is key to having a high-functioning team.

In GJUESD we encourage people to join our team if they have a desire to support positive youth development. Firstly, we are an equal opportunity employer. We consider individual strengths and experience. We are dedicated to working with our leaders to ensure they receive the support they need to succeed and thrive.

Professional development includes Strengths Coaching and Youth Development training during onboarding and district-wide training at the beginning of each school year. Strengths recognition and best practices in strengths-based mindset and culture are foundational in the training. Every member of the staff will take the GALLUP StrengthsFinder assessment and receive reports on their Top Five Signature Talents. Following the assessment, staff attends training sessions to learn more about their strengths, their team strengths, and how to call out the best of the strengths they see in each of their students. Strengths-spotting and StrengthsExplorer are part of professional development. Youth Development best practices are also included in this professional development to include, safety, relationship building, participation, involvement, and skill-building activities. These activities will be easily implemented and shared with students.

8 - Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Galt: Growing And Learning Together!

Anytime Anywhere Learning ~ We stick together!

Galt Expanded Learning Program will align to the district's Strategic Plan and Local Control Accountability Plan:

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.

GOAL 2 Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

The vision for the Galt Expanded Learning Program is to provide a culturally, emotionally, and physically safe environment with a wide variety of learning opportunities that align with the needs of students and families. Students and families will have positive relationships with caring Expanded Learning staff.

The mission and purpose of the Galt Expanded Learning Program are to share engagement, enrichment, and learning opportunities in 21st academic skills: communication, collaboration, critical thinking, creativity, and community. Students and families will have the opportunity to participate in strengths-based youth development events. Social and Emotional learning and awareness are evident in school climate and culture. STEAM, Science, Technology, Engineering, Arts and Mathematics are

experienced in real-world settings and students explore future careers. Ultimately, students have access to diverse inclusive opportunities that promote and support their best possible future.

· ***Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.***

GJUESD conducts a student, staff, and community survey, CalSCHLS. The survey provides access to hear, learn, and understand the needs of the families and students in Galt. Support is provided by the Department of Educational Services, regarding attendance, homelessness, and socio-economically disadvantaged.

Galt Expanded Learning program will implement Social and Emotional signature practices that contribute to the overarching goal to build positive relationships with every family. These practices include checking in with students, engaging in personalized learning activities, and optimistic closure to each day with communications directly with parents and guardians. The program will have a large Spanish-speaking population, many of our staff are bilingual and can communicate easily with parents, and building trusting relationships makes it easier to bridge the gap between parents, teachers, students, and administration.

· ***Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.***

In GJUESD, parents participate in Listening Circles. The Listening Circle is a best practice used to gather direct communications regarding priorities and needs. In addition, Galt Expanded Learning program has the most consistent opportunity to connect and communicate with parents and families daily at pickup time. The first goal is to ensure all communications are in English and Spanish, from the website to all-call phone calls going home and sharing information for learner success. The second goal is to provide a wide variety of opportunities for learners to share their voices to advocate for a meaningful program. The third goal is opportunities for youth leadership. Students have access to leadership and mentorship opportunities. These are ongoing goals that align with the mission and vision of the district supporting lifelong learning for every student. These goals are measured by the number of students participating in these offerings. The measures also include student voices telling their personal stories of challenges, successes, and growth.

Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program’s mission, vision, goals, and expected outcomes.

Galt Expanded Learning program will engage with students and families in a variety of ways. The students will have three Engagement sessions each year with the Galt Expanded Learning program Site Coordinator. The Engagement Sessions include STEAM, Strengths-based learning, Social and Emotional Learning, and 21st-century Academic skill-building. In addition, students will have access to Essential Educators, such as Artist Residencies. The residencies are comprised of a series of Art instruction sessions and professional development for the Galt Expanded Learning program staff. Families will participate in three events a year, including Culture Arts Night, “Lights on Afterschool” and Theatre Productions. The expected outcomes include improved school attendance, fewer referrals, and fewer suspensions.

9 - Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO programs.

Galt Expanded Learning program will collaborate with Arts Organizations and Essential Educators. The program will include partnerships with the GJUHSD and the City of Galt. Outdoor Environmental Education and Engagement will happen in partnership with the Cosumnes River Preserve. Youth Development Network and GALLUP will support strengths-based professional development and youth development implementation and coaching to mention a few. Below is a list of additional partners:

1. Sacramento Educational Cable Consortium-SECC, <https://www.secctv.org/>
2. Youth Development Network-YDN, <https://ydnetwork.org/>
3. The city of Sacramento, Any Given Child, Kennedy Center, SCOE <https://arts.cityofsacramento.org/Programs/Arts-Education/Any-Given-Child>
4. Center for Systems Awareness, <https://www.systemsawareness.org/>
5. Wilderness Inquiry Canoemobile, <https://www.wildernessinquiry.org/>
6. Second Step, Committee for Children, <https://www.secondstep.org/>
7. GALLUP Strengths Coaching, <https://www.gallup.com>
8. Sacramento County Office of Education-SCOE, Expanded Learning and FACE, <https://www.scoe.net/>

9. California Department of Ed. Expanded Learning-COP, Region <https://www.cde.ca.gov/>
10. California Afterschool Network-CAN, <https://www.afterschoolnetwork.org/>

List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

Outside of the district, essential partners include Cosumnes River Preserve, Sacramento County Office of Education (SCOE), Region 3 Expanded Learning, SCOE STEAM Van, Annual Theatrical Production, GALLUP Strengths Education, Sacramento Public Library, Any Given Child: Kennedy Center, and the City of Galt.

Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.

Partnerships with potential collaborations include but are not limited to the Center for Systems Awareness, California AfterSchool Network (CAN), and Committee for Children (Second Step, SEL). These organizations are among several that the Expanded Learning Coordinator is engaged with communities of practice to gain expertise, networking, and future collaboration.

10 - Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Throughout the school year, each Galt Expanded Learning program site Coordinator will assess, plan, and improve upon the Continuous Quality Improvement (CQI) Plan. The CQI plans are designed with feedback and input from multiple stakeholders including the site Administrators, Site Coordinator team, Expanded Learning Coordinator, Galt Expanded Learning IAs, students, and families. These plans will reflect youth development practices. Social and Emotional best practices will be incorporated in leadership, compassionate partnerships, and relationship building. Safety is always at the forefront of every plan, encouraging further cultural sensitivity and human compassion for everyone in the Galt Expanded Learning program.

The CQI plans address Point-of-Service Quality Standards and Programmatic Quality Standards. Many of the expectations of the program are intertwined with youth development practices, strengths-based culture, and social and emotional learning.

11 - Program Management

Describe the plan for program management.

Title/ Qualifications/ Duties/Responsibilities

Expanded Learning Coordinator (1 district level)

District employee with extensive experience with school/community partnerships, family literacy, & service learning. Provides technical support and professional development ELO program Site Coordinators. Serves as a liaison with community partners. Coordinates data collection & reporting. Publicizes/disseminates programs to the community & Board of Trustees.

Expanded Learning Site Coordinator (1 per school site)

Youth development leader and facilitator, technology proficient, interpersonal skills, after-school program experience, & leadership qualities. Coordinates site programs, recruiting, provides Engagement Sessions in the classroom each trimester, builds positive relationships with classroom teachers and administrators. Publicizes/disseminates programs to parents and data reporting. Coordinates meals with Food Services site staff and the Food Service Director.

Expanded Learning Instructional Assistants Elementary Student to Staff ratio 20:1 Tk-Kindergarten Student to Staff ratio 10:1

Assist the Expanded Learning program Site Coordinator with instruction of individuals and small groups of students in various learning situations. Supervise students to maintain an effective environment. Organize instructional environment; set up materials for daily activities, and maintain neat and orderly instructional areas. Monitor student progress through observation, relationship building, and maintenance of accurate student records. Engage students in STEAM, SEL, and Creative Engagement sessions. Assist students with assigned work; listen to students read, answer questions, reinforce 21st-century academic skills.

Expanded Learning Bilingual Instructional Assistants Elementary Student to Staff ratio 20:1 Tk-Kindergarten Student to Staff ratio 10:1

Assist the Expanded Learning program Site Coordinator with instruction of individuals and small groups of students in various learning situations. Supervise students to maintain an effective environment. Organize instructional environment; set up materials for daily activities, and maintain neat and orderly instructional areas. Monitor student progress through observation, relationship building, and maintenance of accurate student records. Engage students in STEAM, SEL, and Creative Engagement

sessions. Assist students with assigned work; listen to students read, answer questions, reinforce 21st-century academic skills.

Volunteers/ABC Mentor Interns/Essential Educators

Volunteers, interns, and essential educators participate in training to assist students and/or families during academic or enrichment opportunities. Support homework, service-learning, arts education, integration development, and a wide variety of learning environments and sessions.

Provide the program organizational structure including a succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Expanded Learning Coordinator: (District Level)

GJUESD wide Technical support and coordination with Site Administrators, Site Coordinators, Site Staff, Collaborative Partners, Contract for Services Partners, Professional Development and Growth, and Fiscal Program support. Communications through email, cell, and text. Site Coordinator Team meetings once a month.

