

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Regular Board Meeting

May 25, 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/81701606145>

Or One tap mobile :

US: +16699006833,,81701606145# or

+13462487799,,81701606145#

Webinar ID: 817 0160 6145

Or Telephone:

408-638-0968

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. STUDENT MATTER, Education Code §48918
 - Stipulated Expulsion No. 21/22-05

2. 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

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

D. Board Meeting Protocol

E. Recognition

1. Haley Smith, Student, Robert L. McCaffrey Middle School
2. Ron Rammer, Principal, Robert L. McCaffrey Middle School
3. Donna Gill, Principal, River Oaks Elementary School

F. Communication

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

G. Reports

Superintendent

1. 2022-23 Enrollment Update
2. Local Control Accountability Plan (LCAP) Update

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. 2022 May Revision Budget
2. 2021-22 Fairsite State Preschool Program Self-Evaluation

LCAP GOAL 2

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

1. CalSCHLS Survey Results

H. Routine Matters/New Business

212.308 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

- April 27, 2022 Regular Board Meeting
- May 10, 2022 Special Board Meeting

c. Payment of Warrants

- Vendor Warrant Numbers: 22345349-22345388; 22346844-22346931; 22348263-22348354; 22349649-22349714
- Certificated/Classified Payrolls Dated: 3/18/22, 4/29/22, 5/10/22

- d. Personnel
 - Resignations/Retirements
 - Leave of Absence Requests
 - New Hires/Reclassifications
- e. Donations
- f. GJUESD Independent Contractor Services Agreement with Top Tier Transportation
- g. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2022-23 Professional Services

212.309	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
212.310	Board Action Regarding Stipulated Expulsion No. 21/22-05	MOTION
212.311	Board Consideration of Approval of Universal Prekindergarten Planning and Implementation Grant Program	MOTION
212.312	Board Consideration of Approval of GJUESD Bus Driver in Trainee Agreement and Salary	MOTION
212.313	Board Consideration of Approval of Agreement Between the Galt Joint Union Elementary School District and Bobo Construction Inc. for Greer Elementary Classroom Sinks Project	MOTION
212.314	Board Consideration of Approval of Resolution No. 16; Authorizing the Filing of Documents Under the State School Facility Program- Applications Received Beyond Bond Authority List	MOTION
212.315	First Reading of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB):	FIRST READING

Business Services:

- **BP/AR 3230** Federal Grant Funds
- **BP/AR 4141.6/4241.6** Concerted Action/Work Stoppage

Educational Services:

- **BP/AR 5111** Admission
- **BP/AR/E 6173** Education for Homeless Children

Curriculum:

- **BP/AR 6143** Courses of Study

Superintendent:

- **BP 4030** Non-discrimination in Employment
- **BB 9322** Agenda/Meeting Materials

I. Public Comments for topics not on the agenda

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

J. Pending Agenda Items

1. School District Properties

The next regular meeting of the GJUESD Board of Education: June 22, 2022
Board agenda materials are available for review at the address below. Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Lois Yount, District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
superintendent@galt.k12.ca.us



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: Closed Session
Presenter: Lois Yount	Action Item: Information Item: XX
<p>1. STUDENT MATTER, Education Code §48918</p> <ul style="list-style-type: none">▪ Stipulated Expulsion No. 21/22-05 <p>2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6</p> <p>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	



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: May 25, 2022	Agenda Item: Recognition
Presenter: Lois Yount	Action Item: Information Item: XX

1. Haley Smith, Student, Robert L. McCaffrey Middle School

McCaffrey Middle School 8th grade student, Haley Smith, submitted five educational videos to the annual SEVA Educational Video Contest. Three of Haley's videos made it to the finalist level and she received an Award of Merit for these videos.

- [How to Make a S'mores Surprise Sandwich](#)
- How to Make a Fishtail Rainbow Loom Bracelet
- Physical Importance

2. Ron Rammer, Principal, Robert L. McCaffrey Middle School

Mr. Ron Rammer is recognized for 30 years of excellent leadership, dedication, and service to the students, staff, and families of the Galt Joint Union Elementary School District.

3. Donna Gill, Principal, River Oaks Elementary School

Mrs. Donna Gill is recognized for 15 years of excellent leadership, dedication, and service to the students, staff, and families of the Galt Joint Union Elementary School District.



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: Communication
Presenter: Lois Yount	Action Item: Information Item: XX

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



David W. Gordon
Superintendent

April 18, 2022

Board of Education

Karina Talamantes
President

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

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

Joanne Ahola

SUBJECT: 2021-2022 Second Period Interim Report

O. Alfred Brown, Sr.

Dear Superintendent Yount:

Heather Davis

Harold Fong, MSW

Bina Lefkowitz

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

(916) 228-2500

www.scoe.net

- The multi-year projections submitted project that the unrestricted General Fund balance will decrease by \$934,443 in 2022-2023, and \$926,748 in 2023-2024. The district will need to implement budget solutions if its expenditures continue to exceed its revenues in the future.
- The district is projecting a decrease of 462 ADA in 2021-2022, an increase of 309 ADA in 2022-2023, and a decrease of 97 ADA in 2023-2024.

We are requesting that the district provide the following:

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

Lois Yount, Superintendent
April 18, 2022
Page 2

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

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

Sincerely,

A handwritten signature in black ink that reads "David W. Gordon". The signature is written in a cursive, flowing style.

David W. Gordon
Sacramento County Superintendent of Schools

DWG/NS/sl

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



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: Reports
Presenter: Lois Yount	Action Item: Information Item: XX

Superintendent

1. 2022-23 Enrollment Update
2. Local Control Accountability Plan (LCAP) Update

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. 2022 May Revision Budget
2. 2021-22 Fairsite State Preschool Program Self-Evaluation

LCAP GOAL 2

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

1. CalSCHLS Survey Results



SUPERINTENDENT REPORTS

1. 2022-23 Enrollment Update

Lois Yount, Superintendent

2. Local Control Accountability Plan (LCAP) Update

Lois Yount, Superintendent and Donna Mayo-Whitlock, Educational Services Director

We are approaching the second year of a three-year LCAP cycle. Our goals remain the same and we have refined actions based on local data and feedback. School district committees and other stakeholders have contributed to the revised LCAP actions, including District Advisory Committee, DELAC, Parent Advisory Committee for Special Education, Employee Labor Unions, GJUESD Administrative team.

Next steps include:

1. June 3, 2022 Public Posting for Feedback
2. June 15, 2022 Board Meeting for Public Hearing
3. June 22, 2022 Board Consideration to Approve the LCAP and Budget

LCAP Actions/Services

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

An explanation of why the LEA has developed this goal.

GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work. **Achievement Gap:** Student data indicates the COVID-19 pandemic has undone months of academic gains, widened the achievement gap, and has left struggling learners even further behind. **Student Engagement:** School MTSS teams report that student engagement and motivation have decreased over the last two years due to distance learning and post pandemic conditions.

Local Assessment Data Results:

- The percentage of students meeting all District Reading Assessments (DRA) are expected to increase by 10% each year until we reach 80%. When comparing DRA data from spring 2021 to winter 2022, a decrease in the percent of TK-3 students is reflected for each grade level: TK/K= 63% to 52%, 1st Grade= 51% to 49%, 2nd Grade = 51% to 47%, and 3rd Grade is at 59%. Spring 2021 DRA data for student groups was not collected; however, winter 2022 DRA data reflects the following: All = 51%, White = 50%, Hispanic = 48%, Socioeconomically Disadvantaged = 45%, Students with Disabilities = 36% and English Learners = 44%.
- Our goal is for all students to be at the 60th percentile as measured by Measures of Academic Progress (MAP). We expect the percentage of students at the 60th percentile to increase by 5% each year. When comparing Math MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only five of the eight met the expected growth target: 2nd = 30% to 40%, 3rd = 27% to 42%, 4th = 26% to 31%, 5th = 25% to 32%, and 6th = 24% to 29%. When looking at student groups, only three student groups met the expected growth target: Hispanic = 18% to 27%, Socioeconomically Disadvantaged = 17% to 22%, and Students with Disabilities = 13% to 22%.
- Measures of Academic Progress (MAP) results for Reading: When comparing Reading MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only four of the eight met the expected growth target: 2nd = 28% to 42%, 3rd = 35% to 46%, 5th = 38% to 46%, and 6th = 36% to 41%. When looking at student groups, only one student group met the expected growth target: Students with Disabilities = 16% to 25%.

GOAL 1 Actions and Services:

1. Pre-Kindergarten Program: Prioritize the enrollment of English learners, low socio-economic, foster and learners with special needs in the 3-4 year old Preschool and Transitional Kindergarten program.

2. School Readiness Services: Fairsite provides direct services to high needs families through a comprehensive School Readiness and home visitation program (health screenings, parent education, literacy).
3. Early Prevention and Intervention: Enhance coordination of special education services and early preventative practices such as mainstreaming and full inclusion preschool, vision, and hearing.
4. High Quality Certificated K-8 Staffing: Attract and retain K-8 certificated staffing for regular and special education classrooms.
5. Specialized Certificated Support: Provide specialized support for newly hired teachers with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth.
6. Administrative Staffing for Instructional Quality: School administration staffing to prioritize high quality instructional programs at the site and district level.
7. Class Size Reduction: Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics, and English Language Development.
8. AVID Program at Middle School: Further support the implementation of an AVID program at the middle school targeting high needs students with a focus on college pathways.
9. Expanded Learning after School and Summer Programs: Prioritize academic support after school and summer acceleration opportunities for high need students; including learners with disabilities at elementary and middle school.
10. Instructional Assistant (IA) Support: Provide IA support for high needs students in early reading with additional personalized bilingual IA support for English learners in grades TK-3 and newcomers in grades 4th-8th.
11. Mainstreaming and Inclusive Practices: Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional coaching and training for staff focusing on inclusive practices and co-teaching.
12. Bilingual Education and Dual Language Immersion (DLI) Development: Continue to offer the current district K-3 Transitional Bilingual Program while developing a PreK-8 Dual Language Immersion Program. BCLAD staff will participate in DLI professional development.

13. English Learner Newcomer Support: Maximize services for English learners with a specific focus on grade 4th-8th newcomers.
14. Academic Conferences: Continue to hold academic conferences with grade-level teams to analyze and review student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive support. Academic/Data and MTSS TOSAs will support data analysis and planning for equitable student support.
15. Professional Learning: Certificated and classified staff participates in professional learning to guide their work with content standards, English language acquisition, student engagement and equitable classroom practices. Outside consultants will be used from CORE Learning, Eureka and College Preparatory Mathematics. Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students (Yale RULER Training). Outside consultants will be used to strengthen administrative leadership capacities. District and site administration will work within a leadership framework designed to build relationships and actions to increase student and staff learning and well-being.
16. Home Learning Academy: Bright Future Home Learning Academy provides in-person and online learning for students, enrichment opportunities, and a learning hub for academic support.
17. Core Curriculum Sufficiency: Continue to ensure that all students have access to materials aligned to California content standards and that all teachers have the needed instructional resources, supplemental resources and curriculum for learners receiving special education services.
18. Supplemental Curriculum and Online Resources for High Needs Learners: Increase equity and access to resources for English learners, low income, homeless and foster youth. Continue to support individual learning pathways through online learning courseware.
19. Access to Technology: Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure the availability of wifi for students with little or no internet access at home.
20. Parent Engagement and Leadership Development: Increase parent engagement, leadership development, and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness.
21. Additional Transportation Services: Provide transportation support services to increase student access for additional middle school routes, after-school programs, and summer learning opportunities.

LCAP Actions/Services

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

An explanation of why the LEA has developed this goal.

A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook, and the skills needed for goal setting, positive relationships and responsible decisions. The COVID-19 pandemic has exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Chronic Absenteeism: The District's Chronic Absenteeism rate for 2021-22 is 28% using the data from the District's Student Information System (SIS) from 8/11/2021 to 5/3/2022. The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant subgroup and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95%.

Suspensions: The District's suspension rate for 2021-22 is 2% using the data from the District's SIS data from 8/11/2021-5/3/2022. The 2019 California Dashboard indicates that Suspensions increased for most student groups, which scored in the ORANGE (Low) Performance level.

April 2022 CalSCHLS student survey data grades 5-8: Goal 80%

	Grade 5	Grade 6	Grade 7	Grade 8
Percentage of students that participated in the survey	54%	50%	61%	69%
Students feel connected to school	70%	67%	63%	55%
Students are academically motivated	81%	76%	67%	63%
Students have a caring adult in school	70%	65%	58%	54%
Students have social and emotional learning supports	74%	71%	67%	64%
My school has an anti-bullying climate	75%	70%	43%	38%
I feel safe at school	72%	73%	60%	61%
Positive student well-being	69%	63%		
Positive life satisfaction			66%	65%

GOAL 2 Actions and Services:

1. Strengths-based Education: Support employees, parents and students in using strengths-based talent information and motivation data to address whole child social-emotional learning and motivation. Expand opportunities for our unduplicated learners through SEL, strengths-based learning and youth development opportunities and training for staff.
2. Support for High Needs Students, Individual Growth, and Safe Schools: Sustain additional site-based administration to identify and provide support for unduplicated students for individual growth through ongoing monitoring of individual growth targets, assessments and service coordination as they transition from elementary, middle school, and high school.
3. Mental Health Counseling Services: Sustain a Social Worker or Counselor in every school to provide mental health services, social-emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth. Student safety and well-being will be supported by a School Resource Officer (SRO) with a focus on prevention. The SRO may meet with and counsel students, refer students to outside social services as necessary, participate in parent conferences, and play a role in reducing chronic absenteeism.
4. Expanded Learning and Enrichment: Expanded Learning Programs will support Bright Future Learning Centers at all school sites as learning hubs and offer a variety of expanded learning and culturally relevant enrichment opportunities and clubs (sports, music, arts, STEAM, etc.) aligned to students' personalized learning goals and the California Social Emotional Learning Principles.
5. Multi-Tiered Systems of Support (MTSS): Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional learning supports for all students. MTSS team meetings, professional development, Positive Interventions and Supports (PBIS) and school & community collaboration are key elements. A Teacher On Special Assignment will provide additional support for site MTSS teams and standardize district practices.
6. Positive Behavior Interventions and Supports (PBIS): Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS programs. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate campus and classroom systems.
7. Student Arts & Mentoring Program: MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other documented effects of the COVID-19 pandemic on already at-risk youth (Healthy HeARTS and Minds).

8. Social-Emotional Learning (SEL): All schools will implement the Second Step SEL curriculum with students. Using the RULER approach (Recognizing, Understanding, Labeling, Expressing, Regulating), each site will implement at least one SEL tool to implement with staff.



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. 2022 May Revision Budget

Nicole Lorenz, Chief Business Officer

Governor Newsom has published the May Revision for the 2022-23 State budget proposals. District staff will be attending the School Services May Revision Conference on May 20th.