Expanded Learning Site Coordinator (Site Level)

Supervision and coordination of site systems and logistics after school. During the school day will provide Engagement Sessions in classrooms once per trimester. Engagement Sessions are 30 minutes, Teachers select from a menu in categories of STEAM, SEL, and/or expertise of the Site Coordinator's choice. Provides support to two BIAs maintaining a 20:1 ratio, three IAs maintaining a 20:1 ratio, two TK/Kinder IAs maintaining a 10:1 ratio. Over time as the program grows with students, the number of IAs, BIAs, and TK/Kinder IAs will fluctuate. Partnering with SEL Coaching to implement social and emotional engagement and development.

Expanded Learning Instructional Assistant (IA) (Site Level)

Assigned to a specific grade level or span, IA's will support 20 students after school with homework, Engagement/Enrichment Sessions, Relationship building, safety, STEAM, SEL, and 21st Century Learning Skills. The priority is to support students with cultural, emotional, and physical safety.

Expanded Learning Bilingual Instructional Assistant (BIA) (Site Level)

Assigned to a specific grade level or span, BIA's will support 20 students after school with homework, Engagement/Enrichment Sessions, Relationship building, safety, STEAM, SEL, and 21st Century Learning Skills. The priority is to support students with cultural, emotional, and physical safety. In addition, BIA's will interpret in Spanish to support Spanish-speaking families. Students and families expressed interest in having access to the Spanish language club after school. Providing conversational and beginner-level Spanish clubs will be supported by the BIAs.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Throughout the school year, Galt Expanded Learning will be observed and reviewed by the Superintendent, Director of Educational Services, school board members, stakeholders, and collaborative partners. The community partner and stakeholder visits will have twice a year and align with the Continuous Quality Improvement Process. Opportunities and events will be held to gather stakeholder and partner feedback, including but not limited to Listening Circles and Google Feedback Surveys.

Describe the system in place to address the following program administration requirements:

Fiscal accounting and reporting requirements.

Fiscal accounting is under the supervision of the Fiscal Services Supervisor. All expenditures are budgeted and reviewed at the District level for appropriateness to Galt Expanded Learning. All expenditures are coded specifically to Galt Expanded Learning "resource" code to monitor and summarize by school site or program.

Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).

NA

Attendance tracking, including sign-in and sign-out procedures.

Attendance will be recorded at each site for each child who attends Galt Expanded Learning. Students sign in under the supervision of Expanded Learning staff and parents sign out their children at pick-up time. The *District Early Release Policy* and attendance expectations are sent home to all parents when students register and enroll

at the beginning of the year. Students are expected to attend five days weekly and remain in the program until the session ends each day at 6:00 p.m. If the student has more than 3 unexcused absences per trimester, that student will be dismissed from Galt Expanded Learning.

Monthly attendance will be submitted to the District Office staff, who maintains the Master Attendance records. Attendance data from Synergy, our student information system, will be used to create Galt Expanded Learning semi-annual reports. The Expanded Learning Coordinator will meet monthly with Galt Expanded Learning Site Coordinators to review the program plan.

Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

Early release procedures are applicable if a parent must pick up their student earlier than 5:00 pm, they note the "Early Release Reason" on the sign-out. If a student is involved in a regularly scheduled activity such as soccer, baseball, etc. that requires early check-out regularly, parents must request an "Early Release Form" and submit it to the Galt Expanded Learning Site Coordinator.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO Program should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO program funding will be used to create one comprehensive and universal Expanded Learning Program.

In GJUESD, Valley Oaks Elementary, Vernon E. Greer Elementary, and McCaffrey Middle School have the After-School Education and Safety (ASES) Program. As we expand the opportunity to all students in Galt, we are committed to providing a highly engaging and safe program at all schools within the district. We are fortunate to have experience with successful programs that model expand programming. Consistent program expectations across the district are essential to equal and equitable access.

Our priority is to serve our unduplicated students, followed by the remaining students who need after-school programs. At current ASES programs in the district, the ELO-P Funding will provide access to students who were previously on the waitlist. In addition, we will be providing summer programs. We will expand and build district-wide programming to support all students during school, after school, and non-school days.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

For Preschool, TK, and Kindergarten students, we plan to provide Galt Expanded Learning program. Most schools run in an AM/PM Kindergarten schedule, with the exception of Valley Oaks and Marengo Ranch Elementary Schools providing All-day Kindergarten. Galt Expanded Learning will provide access to students before, during, and, after school in alignment with the 9-hour expectation and the ratio of 10 students to 1 staff member. We plan to include, however not limited to curriculum and expertise from <https://teachstone.com>. All Galt Expanded Learning staff will be trained in Strengths-based culture, youth development, Social and Emotional Learning, STEAM, and 21st-Century learning skills.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO program or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO program or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

-EXAMPLE-

The schedule will go until 6:00 pm every day to have 3.5 per IA schedule whether at a new site or an ASES site, same workload. Families will be able to check out their child as needed with the Early Release Form.

Galt Expanded Learning ~ After School Weekly Schedule

Summer Schedule

8:00-12:00 In-class time
11:30-12:00 Lunch
12:00-12:30 Recess/Outdoor Games
12:30-1:30 Enrichment Session 1
1:30-2:30 Sports/Outdoor Games
2:30-3:30 Enrichment Session 2
3:30-4:30 Arts/Outdoor Games
4:30-5:30 Enrichment Session 3
5:30-6:00 Games and Pick-up (Multi)

Fairsite Elementary School - Transitional Kindergarten ~ 4-year-olds
Monday-Friday

AM

8:00-11:30 In-class time
11:30-12:00 Lunch/Quite-Time
12:00-1:00 Engagement Session 1
1:30-2:00 Recess/Outdoor Games
2:00-3:00 Engagement Session 2
3:00-4:00 Engagement Session 3
4:00-4:30 Free Time
4:30-5:00 Games and Pick up
5:00-6:00 As Needed

PM

8:00-9:00 Engagement Session 1
9:00-9:30 Recess/Outdoor Games
9:30-10:30 Engagement Session 2
10:30-11:00 Quiet Time/Storytime
11:00-11:30 Free Time
11:30-12:00 Lunch
11:30-3:00 In-class time
3:00-4:00 Engagement Session 3
4:00-5:00 Games and Pick up
5:00-6:00 As Needed

Lake Canyon, River Oaks, and Vernon E. Greer Elementary Schools
AM/PM T-K and Kindergarten

Monday, Tuesday, Thursday, and Friday

AM

8:00-12:00 In class time
11:30-12:00 Lunch
12:00-12:30 Quite-Time/Storytime
12:30-1:30 Engagement Session 1
1:30-2:00 Recess/Outdoor Games
2:00-3:00 Engagement Session 2
3:00-4:00 Engagement Session 3
4:00-4:30 Free Time
4:30-5:00 Games and Pick up
5:00-6:00 As Needed

PM

8:00-9:00 Engagement Session 1
9:00-9:30 Recess/Outdoor Games
9:30-10:00 Engagement Session 2
10:00-10:30 Quiet Time/Storytime
10:30-2:30 In-class time

11:30-12:00 Lunch
2:30-3:30 Engagement Session 3
3:30-4:30 Free Time
4:30-5:00 Games and Pick up
5:00-6:00 As Needed

Wednesdays and Min. Days

8:00-12:00 In-class time
11:30-12:00 Lunch
12:00-12:30 Quite-Time/Storytime
12:30-1:30 Engagement Session 1
1:30-2:00 Recess/Outdoor Games
2:00-3:00 Engagement Session 2
3:00-4:00 Engagement Session 3
4:00-4:30 Free Time
4:30-5:00 Games and Pick up
5:00-6:00 As Needed

Valley Oaks and Marengo Ranch Elementary ~ All-Day Kinder-6th grade

Monday, Tuesday, and Thursday

2:30-3:00 Supper/Attendance
3:00-4:00 Homework Hour
3:00-4:00 *Kinder Quiet Time/Storytime*
4:00-4:30 Recess/Outdoor Games
4:30-5:30 Enrichment Session
5:30-6:00 Games and Pick-up (Multi)

Wednesday or Min. Day

1:00-1:15 Attendance (Multi)
1:15-2:15 Homework Hour
1:15-2:15 *Kinder Quiet Time/ Storytime*
2:15-2:45 Supper (Multi)
2:45-3:45 Enrichment Session 1
3:45-4:15 Recess/Outdoor Games
4:15-5:15 Enrichment Session 2
5:15-6:00 Games and Pick-up (Multi)

Friday

2:30-3:00 Supper/Attendance
3:00-3:30 Recess
3:30-4:30 Enrichment Session 1
4:30-5:30 Enrichment Session 2
5:30-6:00 Games and Pick-up (Multi)

McCaffrey Middle School ~ 7th- 8th grade

Monday, Tuesday, Thursday

3:00-3:30 Supper/Attendance
3:30-4:30 Homework Hour
4:30-5:30 Enrichment Session
5:30-6:00 Games and Pick-up

Wednesday or Min. Day

1:30-1:45 Attendance (Multi)
1:45-2:45 Homework Hour
2:45-3:15 Supper (Multi)
3:15-4:15 Enrichment Session 1
4:15-5:15 Enrichment Session 2
5:15-6:00 Games and Pick-up

Friday

3:00-3:30 Supper/Attendance
3:30-4:30 Enrichment Session 1
4:30-5:30 Enrichment Session 2
5:30-6:00 Games and Pick-up

Galt Expanded Learning Early Release Form

EARLY RELEASE

My child(ren), _____, who attends the Galt Expanded Learning Program, will need to be picked up from the program early on the following date(s):_____.