Educational Highlights of the May Revision:

- **Prop 98 Guarantee for 2022-23** – Projected to be \$110.3 billion, about \$8.3 billion above estimates in January and roughly \$16.6 billion above the Prop 98 Guarantee in the 2021 Budget Act
- **COLA** - 6.56%, compared to 5.33% estimated in January
- **LCFF Base increase above COLA** - Proposes an additional \$2.1 billion beyond the 6.56% COLA
- **Current-year ADA protections** - Proposes to allow classroom-based LEAs to be funded at the greater of their current year ADA or their current year enrollment adjusted for pre-COVID-19 absence rates
- **Declining Enrollment** - Retains three-year rolling average proposal from January to address declining enrollment
- **Discretionary Block Grant** - Proposes \$8 billion one-time funding for a discretionary block grant to LEAs distributed on a per-pupil basis (depending on adjustments, should be about \$1,360 per ADA)
- **Expanded Learning** - Proposes an additional \$403 million for the Expanded Learning Opportunities Program (brings total proposed ongoing program funding for ELOP to \$4.8 billion)
- **Universal Transitional Kindergarten (TK)** - Reduces Prop 98 re-bench for TK expansion from January by about \$25 million to \$614 million in May Revision, and no proposal related to impact of TK expansion on basic aid school districts
- **Universal Meals** - Proposes an additional \$611.8 million ongoing funding to augment the state meal reimbursement rate
- **Facilities** - Proposes use of one-time General Fund to support School Facility Program projects, including \$2.2 billion in 2021-22, \$1.2 billion in 2023-24, and \$625 million in 2024-25. Also proposes approximately \$1.8 billion one-time Prop 98 funding for schools to address outstanding school facility maintenance issues with no school district receiving less than \$100,000 (protecting small districts)
- **STRS and PERS** - No direct proposal to address increasing employer contribution rates, although Governor mentions these costs when discussing LCFF base increase and discretionary block grant

2022 May Revision Workshop

The logo for School Services of California Inc. is centered within a yellow rectangular border. The text "School Services of California" is written in a large, white, serif font, with "of" in a smaller size. Below this, "INC." is written in a smaller, white, sans-serif font, followed by a trademark symbol (TM). At the bottom, the tagline "An Employee-Owned Company" is written in a white, italicized, sans-serif font.

School
Services
of California
INC.™
An Employee-Owned Company

Themes for the May Revision

- **Governor Gavin Newsom’s spending plan is an eye-popping \$300.7 billion budget to “provide relief from rising inflation, ensure public safety, address homelessness, transform public education, and combat climate change”**
 - **“Transform[ing] public education” in the May Revision is thankfully less drastic than it sounds since educational leaders are drained from two years’ worth of transformations**
- **And while revenues are extraordinary now, we’ve seen this storyline play out before**
 - **The Governor seeks to guard California against a bust like we experienced post the dot-com boom**



General Fund Budget Summary

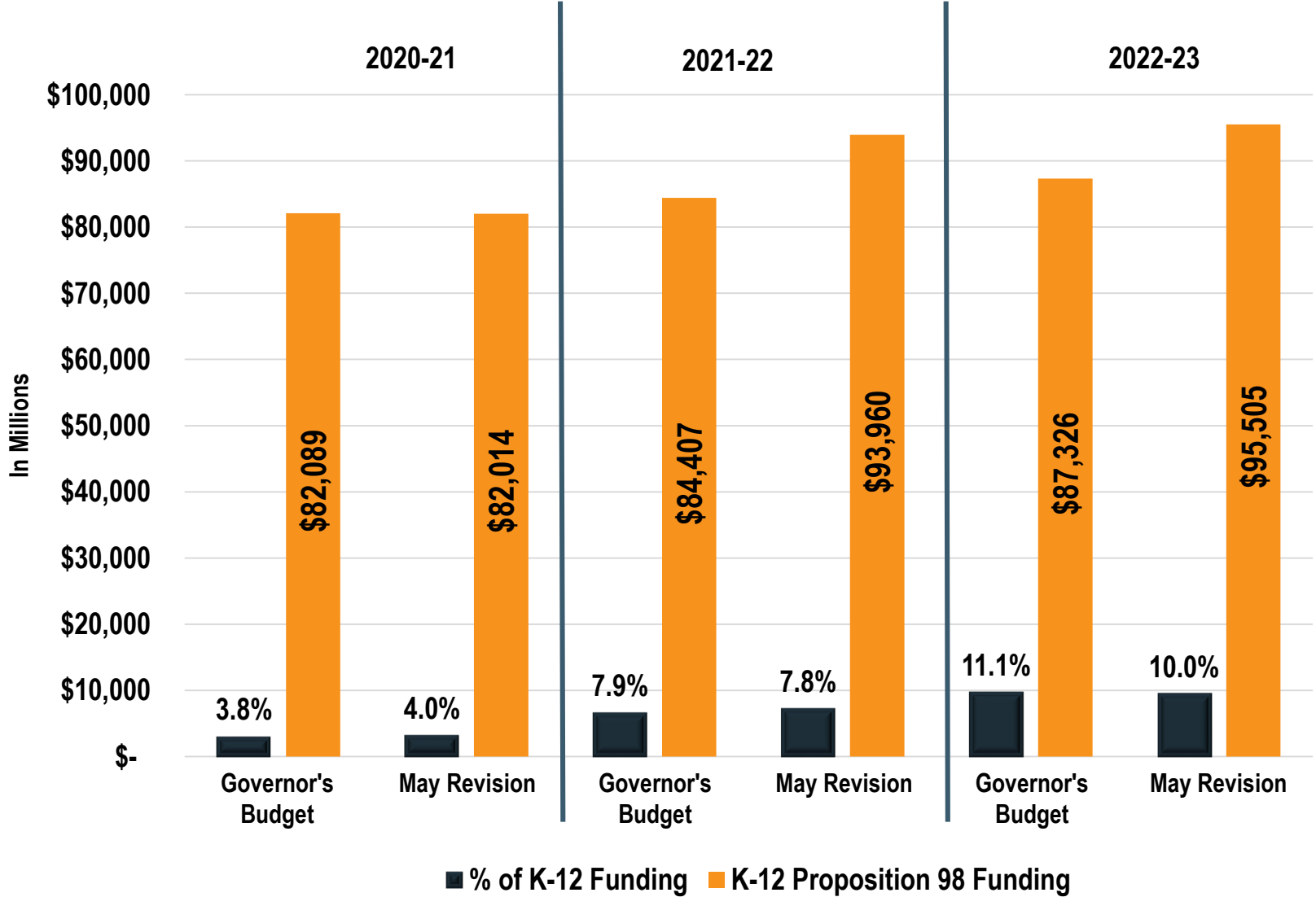
Total available resources decrease 11.18% in 2022-23, while expenditures decrease by 8.77%

2022-23 Governor's May Revision (In millions)		
	2021-22	2022-23
Prior-Year Balance	\$37,698	\$15,425
Revenues and Transfers	\$226,956	\$219,632
Total Resources Available	\$264,654	\$235,057
Non-Proposition 98 Expenditures	\$165,590	\$145,071
Proposition 98 Expenditures	\$83,639	\$82,292
Total Expenditures	\$249,229	\$227,363
Fund Balance	\$15,425	\$7,694
Reserve for Liquidation of Encumbrances	\$4,276	\$4,276
Special Fund for Economic Uncertainties	\$11,149	\$3,418
Public School System Stabilization Account	\$7,293	\$9,519
Safety Net Reserve	\$900	\$900
Budget Stabilization Account/Rainy Day Fund	\$20,325	\$23,283