The reason for this early release (see reasons below) is:

_____.

I am aware that each day I sign my child is out of the program before 6:00 pm, I indicate the reason in the Early Release Binder using the letters A - H with corresponding reasons for early release, which is posted in the Early Release Binder.

Parent Signature

Date

Contact Number

Reasons For Early Release:

- A. Attending another program.
- B. Family emergency.
- C. Medical appointment.
- D. Illness.
- E. Weather conditions.
- F. Accident occurred.
- G. Safety conditions at school.
- H. School suspension.
- I. Schedule to meet family needs.

This form is printed on district letterhead.



Board Meeting Agenda Item Information

| | |
|---|---|
| Meeting Date: March 23, 2022 | Agenda Item: 212.287 Board Consideration of Approval of Instructional Assistant - Expanded Learning Job Description |
| Presenter: Donna Mayo-Whitlock Jennifer Collier | Action Item: XX Information Item: |

Formerly ASES Instructional Assistant, the revised job title and job description, Instructional Assistant-Expanded Learning, is broadened to include after school instructional assistant support in expanded learning settings. Job duties include: Assist the site supervisor with instruction of individuals and small groups; supervise students to maintain an effective environment; prepare materials for daily activities; maintain neat and orderly instructional areas; monitor student progress through observation, relationship building, and maintenance of accurate student records.

Board approval is recommended.

Attachments:

1. Job Description
2. Salary Schedule
3. Calendar

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: Instructional Assistant – Expanded Learning ASES ~~program~~

DESCRIPTION OF BASIC RESPONSIBILITIES

To assist the Expanded Learning Program ASES Site Coordinator in the instruction, supervision, and training of individual or groups of students by performing a variety of instructional support activities related to an effective safe learning environment.

SUPERVISOR: Expanded Learning Program Site Coordinator and/or Site Administrator
~~Academic Coach or Prevention Intervention Coordinator~~

TYPICAL DUTIES

1. To assist the Expanded Learning Program ASES Site Coordinator with instruction of individuals and small groups of students in various learning situations.
2. Supervise students to maintain an effective environment.
3. Organize instructional environment; set up materials for daily activities, and maintain neat and orderly instructional areas.
4. Prepare materials and/or equipment for use in activities; gather appropriate resource materials.
5. Monitor student progress through observation, relationship building, and maintenance of accurate student records.
6. Administer, check, and record daily assignments and homework.
7. Support activities such as Science Technology Engineering Art Math (STEAM), social emotional learning (SEL) and Creative Engagement sessions. ~~Perform non-instructional duties such as establishing and maintaining informational and operational records and files, attendance records, and permission slips.~~
8. Assist students with assigned work; listen to students read, answer questions and reinforce academic skills. ~~reinforce concepts, check work for completeness and accuracy.~~

9. Implement school-wide discipline and ASES program policies.
10. Perform clerical duties specifically related to instruction as assigned.
11. Attend in-service training, parent conferences, and meetings as assigned.
12. Perform other duties similar to the above in scope and functions as required.

EMPLOYMENT STANDARDS

Knowledge of:

- age appropriate methods of tutoring and motivating students;
- proper use of English, spelling, and grammar;
- general office procedures, practices, and equipment;
- classroom procedures and children's instructional and recreational activities, games, arts and crafts.

Ability to:

- demonstrate proficiency in reading, writing, and mathematical skills;
- supervise students in a variety of situations;
- establish and maintain accurate records and files;
- maintain the security and confidentiality of specified records and information;
- follow District policies and school rules and regulations regarding students;
- communicate effectively in both oral and written forms;
- establish and maintain effective work relationships with those contacted in the performance of required duties;

Education:

High School Diploma or equivalent

Requires:

- CPR/First aid certificate
- Pass the District's Instructional Assistant Exam
- Criminal Justice fingerprinting clearance
- TB Test Clearance

MEDICAL CATEGORY I

Light Physical Effort

1. Normally located in a work environment with light physical qualifications and requirements.
2. Ability to lift 25 lbs. Maximum or carry any object weighing up to 15 lbs

**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 |
| <u>Bilingual Instructional Assistant/Expanded Learning</u> | <u>K</u> |
| Educational Interpreter | L |
| Family Advocate | J |
| Instructional Assistant | J |
| Instructional Assistant/ASES <u>Instructional Assistant/Expanded Learning</u> | 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:

Galt Joint Union Elementary School District 2022-23

Custodian - Part Time
 Expanded Learning - IA & BIA
 Kindergarten IA
 TK Instructional Assistant
 TK Bilingual Instructional Assistant

Start Date: 08/11/2022
 End Date: 06/01/2023

First day of school: 08/11/2022
 Last day of school: 06/01/2023

Bilingual Community Outreach Assistant
 Bilingual Office Assistant - Fairsite Preschool

Total Workdays

181

July

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----------|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | 0 |

August

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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | 15 | |

September

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| 25 | 26 | 27 | 28 | 29 | 30 | |
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October

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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | 20 |

November

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December

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January

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| 29 | 30 | 31 | | | | |
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February

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |
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March

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April

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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
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May

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June

| S | M | T | W | TH | F | S |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | 1 | |

 Holidays
 Recess
 Professional Development Day (To be worked)



Board Meeting Agenda Item Information

| | |
|---|---|
| Meeting Date: March 23, 2022 | Agenda Item: 212.288 Board Consideration of Approval of Bilingual Instructional Assistant - Expanded Learning Job Description |
| Presenter: Donna Mayo-Whitlock Jennifer Collier | Action Item: XX Information Item: |

Formerly ASES Instructional Assistant, the revised job title and job description, Bilingual Instructional Assistant-Expanded Learning, is broadened to include after school instructional assistant support in expanded learning settings. Job duties include: Assist the site supervisor with instruction of individuals and small groups; supervise students to maintain an effective environment; prepare materials for daily activities; maintain neat and orderly instructional areas; monitor student progress through observation, relationship building, and maintenance of accurate student records.

Board approval is recommended.

Attachments:

1. Job Description
2. Salary Schedule
3. Calendar

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: Bilingual Instructional Assistant – Expanded Learning

DESCRIPTION OF BASIC RESPONSIBILITIES

To assist the Expanded Learning Program Site Coordinator in the instruction, supervision, and training of individual or groups of students by performing a variety of instructional support activities related to an effective safe learning environment.

SUPERVISOR: Expanded Learning Program Site Coordinator and/or Site Administrator

TYPICAL DUTIES

1. To assist the Expanded Learning Program Site Coordinator with instruction of individuals and small groups of students in various learning situations in English and/or the designated language.
2. To Interpret/translate for students and parents/caregivers who speak ~~Spanish~~ a designated language or are learning English
3. Supervise students to maintain an effective environment.
4. Organize instructional environment; set up materials for daily activities, and maintain neat and orderly instructional areas.
5. Prepare materials and/or equipment for use in activities; gather appropriate resource materials.
6. Monitor student progress through observation, relationship building, and maintenance of accurate student records.
7. Administer, check, and record daily assignments and homework.
8. Support activities such as *Science Technology Engineering Art Math (STEAM)*, social emotional learning (SEL) and Creative Engagement sessions.
9. Assist students with assigned work; listen to students read, answer questions, reinforce academic skills.
10. Implement school-wide discipline and program policies.
11. Perform clerical duties specifically related to instruction as assigned.
12. Attend in-service training, parent conferences, and meetings as assigned.
13. Perform other duties similar to the above in scope and functions as required.

EMPLOYMENT STANDARDS

Knowledge of:

- age appropriate methods of tutoring and motivating students;
- proper use of English, spelling, and grammar;
- general office procedures, practices, and equipment;

- classroom procedures and children’s instructional and recreational activities, games, arts and crafts.

Ability to:

- demonstrate proficiency in reading, writing, and mathematical skills;
- supervise students in a variety of situations;
- communicate fluently in a designated foreign language(s) in both oral and written form;
- Understand the needs of non-English speaking and/or bilingual children and to effectively relate to those needs in an appropriate learning situation;
- establish and maintain accurate records and files;
- maintain the security and confidentiality of specified records and information;
- follow District policies and school rules and regulations regarding students;
- communicate effectively in both oral and written forms;
- establish and maintain effective work relationships with those contacted in the performance of required duties;

Education:

High School Diploma or equivalent

Requires:

- CPR/First aid certificate
- Pass the District’s Instructional Assistant Exam
- Pass the District’s Spanish translation test
- Criminal Justice fingerprinting clearance
- TB Test Clearance

**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 |
| <u>Bilingual Instructional Assistant/Expanded Learning</u> | <u>K</u> |
| Educational Interpreter | L |
| Family Advocate | J |
| Instructional Assistant | J |
| Instructional Assistant/ASES <u>Instructional Assistant/Expanded Learning</u> | 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:

Galt Joint Union Elementary School District 2022-23

Custodian - Part Time
 Expanded Learning - IA & BIA
 Kindergarten IA
 TK Instructional Assistant
 TK Bilingual Instructional Assistant

Start Date: 08/11/2022
 End Date: 06/01/2023

First day of school: 08/11/2022
 Last day of school: 06/01/2023

Bilingual Community Outreach Assistant
 Bilingual Office Assistant - Fairsite Preschool

Total Workdays **181**

July

| S | M | T | W | TH | F | S | |
|----|----|----|----|----|----|----------|--|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | | | | | | 0 | |

August

| S | M | T | W | TH | F | S |
|----|----|----|----|----|-----------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | 15 | |

September

| S | M | T | W | TH | F | S |
|----|----|----|----|----|-----------|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | 21 | |

October

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| | | | | | | 1 | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | 31 | | | | | 20 | |

November

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| 27 | 28 | 29 | 30 | | | |
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December

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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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January

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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February

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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |
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March

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| | | | 1 | 2 | 3 | 4 |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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April

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|----|----|----|----|----|----|-----------|--|
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May

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June

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 Holidays
 Recess
 Professional Development Day (To be worked)



Board Meeting Agenda Item Information

| | |
|---|--|
| Meeting Date: March 23, 2022 | Agenda Item: 212.289 Board Consideration of Approval of Expanded Learning Site Coordinator Job Description |
| Presenter: Donna Mayo-Whitlock Jennifer Collier | Action Item: XX Information Item: |

Formerly ASES Academic Coordinator, the revised job title and job description, Expanded Learning Coordinator, is broadened to include our coordinators in all seven of our after school and summer programs. Job duties include: Supervision of staff and students; coordination, planning, and management of expanded learning programs.

Fiscal Impact: Approximately \$200,000
 Funding Source: Expanded Learning Program Funds

Board approval is recommended.

Attachments:

1. Job Description
2. Supervisory Salary Schedule – Class C
3. Calendar

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: Expanded Learning Site Coordinator

DESCRIPTION OF BASIC RESPONSIBILITIES:

Under the direction of the District's Expanded Learning Coordinator- supervises the site's Expanded Learning Program. Builds and maintains strong connections and relationships with the school day and the before/after school program. Coordinates and develops learning and enrichment partnerships with community and youth serving agencies. Performs other related work as assigned.

SUPERVISOR: District Expanded Learning Coordinator

TYPICAL DUTIES:

1. Implements and is present daily to supervise Expanded Learning Program at their assigned site.
2. Coordinates with teachers, administration and Expanded Learning Coordinator to provide support and access that meets the needs of students and families.
3. Actively provides outreach for students/families identified for the Expanded Learning Program.
4. Maintains communication with classroom teachers to design/refine homework and remediation activities for students.
5. Consistently supports and implements youth development principles and activities.
6. Participates in District Professional Development opportunities to plan, develop and implement on-going program staff trainings including positive classroom management, mathematics, and language arts.
7. Applies the LCAP goals and seeks/supports community partnerships in coordination with the Expanded Learning Coordinator.
8. Coordinates, plans and shares lessons for Enrichment and Engagement with other program Site Coordinators.
9. Develops and maintains a program activity schedule and framework.
10. Supervises Expanded Learning program staff and conducts daily observations of transition times, routines, small group intervention and enrichment lessons.
11. Holds monthly program staff meetings.
12. Works with the Expanded Learning Coordinator in the evaluation of program classified staff.

13. Maintains program daily attendance in the District's student information system and meets deadlines to submit attendance to the district.
14. Attends monthly Site Coordinator meetings.
15. Maintains records and prepares program reports.
16. Perform other duties similar to the above in scope and function as required.

EDUCATION, EXPERIENCE & REQUIREMENTS

- Any combination equivalent to: bachelor's degree in liberal studies, early childhood education, recreation, or related field; five years increasingly responsible expanded learning experience including work in before and after school.
- Experience working with students in prekindergarten, elementary and middle school
- Bilingual in English/Spanish is desirable.
- TB test clearance.
- Criminal Justice Fingerprint clearance

EMPLOYMENT STANDARDS

Knowledge of:

- Principles of organization, personnel management, and staff development;
- Knowledge of or willingness to learn youth development strategies;
- Principles and practices of youth development, service learning, Social Emotional Learning (SEL), and strength- based mindset;

Ability to:

- Demonstrate strong leadership skills;
- Work independently with minimal supervision;
- Work effectively with teachers, administrators, students, families, and community members;
- Plan and organize activities;
- Communicate effectively in both oral and written form;
- Supervise, train, and evaluate the performance of program IAs, volunteers, mentors and/or like staff;

**GALT JOINT UNION ELEMETNARY SCHOOL DISTRICT
SALARY SCHEDULE - SUPERVISORY
2022-2023**

| POSITIONS | Salary Range |
|--|-----------------|
| District Expanded Learning Coordinator | K |
| Expanded Learning Site Coordinator | C |
| 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 Elementary School District 2022-23

Start Date: 07/01/2022
End Date: 06/30/2023

First day of school: 08/11/2022
Last day of school: 06/01/2023

Expanded Learning Site Coordinator

Total Workdays

225

July

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August

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September

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October

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November

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December

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January

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February

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March

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April

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May

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June

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 Holidays
 Recess
 Professional Development Day (To be worked)



Board Meeting Agenda Item Information

| | |
|--|--|
| Meeting Date: March 23, 2022 | Agenda Item: 212.290 Board Consideration of Approval of Side Letter of Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) Annual Stipend |
| Presenter: Lois Yount | Action Item: XX Information Item: |
| <p>Currently, teachers with a BCLAD credential that are teaching in the Transitional Bilingual Program receive an annual stipend of \$1,000.</p> <p>The District and GEFA agree to increase this stipend due to the planning and preparation needed to teach in a bilingual program. Beginning the 2022-23 school year, the following teachers will receive an annual stipend of \$2,500.</p> <ul style="list-style-type: none"> • BCLAD teachers teaching in the Transitional Bilingual Program • BCLAD teachers teaching in the Dual Language Immersion Program • Bilingual Preschool teachers teaching in the Dual Language Immersion Program <p>Fiscal Impact: Approximately \$15,000 Funding Source: Supplemental Concentration</p> | |

Side Letter
Between
Galt Joint Union Elementary School District (District) and
Galt Elementary Faculty Association (GEFA) regarding
Bilingual Teacher Stipend

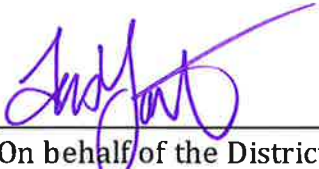
March 9, 2022

Currently, teachers with a BCLAD credential that are teaching in the Transitional Bilingual Program receive an annual stipend of \$1,000.

The Parties agree to increase this stipend due to the planning and preparation needed to teach in a bilingual program. Beginning the 2022-23 school year, the following teachers will receive an annual stipend of \$2,500.

- BCLAD teachers teaching in the Transitional Bilingual Program
- BCLAD teachers teaching in the Dual Language Immersion Program
- Bilingual Preschool teachers teaching in the Dual Language Immersion Program

This side letter is subject to the negotiated grievance procedure in the Parties collective bargaining agreement and shall be effective upon the execution of this Agreement by the Parties and Board approval.



On behalf of the District
Lois Yount, Superintendent



On behalf of GEFA
Heather Wetzel, GEFA President

Date: 3/11/22

Date: 3/14/22



Board Meeting Agenda Item Information

| | |
|-------------------------------------|---|
| Meeting Date: March 23, 2022 | Agenda Item: 212.291 Board Consideration of Approval of Resolution No. 13 Calling the General District Election and Requesting Consolidation with the November 8, 2022 General Election |
| Presenter: Lois Yount | Action Item: XX Information Item: |

The District election will be held on the same date as the November 8, 2022 General Election. Pursuant to Elections Code 10403, we are required to file a resolution requesting consolidation and setting forth the exact form of any questions(s) or office(s) to be voted upon at such election

Board approval is recommended.

**GALT JOINT UNION [ELEMENTARY] SCHOOL DISTRICT
RESOLUTION NO. 13
CALLING GENERAL DISTRICT ELECTION**

WHEREAS, an election will be held within the Galt Joint Union [Elementary] District that will affect Sacramento and San Joaquin Counties on November 8, 2022, for the purpose of electing three (3) Board of Trustees Members; and

WHEREAS, a General Election will be held within the County of Sacramento on the same day; and

WHEREAS, Elections Code §10403 requires jurisdictions to file with the Board of Supervisors, and a copy with the Registrar of Voters, a resolution requesting consolidation with a statewide election.

THEREFORE, BE IT RESOLVED, that the Galt Joint Union [Elementary] School District requests the Board of Supervisors of Sacramento County to consolidate the regularly scheduled General Election with the statewide election to be held on November 8, 2022; and

BE IT FURTHER RESOLVED, that the

- (check one)
- Candidate pays at the Voter Registration and Elections office, or
 - Candidate will be billed by the district, or
 - District pays for the candidate statement

for the publication of the candidate’s statement, pursuant to Elections Code §13307. The limitation on the number of words that a candidate may use in his/her candidate’s statement is 200 words; and

BE IT FURTHER RESOLVED that the District agrees to reimburse the Registrar of Voters for actual costs accrued, such costs to be calculated by the proration method set forth in the County’s current Election Cost Allocation Procedures.

PASSED AND ADOPTED by the following vote on March 23, 2022.

| | | | |
|--|---|---|--|
| YES Votes <hr style="width: 80%; margin: 5px auto;"/> (Number) | NO Votes <hr style="width: 80%; margin: 5px auto;"/> (Number) | ABSENT <hr style="width: 80%; margin: 5px auto;"/> (Number) | ABSTAIN <hr style="width: 80%; margin: 5px auto;"/> (Number) |
|--|---|---|--|

ATTEST:

Thomas Silva, Board President

Lois Yount, Superintendent



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: March 23, 2022 | Agenda Item: 212.292 GJUESD Proposal for Fiscal Year 2022-23 with California School Employees Association (CSEA) and its GJUESD Chapter No. 362 1. Article XIII Layoff & Re-Employment |
| Presenter: Lois Yount | Action Item: Information Item: XX |

Assembly Bill 438 made changes to Education Code 45117 related to classified layoffs. Due to this change, the District and CSEA reopen for negotiations Article XIII, Layoff and Re-employment.