Source: Governor's 2022-23 May Revision

Proposition 98 and Education Funding

Proposition 98 Reserve



The revised deposits in the Proposition 98 reserve exceed 3.0% of K-12 Proposition 98 funding

- Reaching 4.0% of funding in 2020-21 and 7.8% in 2021-22
- In 2022-23, the account reaches 10% of K-12 funding

The Constitution limits the reserve to 10% of the minimum guarantee in any fiscal year

Reserve Cap

- **Senate Bill (SB) 751 (Hill, Statutes of 2017) sets the threshold for triggering the cap on district reserves and the limits of how much school districts can maintain in their local reserves**

Caps district reserves at 10% using assigned/unassigned ending balance of General and Special Reserve For Other Than Capital Outlay Fund

Exempts basic aid districts and districts with fewer than 2,501 ADA

Statewide Average Reserve Levels

- The latest statewide data on school district reserves is available for 2020 -21
 - Unrestricted fund balances increased tremendously

Average Unrestricted General Fund, Plus Fund 17, Ending Balances ¹			
	2019-20	2020-21	Difference
Unified School Districts	18.82%	22.36%	3.54%
Elementary School Districts	22.70%	26.01%	3.31%
High School Districts	17.34%	21.82%	4.48%

¹As a percentage of total General Fund expenditures, transfers, and other uses

- In a year when no new ongoing funding was provided, how could this happen?
 - Driven by the “COVID-bump”

SSC Financial Projection Dashboard

- Cost of goods and services are projected to increase more dramatically in the near-term
 - Shortage of goods due to lack of production
 - Increased demand resulting from economy reopening, plus infusion of multiple federal stimulus packages

LCFF Planning Factors Governor's Budget vs. May Revision						
	2022-23		2023-24		2024-25	
	January	May	January	May	January	May
DOF ¹ Estimated COLA	5.33%	6.56%	3.61%	5.38%	3.64%	-
SSC Estimated COLA	5.33%	6.56%	3.61%	5.38%	3.64%	3.15%

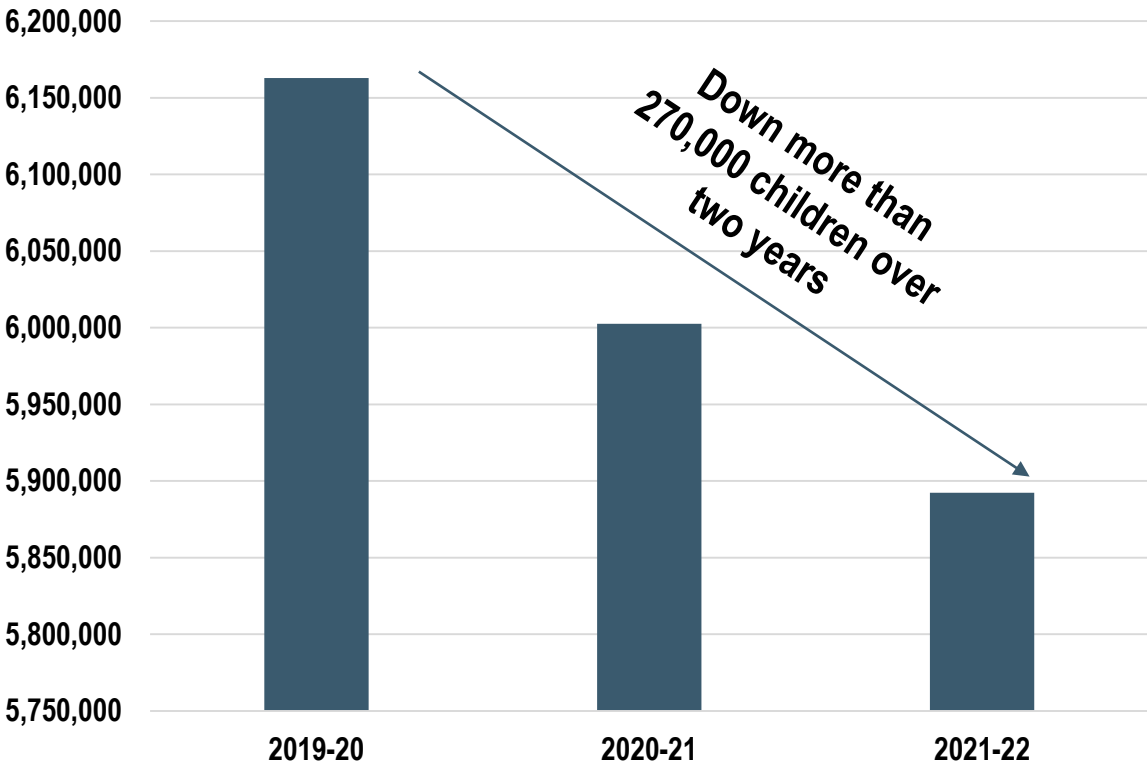
¹Department of Finance (DOF)

2022-23 ADA “Cliff”

■ The ADA “Cliff” has become a two-headed monster—the combination is significant

Declining Enrollment

K-12 Enrollment



Source: DOF Demographic Research Unit

ADA-to-Enrollment Percentage

■ The rate at which children are attending school is on the decline

- Quarantine/illness
- Independent study
- Unsigned master agreements
- Homework not returned in a timely manner
- Audit findings on the rise?

ADA Cliff—Proposed Solution

- The Governor’s proposed solution to mitigate both these issues

Declining Enrollment Protection

Funding would be based on the greater of:

- Current-year ADA,
- Prior-year ADA,
- or
- Computed average ADA using the prior three years’ ADA

COVID-19 ADA Relief

2021-22 ADA would be based on greater of:

- Attendance yield from 2019-20
- or
- Attendance yield from 2021-22

Local Agency Operations and the May Revision

2022-23 LCFF Funding Factors

Grade Span	K-3	4-6	7-8	9-12
2021-22 Base Grant per ADA ¹	\$8,093	\$8,215	\$8,458	\$9,802
6.56% COLA	\$531	\$539	\$555	\$643
Additional LCFF Investment²	\$266	\$270	\$278	\$322
2022-23 Base Grant per ADA	\$8,890	\$9,024	\$9,291	\$10,767
GSA	\$925	–	–	\$280
2022-23 Adjusted Base Grant per ADA	\$9,815	\$9,024	\$9,291	\$11,047
20% Supplemental Grant per ADA (Total UPP)	\$1,963	\$1,805	\$1,858	\$2,209
65% Concentration Grant per ADA (UPP Above 55%)	\$6,380	\$5,866	\$6,039	\$7,181

¹Average daily attendance (ADA)

²School Services of California (SSC) estimate of the impact the additional \$2.1 billion investment brings to LCFF funding by increasing the base rates

Discretionary Block Grant

- Taking a page from his predecessor, Governor Newsom proposes a one-time \$8 billion Discretionary Block Grant for LEAs for the 2022-23 fiscal year

- This equates to approximately \$1,500 per ADA
- The funding would be distributed on a per-ADA basis using 2021-22 Second Principal Apportionment (P-2) reported ADA
- Expenditure of these funds is determined by the local governing board and can be used for any one-time purpose



- Funds will offset LEAs' outstanding mandate reimbursement claims on a dollar-for-dollar basis
- There is intent language that this funding be used to address student learning challenges, protect staff levels, and support the mental health and wellness of students and staff
 - It is important to remember that intent language does not have the force of law