Board Meeting Agenda Item Information

| | |
|---|--|
| <p>Meeting Date: March 23, 2022</p> | <p>Agenda Item: 212.293 First Reading of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB): <u>Educational Services:</u> – BP/AR 5148.2 Before/After School Programs – BP/AR 5148.3 Preschool/Early Childhood Education – BP 6170.1 Transitional Kindergarten <u>Business Services:</u> – AR 3515.6 Criminal Background Checks For Contractors – AR 6112 School Day Rescind – AR 4217.3 Layoff/Rehire <u>Superintendent:</u> – BB 9320 Meetings and Notices – BP 4156.2 Awards and Recognition Rescind – AR4156.2 Awards and Recognition</p> |
| <p>Presenter: Lois Yount Donna Mayo Whitlock Nicole Lorenz</p> | <p>First Reading: XX Information Item:</p> |

The following CSBA sample Board Policies (BP), Administrative Regulations (ARs), and Board Bylaw (BB) are being presented for a first reading:

Educational Services:

- BP/AR 5148.2 Before/After School Programs
- BP/AR Preschool/Early Childhood Education
- BP 6170.1 Transitional Kindergarten

Business Services:

- AR 3515.6 Criminal Background Checks For Contractors
- AR 6112 School Day

Rescind

- AR 4217.3 Layoff/Rehire

Superintendent:

- BB 9320 Meetings and Notices
- BP 4156.2 Awards and Recognition

Rescind

- AR4156.2 Awards and Recognition

The policies and regulations are attached as follows:

1. Guidesheet
2. New policy/regulation with changes highlighted

LEGEND

- Replaced
- Inserted
- Deleted

3. GJUESD current policy



Board Meeting Agenda Item Information

| | |
|---|---|
| <p>Meeting Date: March 23, 2022</p> | <p>Agenda Item: 212.293 First Reading of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB): <u>Educational Services:</u> – BP/AR 5148.2 Before/After School Programs – BP/AR Preschool/Early Childhood Education – BP 6170.1 Transitional Kindergarten <u>Business Services:</u> – AR 3515.6 Criminal Background Checks For Contractors – AR 6112 School Day Rescind – AR 4217.3 Layoff/Rehire <u>Superintendent:</u> – BB 9320 Meetings and Notices – BP 4156.2 Awards and Recognition Rescind – AR4156.2 Awards and Recognition</p> |
| <p>Presenter: Lois Yount Donna Mayo Whitlock Nicole Lorenz</p> | <p>First Reading: XX Information Item:</p> |

The following CSBA sample Board Policies (BP), Administrative Regulations (ARs), and Board Bylaw (BB) are being presented for a first reading:

Educational Services:

- BP/AR 5148.2 Before/After School Programs
- BP/AR Preschool/Early Childhood Education
- BP 6170.1 Transitional Kindergarten

Business Services:

- AR 3515.6 Criminal Background Checks For Contractors
- AR 6112 School Day

Rescind

- AR 4217.3 Layoff/Rehire

Superintendent:

- BB 9320 Meetings and Notices
- BP 4156.2 Awards and Recognition

Rescind

- AR4156.2 Awards and Recognition

The policies and regulations are attached as follows:

1. Guidesheet
2. New policy/regulation with changes highlighted

LEGEND

| | |
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| | Replaced |
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| | Deleted |

3. GJUESD current policy

EDUCATIONAL SERVICES POLICIES

FIRST READING: March 23, 2022

1. Board Policy 5148.2 - Before/After School Programs

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) allocates ELO funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance, (3) requires districts receiving funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6, provide access to such programs to at least 50 percent of enrolled unduplicated students and, commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests their placement in an ELO program, and (4) requires After School Education and Safety, 21st Century Community Learning Center, and ELO programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay and to waive the cost of such fees for a student who is eligible for free or reduced-price meals.

2. Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) requires districts receiving ELO funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students, (3) commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests placement in an ELO program, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (5) requires ELO programs serving transitional kindergarten and/or kindergarten students to maintain a student-to-staff member ratio of no more than 10 to 1, and (6) requires that ELO programs, for school days, provide in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are not less than nine hours of combined instructional time and, for intersession periods, provide in-person expanded learning opportunities of no less than nine hours per day for at least 30 non-school days. Regulation also updated to include definition of expanded learning opportunities and unduplicated student and to reflect the expectation that ELO programs will comply with all requirements for the After School Education and Safety program.

3. Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAW (AB 131, 2021)** which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect **NEW LAW (AB 130, 2021)** which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with **NEW STATE GUIDANCE**, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before

EDUCATIONAL SERVICES POLICIES

FIRST READING: March 23, 2022

kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect **NEW LAW (AB 1363, 2021)** which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

4. Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to include definitions of three- and four-year-old children and to reflect **NEW LAW (AB 131, 2021)** which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021- 22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

5. Board Policy 6170.1 - Transitional Kindergarten

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) gradually revises the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK, (2) establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom based prekindergarten programs at districts, including but not limited to TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (3) establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, (4) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program, and (5) requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022–23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. Policy also updated to reflect requirements for programs that commingle preschool age and TK students.

Policy 5148.2: Before/After School Programs

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, 46120)

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

Any After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), or other program to be established pursuant to Education Code 8421, 8482.3 or 8484.75 shall be approved by the Board and the principal of each participating school.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

No fee shall be charged for participation in the program.

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program and provide safe, constructive alternatives for students. In order to increase academic achievement of participating students, the content of such programs shall be aligned with the district's vision and goals for student learning, its curriculum, and district and state academic standards and shall be integrated with other learning support activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 5147 - Dropout Prevention)

(cf. 5148 - Child Care and Development)

(cf. 6011 - Academic Standards)

(cf. 6162.52 - High School Exit Examination)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

The district's program shall be planned through a collaborative process that includes parents/guardians, students, representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

The establishment of any program shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

The program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, the program may include support services that reinforce the educational component and promote student health and well-being, including, but not limited to, drug and violence prevention programs, counseling/guidance services, character education, and programs that promote parent/guardian involvement and family literacy.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6020 - Parent Involvement)

(cf. 6142.3 - Civic Education)

(cf. 6164.2 - Counseling/Guidance Services)

No fee shall be charged for participation in the program.

Regulation 5148.2: Before/After School Programs

Status: DRAFT

Original Adopted Date: 02/27/2008

Definitions

Expanded learning opportunities means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning opportunities does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

Unduplicated student means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

Grades K-9

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

The district's Expanded Learning Opportunities (ELO) program shall serve students in grades TK-6. For the 2021-22 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-6 and provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing with the 2022-23 school year, the district shall offer all students in grades TK-6 access to ELO programs, and ensure that access is provided to any student whose parent/guardian requests placement in a program. (Education Code 46120)

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3, 8484.75, 46120)
- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3, 8484.75, 46120)

2. Nutrition

- a. If snacks or meals are made available in the program, they shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1, 8484.75)

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3, 8484.75)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, 8484.75)
 - i. Fewer than 20 students participating in the program component
 - ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
 - iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)
- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4, 8484.75)
- c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1, 8484.75)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483, 8484.75)
- c. An ELO program shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, shall not be less than nine hours of combined instructional time and expanded learning opportunities per instructional day. (Education Code 46120)

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, 8484.75)
- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
 - i. First priority for enrollment shall be given to students who are identified as homeless youth, as

defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals. (Education Code 8483, 8483.1, 8484.75)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

- ii. Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1, 8484.75)
- iii. Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation.
- iv. Any remaining capacity shall be filled by students selected at random.
- v. A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

- a. ELO programs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during intersessional periods.
- b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

Volunteers

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. The volunteer shall also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)



Reports

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
 2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards
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Regulation 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 02/27/2008

After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) Programs

The district's ASES program may serve students in grades K-8. (Education Code 8482.3)

Because priority for state ASES funding is given to programs that serve students in schools in which at least 50 percent of elementary students and 50 percent of middle or junior high school students are eligible for free or reduced-price meals under the National School Lunch program, the district shall, to the extent feasible, establish programs in schools that meet that criteria.

(cf. 3553 - Free and Reduced Price Meals)

The ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements

a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. (Education Code 8482.3)

2. Nutrition

If snacks are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49436. (Education Code 8482.3)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

3. Location of Program

a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

b. When there is a significant barrier to student participation in a program at the school of attendance, the district may, with the approval of the Superintendent of Public Instruction, provide services at another school site. A significant barrier includes either of the following: (Education Code 8482.8)

(1) Fewer than 20 students participating in the program component

(2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

(cf. 3540 - Transportation)

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4)

(cf. 4222 - Teacher Aides/Paraprofessionals)

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in

law and Board policy. (Education Code 8483.4)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4212.5 - Criminal Record Check)

c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

c. A program may be offered during summer, intersession, or vacation days for a minimum of two hours per day for the before-school program or three hours per day for the after-school program. However, when both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2)

d. Each student admitted into a program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates. However, when necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following criteria:

(1) Priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

(2) Priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

(cf. 5149 - At-Risk Students)

(cf. 6179 - Supplemental Instruction)

(3) Any remaining capacity shall be filled by students selected at random.

(4) A waiting list shall be established to accommodate additional students if space becomes available.

Reports

The Superintendent or designee shall annually submit outcome-based data on academic performance, attendance, and positive behavioral changes as required by the CDE including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. Participating students' school day attendance

2. Program attendance

3. One or more of the following measures of program effectiveness based on the program's focus:

- a. Positive behavioral changes, as reported by school day or program teachers
 - b. Standardized Testing and Reporting (STAR) test scores
 - c. Homework completion rates as reported by school day or program teachers
 - d. Skill development as reported by school day or program teachers
 - e. Any other measures developed by the CDE
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Policy 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, and abilities. The Board desires to provide a supervised, and cognitively rich environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in

the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 18106.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

When a district CSPP program is physically closed by local or state public health order due to the COVID-19 pandemic, the district shall provide distance learning to preschool children when required to do so as a condition of funding or when required by law.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Reviewed Date:** 02/27/2008

The Governing Board recognizes that high-quality preschool experiences for children ages 3-5 help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

Collaboration with Community Programs

The Superintendent or designee shall collaborate with other agencies, organizations and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

Information about preschool options in the community shall be provided to parents/guardians upon request.

The Superintendent or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

District Preschool Programs

When the Board determines that it is feasible, the district may provide preschool services at or near district schools.

The Board shall set priorities for establishing or expanding services as resources become available. In so doing, the Board shall give consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

Inasmuch as parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled students regarding their child's progress.

The Board shall adopt standards which identify the knowledge, skills, and experience that students will be expected to attain in the district's preschool program in order to be prepared for the early primary grades, including but not be limited to, development of language, cognitive, social, emotional, and physical skills.

The district's preschool program shall provide culturally and linguistically appropriate services and support the needs of English learners. The program also shall provide appropriate services for students with disabilities, including but not limited to early screening to identify special needs among preschool students and intervention services to assist students identified with special needs in accordance with law.

To maximize the ability of children to succeed in the preschool program, program staff shall support students' health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate credential(s) or permit(s) issued by the Commission on Teacher Credentialing and meet any additional qualifications established by the Board.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

He/she shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschool students for transition into the elementary education program.

Regulation 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 05/25/2011

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part-day or full-day preschool programs in accordance with law and the terms of its contract with CDE.

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition
7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

The district's preschool program shall include all required program components for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development.

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8207; 5 CCR 18136)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation. (Education Code 8207)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 18135, 18290)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

Family Literacy Services

When any district preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians
4. Staff development for teachers in participating classrooms that includes, but is not limited to:
 - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility and Enrollment Priorities for Part-Day CSPP Programs

A three-year-old or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. A current aid recipient
2. Income eligible
3. Homeless
4. One whose children are recipients of child protective services, or whose children have been identified as being

abused, neglected, or exploited, or at risk of being abused, neglected or exploited

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with disabilities. Such children with disabilities enrolled in part-day CSPP program shall not count towards the 10-percent limit described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch may enroll four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

The district shall certify eligibility and enroll families into their program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to enrollment, a child shall be deemed eligible for a part-day CSPP program for the remainder of the program year. (Education Code 8208)

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.
2. The second priority for services shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child with disabilities shall be enrolled first. If there are no families with a child with disabilities, the child that has been on the waiting list for the longest time shall be admitted first.

3. The third priority shall be given to eligible three-year-old children. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent at the time of enrollment, shall be enrolled first.
4. The fourth priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be a child with disabilities whose family's income is above the income eligibility threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, a CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three-year-old or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is a current aid recipient, income eligible, homeless, or one whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited.
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all families meeting the criteria specified in Items #1 and 2 above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 12 months, shall receive those services for not less than 12 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 12 months. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

Notice of Action

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service

4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18081, 18084, 18130, 18133)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252; 5 CCR 18078)

However, for the 2021-2022 school year, family fees shall not be collected as specified in Education Code 8252.

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 18110)

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8253)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse priority order for services as specified in Education Code 8210 and 8211 and as described above in the sections "Eligibility and Enrollment Priority for Part-Day CSPP Programs" and "Eligibility and Enrollment Priority for Full-Day CSPP Programs." (Education Code 8214)

Expulsion/Unenrollment Based on Behavior

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8222)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program
2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child
3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8222)

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 05/25/2011

When approved by the California Department of Education under the California State Preschool Program (CSPP), the district may operate one or more part-day and/or full-day preschool programs in accordance with law and the terms of the state contract.

(cf. 5148 - Child Care and Development)

(cf. 5148.1 - Child Care Services for Parenting Students)

(cf. 5148.2 - Before/After School Programs)

Eligibility and Enrollment Priorities for Full-Day and Part-Day Programs

Children eligible for the district's full-day or part-day CSPP program include those who will have their third or fourth birthday on or before December 2 of the fiscal year in which they are enrolled in the program. (Education Code 8235, 8236)

The Superintendent or designee shall refer to the county's centralized eligibility list to identify children in need of services.

Children shall be eligible for subsidized services if their family meets one or more of the criteria specified in Education Code 8263 and 8263.1. (Education Code 8235)

For a child to be eligible for the district's full-day program, his/her family shall, in addition to meeting the above criteria, demonstrate need for the services due to any of the following circumstances: (Education Code 8235, 8263)

1. The child is identified by a legal, medical, or social services agency or emergency shelter as a recipient of protective services; as being neglected, abused, or exploited; or as at risk of being neglected, abused, or exploited.
2. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are employed or seeking employment; seeking permanent family housing; or are incapacitated.

First priority for enrollment in any CSPP program shall go to neglected or abused children age 3-4 years who are recipients of child protective services or who are at risk of being neglected, abused, or exploited, upon written referral from a legal, medical, or social service agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236)

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

After all such children are enrolled, the district shall give priority to eligible children age 4 years prior to enrolling eligible children age 3 years. (Education Code 8236)

Additional Requirements for Part-Day Program

The district's part-day CSPP program shall operate a minimum of three hours per day but less than four hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

After all eligible children have been enrolled, the program may fill up to 10 percent of its enrollment, calculated throughout the entire contract, with children whose family income is no more than 15 percent above the income eligibility threshold. (Education Code 8235)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the part-day program for the remainder of the program year. (Education Code 8237)

Fees shall not be assessed for families whose children are enrolled in the part-day program. (Education Code 8235)

Additional Requirements for Full-Day Program

The district's full-day CSPP program shall operate the number of hours per day necessary to meet the child care and development needs of families and for a minimum of 246 days per year, unless otherwise specified in the program's contract. (Education Code 8235)

Fees for participation in the full-day program shall be assessed and collected in accordance with a fee schedule established by the Superintendent of Public Instruction. (Education Code 8235)

(cf. 3260 - Fees and Charges)

The district shall involve parents/guardians in the decision-making process to determine whether and how much to charge for field trip expenses and whether to require parents/guardians to provide diapers. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8263)

Families shall establish eligibility for their children for subsidized services at the time of initial enrollment and shall provide ongoing eligibility documentation as changes in income or family size occur. If a child becomes ineligible for subsidized services, he/she shall continue to be eligible for part-day services, if available, or the family shall pay the full cost to remain in the program. If the need for services drops below four hours per day, the child shall be enrolled for only part-day services.

Additional Requirements for Prekindergarten and Family Literacy Programs

Prekindergarten and family literacy programs offered by the district prior to July 1, 2009, shall continue to provide classes in the attendance area of elementary schools in deciles 1-3 on the 2005 base Academic Performance Index. (Education Code 8238.4)

Such programs shall operate a minimum of 175 days for part-day services and 246 days for full-day, full-year services unless otherwise specified in the contract. (Education Code 8238.4)

Prekindergarten and family literacy programs shall provide: (Education Code 8238-8238.3)

1. Age and developmentally appropriate activities that are designed to facilitate children's transition to kindergarten
2. Opportunities for parents/guardians to work with their children on interactive literacy activities as defined in Education Code 8238

(cf. 6020 - Parent Involvement)

3. Coordination of parenting education for parents/guardians of participating children to support their children's development of literacy skills

4. Referrals to providers of adult education and English as a second language as necessary to improve parents/guardians' academic skills

(cf. 6200 - Adult Education)

5. Staff development of participating teachers in accordance with Education Code 8238.3

(cf. 4131 - Staff Development)

The district may select a family literacy and education coordinator to coordinate the provision of literacy services to families in the district and community, create an organizational partnership between the program(s) and adult education programs in the district or community, and promote parent/guardian involvement in participating classrooms. (Education Code 8238.2)

Transition from Early Intervention Services

Within thirty days following notification by the service coordinator the district, the family, service coordinator, and district shall agree on the date for the IFSP to specify the transition steps necessary for movement into services under Part B.

(c) For all toddlers with an IFSP, the transition steps contained in the IFSP at two years nine months or earlier shall include all of the following:

(1) Discussions with and providing information to parents regarding:

(A) The toddler's transition to special education for a toddler with a disability who may be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act, 20 USC 1400-1420; and,

(B) Steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting;

(2) Provide information about community resources such as Head Start, Child Development Preschools, private or public preschool, for a toddler who will not be eligible for special education services after thirty six months of age; and,

(3) A projected date for conducting a final review of the IFSP to review the early intervention services and the transition outcomes by age three.