Special Education—Largely Unchanged at the May Revision

- \$500 million in Proposition 98 special education funding
- 6.56% COLA
- These investments continue to result in a base rate increase to \$820 per ADA
- Funds will flow through the AB 602 funding formula via Special Education Local Plan Areas



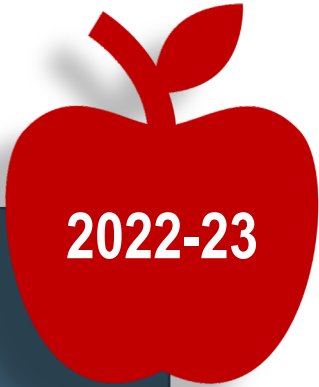
Expanded Learning Opportunities Program Funding

- The May Revision proposes ongoing funding for the Expanded Learning Opportunities Program (ELO-P) of \$4.8 billion starting in 2022-23
 - This will provide \$2,500 per classroom-based ADA in grades transitional kindergarten (TK)-6 multiplied by the UPP at eligible school districts and charter schools
 - Prior-year ADA and UPP are used in this calculation

	Current Law	Governor's Budget Proposal	May Revision Proposal
Total State Funding Level	\$1 billion ongoing plus \$754 million one-time	\$4.4 billion	\$4.8 billion
Per Pupil Amount	UPP ≥ 80%: \$1,170 UPP < 80%: \$672	UPP ≥ 75%: \$2,500 UPP < 75%: \$2,027	UPP ≥ 75%: \$2,500 UPP < 75%: \$2,500

Universal TK Ratios

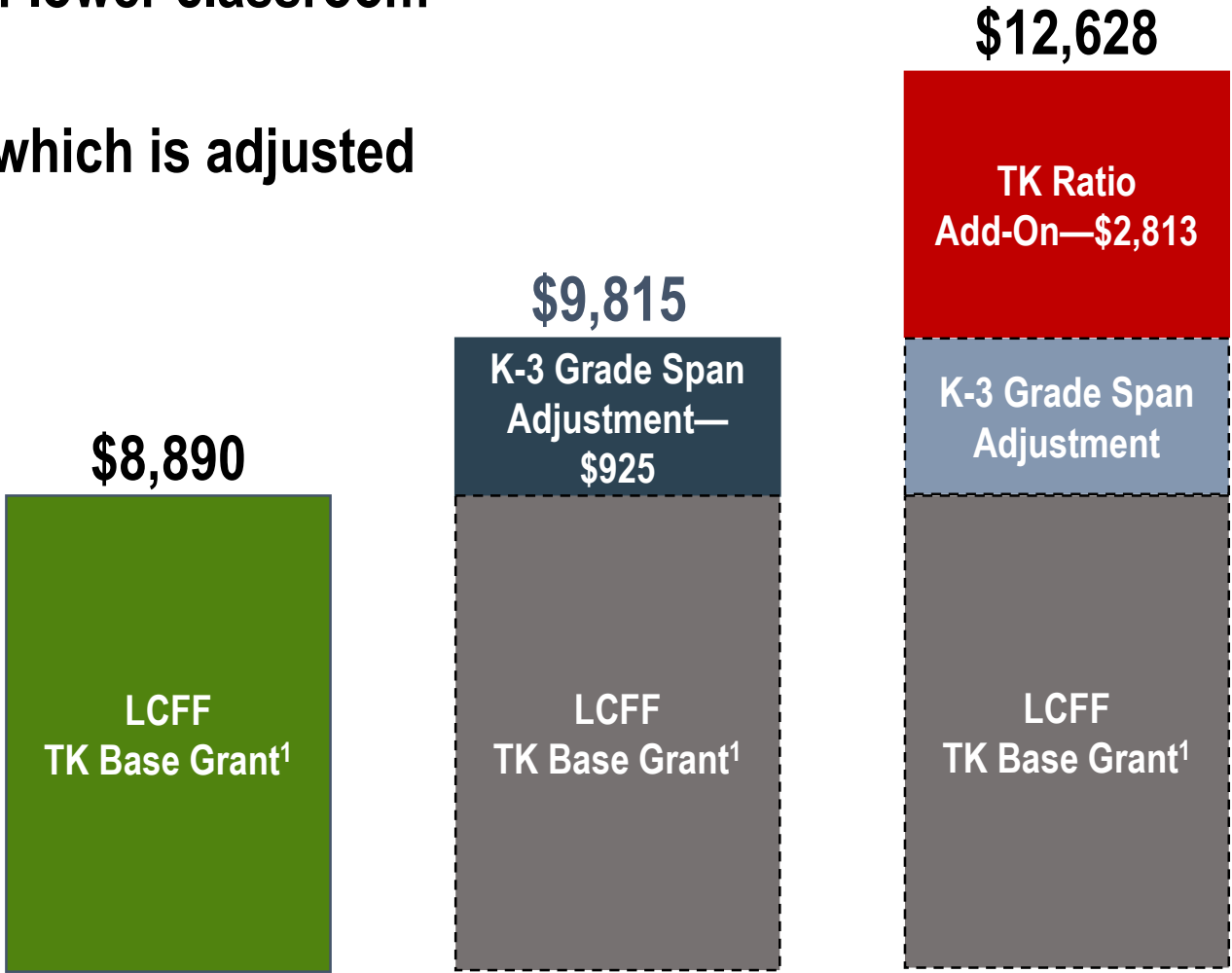
- The May Revision proposes to fund the cost of lower classroom ratios in TK
- The TK ratio “Add-On” is \$2,813 per TK ADA, which is adjusted annually by COLA



Beginning with the 2022-23 school year, LEAs are required to maintain average

- TK class sizes of 24 students and
- Classroom ratios of 12 to 1

Cannot bargain an alternative ratio or classroom size (EC § 48000)



¹Base Grant calculated including COLA and proposed additional \$2.1 billion LCFF investment

Child Nutrition

\$596 million (on top of \$54 million provided in the 2021 Budget Act) to fund universal access to subsidized school meals

Governor's Budget

May Revision

\$45 million one-time to support the implementation of the California Healthy School Meals Pathway Program, which supports workforce readiness for school food service workers

Beginning in 2022-23, all LEAs are required to provide two free meals per day to any student who requests a meal

\$611.8 million ongoing to maintain meal reimbursement rates so LEAs can continue to offer students high-quality, more diverse subsidized school meals

May Revision

May Revision

If the federal government extends the meal reimbursement rates which are scheduled to expire on June 30, 2022, any unused funding for rate increases will go towards kitchen infrastructure grants

Child Care and Preschool

Family Fees

Extends the existing, temporary waiver of fees for participating families in child development programs administered by the Department of Social Services and the Department of Education through June 30, 2023

\$157.3 million
one-time funding

Hold Harmless

For the 2022-23 school year, reimburses State Preschool Contractors based on the full funding allocated in their contracts, regardless of attendance and reimburses voucher-based providers based on authorized (not actual) hours of care from July 1, 2022, to June 30, 2023

\$114 million¹
one-time funding

May Revision's Child Development Relief Proposals

¹Excludes State Preschool Program contractor hold harmless costs

CalSTRS and CalPERS Employer Contribution Rates

- The California Public Employees’ Retirement (CalPERS) Board adopted an employer contribution rate of 25.37% for 2022-23 (up 2.46% from the current-year rate of 22.91%)