(d) For toddlers who may be eligible for preschool services from the district under Part B of The Individuals with Disabilities Education Act, 20 USC 1400-1420, the transition steps necessary for movement into services under Part B or other appropriate program, written at the IFSP meeting before the toddler is two years nine months, or, at the discretion of all parties, up to six months before the toddler's third birthday, shall include all of the following:

(1) With parental consent, the transmission of information about the toddler to the district including evaluation and assessment information and copies of IFSPs that have been developed and implemented;

(2) Identifying needed assessments to determine regional center and special education eligibility and determining the regional center or district responsible and time lines for completing the needed assessments;

(3) Statements of the steps necessary to ensure that the referral to the district is received in a timely manner to ensure that assessments required under the provisions of Part B of the Individuals with Disabilities Education Act are completed and an IEP is implemented by the toddler's third birthday;

(4) A referral for evaluation and assessment for services under Part B of the Individuals with Disabilities Education Act, 20 USC 1400-1420, no later than the time that the toddler is two years nine months of age or before the LEA's break in school services if the toddler will become three years of age during a break in school services. The transition IFSP shall contain steps necessary to satisfy the referral and IEP development requirements contained in Education Code 56321 and 56344;

(5) Identification of the people responsible for convening an IEP and final IFSP meeting, and the person responsible for convening an IPP meeting, if necessary, for a toddler by age three to:

(A) Review the progress toward meeting the early intervention services outcomes identified in the IFSP;

(B) Determine the eligibility for special education and develop the IEP; and,

(C) Develop an IPP if the toddler is also eligible for services under the Lanterman Developmental Disabilities Services Act as required in Welfare and Institutions Code 4646.

(e) If a toddler is older than two years and six months on the date of the initial IFSP, the IFSP shall include steps to ensure transition to Special Education Services under Part B of the Individuals with Disabilities Education Act or other services that may be appropriate.

(f) Regional centers may continue providing or purchasing services for a preschooler who has been determined eligible for regional center services:

(1) Until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session; and,

(2) When the multidisciplinary team determines that services are necessary until the LEA special education program resumes.

Policy 6170.1: Transitional Kindergarten

Status: DRAFT

Original Adopted Date: 11/20/2013

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2
2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2
3. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional

development.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 11/20/2013

The Governing Board desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. November 2 and December 2 in the 2012-13 school year
2. October 2 and December 2 in the 2013-14 school year
3. September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

BUSINESS SERVICES POLICIES
FIRST READING: March 23, 2022

1. Administrative Regulation 3515.6 - Criminal Background Check for Contractors

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

2. Administrative Regulation 6112 - School Day

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which exempts activities related to the Expanded Learning Opportunity program from the calculation of the maximum school day for kindergarten and transitional kindergarten. Regulation also updated to specify when the school day may begin for students in middle and high schools, and to move material to enhance clarity.

RESCIND

3. Administrative Regulation 4217.3 - Layoff/Rehire

The regulation is optional for districts subject to collective bargaining, and may be deleted by those districts whose agreements fully cover the provisions specified in Education Code 45114, 45117, 45298 and 45308 to establish the procedures by which the Governing Board may lay off and reemploy classified employees.

Regulation 3515.6: Criminal Background Checks For Contractors

Status: DRAFT

Original Adopted Date: 02/27/2008

Except in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable, any entity contracting with the district for services that may require the entity's employees to interact with students, outside of the immediate supervision and control of parents/guardians or school staff, shall certify to the district that each of its employees who may interact with students has a valid criminal records summary as described in Education Code 44237 and that neither the entity nor any of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1. Such contracting entity shall also be required to immediately provide the district with any subsequent arrest and conviction information received pursuant to the subsequent arrest service. (Education Code 44237, 45125.1)

On a case-by-case basis, the Superintendent or designee may require any entity with which the district has a contract to comply with these same requirements. (Education Code 45125.1)

For an individual who is operating as the sole proprietor of an entity, the Superintendent or designee shall treat the individual as an employee of the entity and shall prepare and submit the individual's fingerprints to the Department of Justice (DOJ). (Education Code 45125.1)

Any contracting entity's employee who has been convicted of a violent or serious felony, as defined in Education Code 45122.1, shall not be permitted to interact with students unless a certificate of rehabilitation and pardon pursuant to Penal Code 4852.01-4852.22 has been submitted to the Superintendent or designee. (Education Code 45125.1)

The Superintendent or designee may determine that criminal background checks will not be required if the contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and the contracting entity is providing services in an emergency or exceptional situation, or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

1. The installation of a physical barrier at the worksite to limit contact with students
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom DOJ has ascertained has not been convicted of a violent or serious felony
3. Surveillance of employees of the entity by school personnel

The Superintendent or designee may take appropriate steps to protect the safety of any students who may come in contact with employees of contracting entities, including, but not limited to, ensuring that the employees of such entities perform work during nonschool hours, do not work alone when students are present, have limited access to school grounds, are provided with a visible means of identification, and/or that there are regular patrols or supervision of the site from district security or personnel.

Regulation 3515.6: Criminal Background Checks For Contractors

Status: ADOPTED

Original Adopted Date: 02/27/2008

Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food-related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not been convicted of a felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon. (Education Code 45125.1)

(cf. 3540 - Transportation)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3600 - Consultants)

(cf. 7140 - Architectural and Engineering Services)

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements. (Education Code 45125.1)

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)

In addition, these requirements shall not apply if the Superintendent or designee determines that the employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors: (Education Code 45125.1)

1. The length of time the contractors will be on school grounds
2. Whether students will be in proximity with the site where the contractors will be working
3. Whether the contractors will be working by themselves or with others

Upon a determination that an employee shall have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any student who may come in contact with this employee. (Education Code 45125.1)

These steps may include, but not be limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police/Security Department)

Other Facility Contractors

When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods: (Education Code 45125.2)

1. The installation of a physical barrier at the worksite to limit contact with students.
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.

3. Surveillance of employees of the entity by school personnel.

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is

providing construction, reconstruction, rehabilitation or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.2)

Regulation 6112: School Day

Status: DRAFT

Original Adopted Date: 02/27/2008

Kindergarten/Transitional Kindergarten

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

The average school day for kindergarten and TK students shall be at least three hours, including recesses but excluding noon intermissions. If fewer than 40 students are enrolled in kindergarten classes, the district may request approval of the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each. (Education Code 46114, 46115, 46117, 46119)

In any school day, kindergarten and/or TK students shall not be kept in school for longer than four hours, excluding recesses, except where the school is operating an early primary program pursuant to Education Code 8970-8974 or an expanded learning opportunity program pursuant to Education Code 46120. (Education Code 46111, 46115, 46120)

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)

Grades 1-8

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes (Education Code 46112)
2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

Regulation 6112: School Day

Status: ADOPTED

Original Adopted Date: 02/27/2008

Kindergarten

The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions. (Education Code 46115, 46117)

The maximum school day for kindergarten students shall be four hours (240 minutes), excluding recesses. (Education Code 46111)

The maximum school day for kindergarten students may be longer than four hours under the following circumstances:

1. The maximum school day for multitrack year-round schools operating pursuant to Education Code 37670(a) shall be 265 minutes excluding recesses. (Education Code 46111)
2. The kindergarten school day may exceed four hours, excluding recess, if the district has established an early primary program pursuant to Education Code 8970-8974 and meets both of the following conditions: (Education Code 8973)
 - a. The Governing Board declares that the extended-day kindergarten program does not exceed the length of the primary school day.
 - b. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Elementary Schools

The minimum school day for students in elementary schools shall be:

1. 230 minutes for students in grades 1-3 (Education Code 46112)
2. 240 minutes for students in grades 4-8 (Education Code 46113)

For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

The above minimum days do not apply to situations in grades 1-3 in which the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions. (Education Code 46112, 46113)

Regulation 4217.3: Layoff/Rehire

Status: ADOPTED

Original Adopted Date: 02/27/2008

Classified employees shall be subject to layoff for lack of work or lack of funds. (Education Code 45114, 45308)

Order of Layoff/Determination of Seniority

The order of layoff within the class shall be determined by length of service. (Education Code 45114, 45308)

Length of service shall be determined by the date of hire. The employee who has been employed the shortest time by the district shall be laid off first.