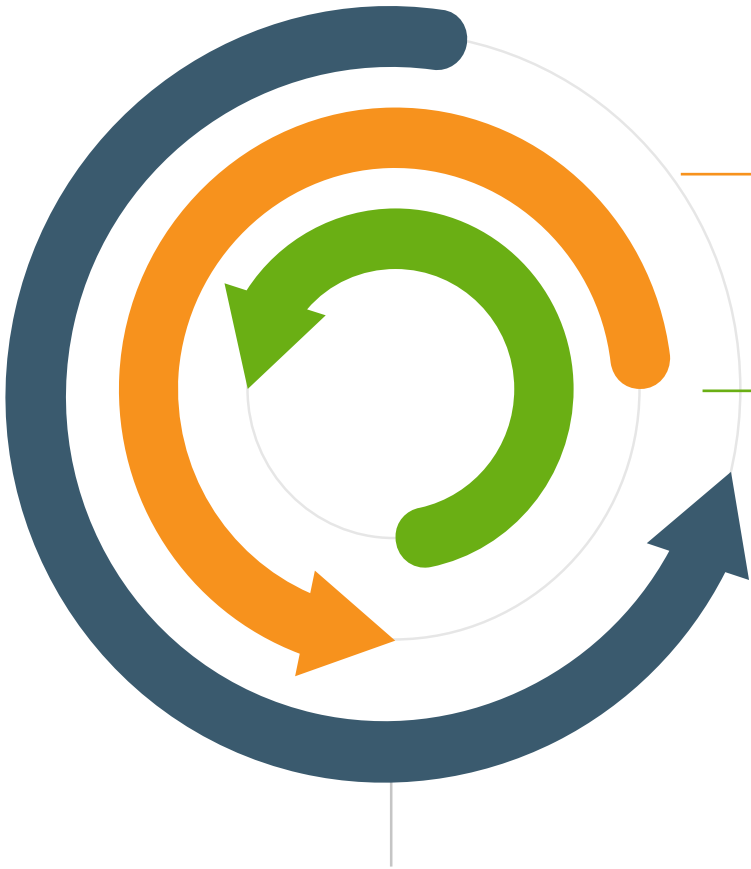
	Actual	Projected				
Employer Contribution Rate	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28
	25.37%	25.20%	24.60%	23.70%	22.60%	22.60%

- On May 4, 2022, the California State Teachers’ Retirement System (CalSTRS) Board adopted an employer contribution rate of 19.1% for 2022-23 (up 2.18% from the current-year rate of 16.92%)
- In the latest CalSTRS actuarial valuation report, it is projected that the employer contribution rates will remain steady at 19.1% through CalSTRS’ full funding goal date of 2046

*2022-23 Employer contribution rate approved by CalPERS Board on April 18, 2022

Minimum Wage Increase

\$15.50 per hour for all workers effective January 1, 2023



The increase in minimum wage is triggered by increasing costs due to inflation

Because the CPI-W¹ exceeded 7%, the first adjusted increase was accelerated; therefore, employees will be guaranteed the \$15.50 rate even if they work for small employers (<25 employees) (Labor Code Section [§]1182.12[c][3][A-B])

¹Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W)

Minimum Wage—Future Forecast

- Per Labor Code § 1182.12[c][1], the highest raise allowed in any one year is 3.5%
- SSC projects that the minimum wage will continue to increase by the maximum amount allowed by law through 2024
 - For subsequent years beginning on January 1, 2025, minimum wage will increase by \$0.30 to \$0.40

Minimum Wage	Effective Date: > 25 Employees	Effective Date: ≤ 25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$14.00/hour	January 1, 2021	January 1, 2022	\$1,120	\$4,853	\$58,240
\$15.00/hour	January 1, 2022	N/A	\$1,200	\$5,200	\$62,400
\$15.50/hour	January 1, 2023		\$1,240	\$5,373	\$64,480
\$16.00/hour	January 1, 2024		\$1,280	\$5,547	\$66,560
\$16.40/hour	January 1, 2025		\$1,312	\$5,685	\$68,224
\$16.70/hour	January 1, 2026		\$1,336	\$5,789	\$69,472
\$17.10/hour	January 1, 2027		\$1,368	\$5,928	\$71,136
\$17.50/hour	January 1, 2028		\$1,400	\$6,067	\$72,800

2. 2021-22 Fairsite State Preschool Program Self-Evaluation

Donna Whitlock, Educational Services Director

Annually, Fairsite State Preschool is required to certify that an annual plan has been developed and implemented for the Program Self-Evaluation that includes the use of the Program Instrument, age-appropriate Environment Rating Scales, Desired Results Parent Survey, and the Desired Results Developmental Profile for the California State Preschool Program (CSPP) contract, per California Code of Regulations, Title 5 (5 CCR), Section 18279.

The self-evaluation includes describing staff and Board member participation in the process and identifying program areas that met standard / did not meet standard and steps taken to modify the program.

California Department of Education
Early Education Division

**Program Self-Evaluation
Fiscal Year 2021–22**

1. **Contractor Legal Name** Galt Joint Union Elementary School District
2. **Four-Digit Vendor Number:** 6734
3. **Program Director Name:** Lois Yount
4. **Program Director Phone Number:** (209) 744-4545
5. **Program Director Email Address:** superintendent@galt.k12.ca.us

6. Statement of Completion:

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), age appropriate Environment Rating Scales, Desired Results Parent Survey, and the Desired Results Developmental Profile for the California State Preschool Program (CSPP) contract, per California Code of Regulations, Title 5 (5 CCR), Section 18279.

I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submission upon request.

- The Early Education 21–22 Program Instrument (DOCX), which can be found at <https://www.cde.ca.gov/sp/cd/ci/documents/eed2122.docx>, includes Items 1 through 20 as applicable to your contract type(s).

7. **Signature of Program Director** (As listed in the CDMIS): _____
8. **Date of Signature:** _____
9. **Name and Title of contact person completing the PSE:** Veronica Valdovinos, CSPP Site Director
10. **Contact Person Telephone number:** 209-745-1546
11. **Contact Person Email Address:** vvaldovinos@galt.k12.ca.us
12. **Email the signed PSE, all four (4) pages, including additional sheets, together to the PSE email inbox at PSEFY2122@cde.ca.gov using the Fiscal Year (FY) and the contractor’s legal name in the subject line (e.g., PSE 21-22 XYZ School District).**

Note: All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and shall not be included with the submission of the summary of program self-evaluation.

Summary of Program Self-Evaluation

Fiscal Year 2021–22
EED-4000 March 2022

13. In accordance with the 5 CCR, Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:

A. Staff and Board member participation in the PSE process.

The program self-evaluation process of our preschool program is ongoing throughout the school year. At the beginning of the school year preschool staff attend meetings to review the self-evaluation from the 2020-2021 Program Review Instruments; ERS, DRDP, and DRDP Parent Survey.

Fairsite also continues to participate in Raising Quality together (RQT) and the Quality Rating and Improvement System (QRIS) which include a self-evaluation in the areas of the Ages and Stages Questionnaire (ASQ) developmental screenings, DRDPs, Parent Surveys, and ECERS.

Preschool teachers and instructional assistants participate in many professional development opportunities throughout the year that support continuous program improvement. Once a week preschool teachers meet for collaboration to plan for instruction and share best practices.

In January 2022, the Desired Results for families and children surveys were sent home to families. As a team, the teachers, admin, and other staff members meet to analyze the findings and complete the Summary of Findings. In March 2022 the ERS was completed in each preschool classroom. Teachers then met and collaborated to complete the ERS Summary of Findings and determine where improvement is needed.

As part of our Preschool Self Evaluation process, findings from parent surveys, DRDP's and ERS are shared with the Preschool Advisory Committee (PAC), District Advisory Committee, and School Board.

Parent Survey results were shared with PAC parents at the April PAC meeting. Feedback from parents included sending out electronic versions of the surveys, sending more reminders, allowing time for parents to complete when dropping off children, and offering incentives for parents to complete surveys.

14. In accordance with the 5 CCR, sections 18279(b)(4) and 18279(b)(5), provide a summary of the findings for areas that:

A. Did not meet standards, and

B. A list of tasks needed to modify the program to address all items in need of improvement

A. Did Not Meet Standards:

- Given the isolation many families experienced the year before and the continued pandemic

conditions through much of this year, it is understandable that social-emotional development is an area of need. Findings from the DRDP showed that in the area of Social-Emotional Development, 52% of students school wide measured at the lower end of "Building" - Middle Stage.

- After analyzing the results from the ERS we determined that subscales- Space and Furnishings score on the lower end of the ERS scale, at 5.9. Results from school-wide data indicate the outdoor play equipment is in need of repairs. Missing or broken equipment included: Broken toys, flat balls, lack of sand/water, and soft places for children to sit. Protective surfacing (bark) under the play structure measured between 1 and 5 inches in depth.

B. Tasks Needed to Modify Program

- *Curriculum:* The site will continue with the implementation of the Preschool *Second Step* Program, a social-emotional curriculum. Teachers incorporate daily SEL lessons to provide children with strategies and support that are necessary for self-regulation, understanding feelings and engaging with others.
- *Collaboration/Resources:* Teachers will continue to use portions of their weekly collaboration meetings to plan additional activities that will support the social-emotional needs of their learners.
 - Books on social-emotional development have been purchased for each classroom.
- Professional Development:
 - At the beginning of the year, staff received SEL training on the implementation of Second Step.
 - Staff members participated in Yale's Center for Emotional Intelligence RULER institute. RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) is a systemic approach to Social-Emotional Learning. Staff will implement school wide one strategy from the training
 - SCOE and RQT professional development sessions and/or webinars were available for staff to attend throughout the year.
- Materials: New items for the playground have been ordered (balls, soft mats, dramatic play hats and other pretend play items).
- Play structure equipment repairs are on order (they were ordered but delayed due to COVID)
- Bark will be ordered for both playground areas.

15. In accordance with the 5 CCR, section 18279(b)(4) and 18279(b)(6), provide a summary of the findings for areas that:

A. Met standards, and

B. Describe the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

- A. While analyzing DRDP data we discovered that the *Language and Literacy Domain*

measured the highest. School-wide 59% of students measured at the end of the “Building”- Stage of Development.

- B. To ensure the areas of Language and Literacy continue to meet standards we will continue the implementation of the BeGLAD program. All preschool teachers completed the BeGLAD (Guided Language Acquisition Design) program. The program is a professional development course in the area of language acquisition and literacy. Teachers learned new strategies to help all students acquire academic language and concepts. Teachers will continue to receive professional development, coaching, and support throughout the next school year.



LCAP GOAL 2

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

1. CalSCHLS Survey Results

Lois Yount, Superintendent

During the month of April, students in grades 5-8, staff, and parents were invited to take the California School Climate, Health, and Learning Surveys (CalSCHLS).

Number of Participants:

	2021	2022
Grades 5-6	187	392
Grades 7-8	566	477
Staff	315	145
Parents	862	402

District Strengths Based on the Student Survey Data

5th-6th Grade	7th-8th Grade
<ol style="list-style-type: none"> 1. Academic motivation 2. High expectations- adults in school 3. Facilities upkeep 4. Parent involvement in schooling 5. Social and emotional learning supports 6. Anti-bullying climate 7. Feel safe at school 8. Rule clarity 9. Students treated with respect 	<ol style="list-style-type: none"> 1. High expectations-adults in school 2. Clarity of rules 3. Growth mindset 4. Goal setting

District Strengths Based on the Staff Survey Data	District Strengths Based on the Parent Survey Data (Goal is 50%)
<p><i>This school...</i></p> <ul style="list-style-type: none"> – has high expectations for students – has caring adult relationships – has a positive student learning environment – has adequate counseling and support services – is a safe place for students and staff – provides opportunities for physical education – fosters youth development, resilience, or asset promotion 	<p><i>This school...</i></p> <ul style="list-style-type: none"> – Is a safe place for my child. <ul style="list-style-type: none"> ○ Elementary: 40% ○ Middle: 23% – Has adults who really care about students <ul style="list-style-type: none"> ○ Elementary: 40% ○ Middle: 21% – Communicates with parents about school. <ul style="list-style-type: none"> ○ Elementary: 48% ○ Middle: 27% – Treats all students with respect. <ul style="list-style-type: none"> ○ Elementary: 40% ○ Middle: 28%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	–	–	70	67	A6.3
School connectedness ^{†ψ} (<i>Remote Only</i>)	–	–			A6.3
Academic motivation [†]	–	–	81	76	A6.3
School boredom [†]	–	–	56	48	A6.9
Caring adults in school [†]	–	–	70	65	A6.3
High expectations-adults in school [†]	–	–	84	84	A6.3
Meaningful participation [†]	–	–	39	40	A6.3
Facilities upkeep ^{†Φ}	–	–	78	80	A6.11
Parent involvement in schooling [†]	–	–	75	74	A10.2
Social and emotional learning supports [†]	–	–	74	71	A7.1
Anti-bullying climate [†]	–	–	75	70	A9.6
School Safety and Cyberbullying					
Feel safe at school ^{†Φ}	–	–	72	73	A9.1
Feel safe on way to and from school ^{†Φ}	–	–	84	82	A9.1
Been hit or pushed ^Φ	–	–	29	28	A9.2
Mean rumors spread about you	–	–	40	32	A9.2
Called bad names or target of mean jokes	–	–	47	44	A9.2
Saw a weapon at school ^{§Φ}	–	–	11	9	A9.5
Cyberbullying [¶]	–	–	27	21	A9.3
School Disciplinary Environment					
Rule clarity [†]	–	–	85	75	A8.2
Students well behaved [†]	–	–	49	36	A8.4
Students treated fairly when break rules [†]	–	–	52	60	A8.1
Students treated with respect [†]	–	–	88	76	A8.1

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

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

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

^ΦIn-school only.

[§]Past year.

[¶]Past 30 days.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†#} (<i>In-School Only</i>)	–	63	55	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)	–			A6.4
Academic motivation [†]	–	67	63	A6.4
School is really boring [±]	–	45	49	A6.11
School is worthless and a waste of time [±]	–	8	14	A6.11
Monthly Absences (3 or more)	–	24	17	A6.2
Maintaining focus on schoolwork [†]	–	36	36	A6.10
Caring adult relationships [‡]	–	58	54	A6.4
High expectations-adults in school [‡]	–	74	71	A6.4
Meaningful participation [‡]	–	26	25	A6.4
Facilities upkeep ^{†Φ}	–	31	44	A6.14
Promotion of parental involvement in school [†]	–	55	51	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	–	60	61	A8.1
Experienced any harassment or bullying [§]	–	43	37	A8.2
Had mean rumors or lies spread about you [§]	–	35	36	A8.3
Been afraid of being beaten up ^{§Φ}	–	24	20	A8.3
Been in a physical fight ^{§Φ}	–	13	12	A8.4
Seen a weapon on campus ^{§Φ}	–	8	7	A8.6
Cyberbullying [§]	–	31	36	A8.3

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

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

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 6 or higher.