Length of service credit shall be granted for military leave of absence, including voluntary or involuntary active duty during a period of national emergency or war as a member of the Military Reserve or the National Guard. (Education Code 45297, 45308)

(cf. 4161.5/4261.5/4361.5 - Military Leave)

Length of service credit may be granted for time spent on unpaid illness or maternity leave, unpaid family care leave, or unpaid industrial accident leave. Length of service credit shall not be granted for other types of unpaid leaves. (Education Code 45308, 45114)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

Persons employed under Education Code Section 45105(b) or 45259 in "restricted" positions do not acquire permanent status under Education Code 45113 or 45301 and do not acquire seniority credits for the purpose of layoff for lack of work or lack of funds. However, after completing six months of satisfactory service, persons hired into these positions shall be given the opportunity to take qualifying examinations that are required for all other persons serving in the same class in the classified service. If they successfully complete the examination, they shall be entitled to the full rights, benefits and burdens of regular classified employees, and his/her service for layoff purposes shall be counted from the original date of employment in the "restricted" position. (Education Code 45105)

A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. (Education Code 45117)

(cf. 4121 - Temporary/Substitute Personnel)

Notice of Layoff

Classified employees subject to layoff because of lack of work in the event of a bona fide reduction or elimination of service being performed shall receive notice of the layoff 45 days before the effective date. They shall be informed of their displacement rights, if any, and their reemployment rights. (Education Code 45117)

In cases where positions in specially funded programs expire at the end of any school year, classified employees subject to layoff for lack of funds shall receive written notice on or before April 29. The notice shall inform them of the layoff effective at the end of the school year, their displacement rights, if any, and reemployment rights. If the termination date of the specially funded program is other than June 30, the notice shall be given at least 45 days before the effective date of the layoff. (Education Code 45117)

The district is not bound to provide 45 days' notice in the event of an actual and existing financial inability to pay the salaries of classified employees or if the layoff is due to a lack of work resulting from conditions not foreseeable or preventable by the district. (Education Code 45117)

The district also is not bound to provide 45 days' notice to any person hired as a short-term employee for a period not exceeding 45 days. (Education Code 45117)

Voluntary Demotion or Voluntary Reduction of Hours

Employees who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff, or in order to remain in their present position rather than be reclassified or reassigned, shall be granted the same rights as persons laid off. (Education Code 45114, 45298)

Reemployment Eligibility

Classified employees laid off because of lack of work or lack of funds are eligible for reemployment within a period of 39 months and shall be reemployed in preference to new applicants. Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period. (Education Code 45114, 45298)

Employees who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff, reclassification or reassignment shall retain eligibility to be considered for reemployment in a position of the previously held class or positions with increased assigned time, provided that the same tests of fitness under which they qualified for appointment to the class are still applicable. The length of this additional period of time shall be determined by the Governing Board on a class-by-class basis and shall not exceed 24 months. (Education Code 45114, 45298)

Employees who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff shall have the option of returning to a position in their former class or to positions with increased assigned time as vacancies become available, and without limitation of time. If there is a valid reemployment list they shall be ranked on that list in accordance with their proper seniority. (Education Code 45114, 45298)

When an employee is notified of a vacancy and fails to respond or report to work within time limits specified by district procedures, his/her name will be removed from the reemployment list and he/she will forfeit all reemployment rights to which he/she would otherwise be entitled.

Reemployment Procedures

Reemployment shall be in reverse order of layoff. (Education Code 45114, 45298, 45308)

In order to be reinstated, an employee must be fully capable of performing the normal and customary duties of the job. Employees whose physical condition is such that they cannot be reinstated at the time called for reemployment will be kept on the reemployment list until physically capable of returning to work or for a period not to exceed 39 calendar months.

(cf. 4032 - Reasonable Accommodation)

When a vacancy occurs, the senior employee who has held prior permanency in the position shall be so notified by certified U.S. mail at his/her last known address and given the opportunity to accept or reject appointment into the vacant position. The employee shall advise the district of his/her decision no later than 10 calendar days following notification. If the employee accepts, he/she shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

When a laid-off employee is reemployed, all accumulated sick leave credit shall be restored.

A laid-off permanent employee shall be reemployed with all rights and benefits accorded to him/her at the time of layoff. A laid-off probationary employee shall be reemployed as a probationary employee, and the time served toward the completion of the required probationary period shall be counted. He/she shall also be reemployed with all rights and benefits accorded to him/her at the time of layoff.

A laid-off employee, when reemployed, shall be placed on the salary step held at the time of layoff. An employee who bumped into a lower class shall, when reinstated to the previous class, be placed on the salary step to which he/she would have progressed had he/she remained there. An adjusted anniversary date shall be established for step increment purposes so as to reflect the actual amount of time served in the district.

CSBA - December 2021 Release

1. Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that it is discussion among themselves, via technology, of a majority of the governing board regarding an item within the subject matter jurisdiction of the board that can result in a violation of the Brown Act, and that agenda materials are required to be made available for public inspection at the time the materials are distributed to all or a majority of the board when agenda materials relating to an open session of a regular meeting are distributed to the board less than 72 hours before the meeting. Bylaw also updated to add a new section "Teleconferencing During a Proclaimed State of Emergency" which reflects **NEW LAW (AB 361, 2021)** that (1) authorizes boards, until January 1, 2024, to conduct board meetings by teleconference, as specified, without meeting certain requirements otherwise required of teleconference meetings when holding a board meeting during a proclaimed state of emergency when state or local officials have imposed or recommend measures to promote social distancing; to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or when it has been determined, as a result of an emergency, that meeting in person would present imminent risks to the health or safety of attendees, (2) includes that the district may, in its discretion, provide a physical location from which the public may attend or comment and, (3) provides that the board may continue to conduct meetings by teleconference during proclaimed states of emergency by a majority vote finding within 30 days after teleconferencing for the first time and every 30 days thereafter that either the state of emergency continues to directly impact the ability of the board to meet safely in person or that state or local officials continue to impose or recommend measures to promote social distancing.

Other Policies for Adoption/Rescind

2. Board Policy 4156.2 Awards And Recognition – Adopt

Policy updated to reflect increase in monetary awards to employees from \$200 to \$300.

3. Administrative Regulation 4156.2 Awards And Recognition – Rescind

Regulation for community members/organizations or students is addressed in BP1150 – Commendations and Awards and BP/AR 5126 – Awards and Achievement

Bylaw 9320: Meetings And Notices

Status: DRAFT

Original Adopted Date: 12/16/2009

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

Regular Meetings

Beginning with the 2022-2023 school year. The Board shall hold one regular meeting(s) each month except July. Regular meetings shall be held at 7:00 p.m. on the 3rd Wednesday at the Galt City Hall Chamber, 380 Civic Drive, Galt, CA 95632.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting.

(Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

The Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3

4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public or for members of the public to offer public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
 2. State or local officials continue to impose or recommend measures to promote social distancing
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Bylaw 9320: Meetings And Notices

Status: ADOPTED

Original Adopted Date: 12/16/2009 | **Last Reviewed Date:** 12/16/2009

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure participation in the meeting by disabled individuals, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Meeting notices and agendas shall specify that any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

Each agenda shall also list the address(es) designated by the Superintendent or designee for public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

Regular Meetings

The Board shall hold one regular meeting each month. Regular meetings shall be held at 7:00 p.m. on the 4th Wednesday of the month at the Galt City Hall Chambers except when a holiday falls in the week of the regular Board meeting. The new meeting location for the regular Board meeting will be noted on the agenda and posted in the usual places.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it

convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the

clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to disabled persons or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Policy 4156.2: Awards And Recognition

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board values its instructional and noninstructional staff and desires to recognize their outstanding service in order to increase employee morale and encourage creative and innovative performance.

The Board encourages recognition of all staff during days of significance designated by the Board, state law, or state resolution.

The Board authorizes awards to individual employees who: (Education Code 44015)

1. Propose procedures or ideas that result in eliminating or reducing district expenditures or improving district operations
2. Perform special acts or services in the public interest
3. By their superior accomplishments, make exceptional contributions to the efficiency, economy, or other improvement in district operations

As the district budget permits, the Superintendent or designee may recognize such employees by issuing service pins, certificates, plaques, and/or other mementos. In addition, he/she may recommend employees to the Board for recognition at a public Board meeting.

The Superintendent or designee shall establish procedures for the selection of individual employees to receive awards.

The Superintendent or designee may appoint one or more merit award committees consisting of Board members, district employees, and/or private citizens to review employee contributions and recommend awards.

Monetary awards to employees shall not exceed \$300 unless expressly approved by the Board. (Education Code 44015)

Policy 4156.2: Awards And Recognition

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board believes the district's employees, students, and community members are its most valuable resource and encourages recognition of the services they provide. The Superintendent or designee may issue awards in accordance with Board policy and administrative regulations.

(cf. 1150 - Commendations and Awards)

(cf. 3300 - Expenditures and Purchases)

The Board authorizes awards to employees who: (Education Code 44015)

1. Propose ideas or procedures which eliminate or reduce district expenditures or improve district operations
2. Perform special acts or services in the public interest
3. By their superior accomplishments, make exceptional contributions to the efficiency, economy, or other improvement in district operations

The Superintendent or designee shall recommend individuals to the Board for such awards.

Regulation 4156.2: Awards And Recognition

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board desires to recognize students, parents, and community members who perform special acts or services in the interest of public education.

The Board authorizes the Superintendent to make awards, paid out of district funds, to employees, students, parents, and community members, following these rules:

1. Awards shall be made to individuals performing exemplary service to the district or public education
2. The expense per individual award shall not exceed \$250 unless expressly approved by the Board
3. Awards shall be approved by the Superintendent

The Board determines that these awards shall serve the following educational purpose:

1. Recognizes exceptional academic and professional achievement
2. Increases community participation in service to education
3. Promotes communication of local educational priorities
4. Commends exemplary service to education

The Board also finds that improvement in academic accomplishment and acceptable behavior can be reinforced by tangible reward and authorizes the Superintendent to approve, up to \$25 per person, rewards which serve the following purpose:

1. Inspires students to set individual and group goals
 2. Encourages individual participation and group cooperation in class activities
 3. Increases student self-esteem
 4. Improves employee morale
 5. Expresses appreciation and understanding in a timely manner
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