^ΦIn-school only.

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

[§]Past 12 months.

Table A2.2**Key Indicators of Substance Use, Remote Learning, and Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	–	2	9	A9.5
Current marijuana use [¶]	–	1	3	A9.5
Current binge drinking [¶]	–	0	2	A9.5
Very drunk or “high” 7 or more times, ever	–	0	2	A9.7
Been drunk or “high” on drugs at school, ever	–	0	4	A9.9
Current cigarette smoking [¶]	–	0	1	A10.4
Current vaping [¶]	–	2	4	A10.4
Current tobacco vaping [¶]	–	1	3	A10.5
Current marijuana vaping [¶]	–	1	2	A10.5
Routines				
Eating of breakfast [‡]	–	52	48	A4.1
Bedtime (at 12 am or later)	–	16	20	A4.2
Learning from Home				
Average days worked on schoolwork (≥ 5) ^{¶δ}	–			A5.1
Synchronous instruction (4 days or more) ^{¶δ}	–			A5.1
Interest in schoolwork done from home ^{δ}	–			A5.3
Meaningful opportunities ^{‡δ}	–			A5.2
Social and Emotional Health				
Social emotional distress [‡]	–	24	33	A7.5
Experienced chronic sadness/hopelessness [§]	–	29	39	A7.1
Considered suicide [§]	–	15	18	A7.2
Optimism [‡]	–	48	46	A7.3
Life satisfaction [‡]	–	66	65	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Student learning environment [†]	–	68	61	N3.1
Learning engagement climate [†]	–	31	26	N3.2
Fairness and respect [†]	–	50	38	N4.1
Racial/Ethnic conflict [†]	–	17	24	N4.2
Respect for diversity [†]	–	56	52	N4.3
Clarity of rules [†]	–	77	73	N5.1
Disciplinary harshness [†]	–	29	39	N5.2
Student peer relationships [†]	–	43	44	N6.1
Support for social emotional learning [†]	–	67	64	N7.1
Antibullying climate [†]	–	43	38	N8.1
Quality of school facilities ^{†Φ}	–	36	45	N9.1
Time for lunch [†]	–	56	53	N10.1

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

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

^Φ*In-school only.*

2. Summary of Key Survey Indicators

Table A2.1

STAFF

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	48	52	32	–	–	A6.1
High expectations-adults in school [†]	54	55	52	–	–	A6.1
Student meaningful participation [†]	39	41	29	–	–	A6.1
Promotion of parental involvement [†]	37	42	20	–	–	A6.1
Student learning environment [†]	49	51	41	–	–	A5.1
Facilities upkeep ^{†Φ}	41	41	42	–	–	A5.1
Support for social emotional learning [†]	39	43	22	–	–	A7.1
Provides adequate counseling and support services [†]	47	42	64	–	–	A9.2
Antibullying climate [†]	33	36	19	–	–	A7.1
School Supports for Staff						
Staff working environment [†]	36	38	29	–	–	A5.1
Staff collegiality [†]	36	38	29	–	–	A5.1
School Safety						
Is a safe place for staff ^{†Φ}	46	48	40	–	–	A5.1
Is a safe place for students ^{†Φ}	47	53	22	–	–	A5.1
Has sufficient resources to create a safe campus [†]	26	19	50	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	40	42	30	–	–	A7.1
Respect for diversity [†]	36	40	22	–	–	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork [†]	20	23	9	–	–	A4.5
Student readiness to learn [†]	14	17	1	–	–	A7.1
Cutting classes or being truant moderate/severe problem	12	9	23	–	–	A7.12
Harassment/bullying moderate/severe problem	31	21	68	–	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	5	0	23	–	–	A8.9
Tobacco use moderate/severe problem	6	0	30	–	–	A8.10
Vaping/e-cigarette use moderate/severe problem	10	1	41	–	–	A8.11
Student depression moderate/severe problem	43	37	64	–	–	A8.2

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

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

^ΦIn-school only.

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

STAFF

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies [†]	15	15	17	–	–	B3.1
Enforces zero tolerance policies [†]	15	14	17	–	–	B3.1
Has sufficient resources to create a safe campus [†]	26	19	50	–	–	B3.2
Seeks to maintain a secure campus ^{†Φ}	0	0	0	–	–	B3.2
Provides harassment or bullying prevention [§]	41	43	33	–	–	B3.3
Provides conflict resolution or behavior management instruction [§]	44	48	33	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]	15	10	33	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	19	14	33	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	27	20	50	–	–	B4.1
Provides alcohol or drug use prevention instruction [§]	7	5	17	–	–	B4.1
Provides tobacco use/vaping prevention instruction [§]	4	5	0	–	–	B4.1
Has sufficient resources to address substance use prevention needs [†]	30	24	50	–	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]	19	15	33	–	–	B5.1
Provides opportunities for physical education and activity [§]	70	71	67	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	46	52	20	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	37	33	50	–	–	B6.1
Restorative practices [†]	30	29	33	–	–	B6.1
Trauma-informed practices [†]	19	24	0	–	–	B6.1

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

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

^ΦIn-school only.

2. Summary of Key Survey Indicators

Table A2.1

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

PARENT

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
Promotion of parental involvement [†]	32	35	23	–	–	A6.1
Parental involvement in school [§]	28	31	18	–	–	A6.3
School encourages me to be an active partner [†]	32	33	27	–	–	A6.1
School actively seeks the input of parents [†]	24	25	20	–	–	A6.1
Parents feel welcome to participate at this school [†]	28	31	16	–	–	A6.1
School Supports for Students						
Student learning environment [†]	30	31	23	–	–	A7.1
School is a safe place for my child ^{†ψ}	36	40	23	–	–	A7.1
School motivates students to learn [†]	32	33	24	–	–	A7.1
School has adults who really care about students [†]	36	40	21	–	–	A7.1
Opportunities for meaningful student participation ^{†ψ}	29	30	24	–	–	A7.1
Communication with parents about school [#]	43	48	27	–	–	A6.2
Teachers responsive to child’s social and emotional needs ^Γ	81	86	62	–	–	A7.2
School provides parents with advice and resources to support my child’s social and emotional needs ^Γ	63	64	60	–	–	A7.2
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally ^{†ψ}	30	32	22	–	–	A7.1
School treats all students with respect [†]	38	40	28	–	–	A7.1
School promotes respect of cultural beliefs/practices [†]	25	26	23	–	–	A7.1
Substance Use, School Disorder, and Bullying						
Substance use problems ^{¶ψ}	10	6	24	–	–	A8.1
Student alcohol and drug use ^{‡ψ}	4	4	7	–	–	A8.1
Student vaping or e-cigarette use ^{‡ψ}	5	3	14	–	–	A8.1
School disorder ^{¶ψ}	23	18	42	–	–	A8.2
Harassment or bullying of students ^{‡ψ}	11	8	23	–	–	A8.2
Facilities						
School has clean and well-maintained facilities/properties ^{†ψ}	33	35	24	–	–	A9.1

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

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

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

^ψIn-school only.

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

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

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

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

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



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.308 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"> ▪ April 27, 2022 Regular Board Meeting ▪ May 10, 2020 Special Board Meeting c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrant Numbers: Vendor Warrant Numbers: 22345349-22345388; 22346844-22346931; 22348263-22348354; 22349649-22349714 ▪ Certificated/Classified Payrolls Date: 3/18/22, 4/29/22, 5/10/22 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. Donations f. GJUESD Independence Contractor Services Agreement with Top Tier Transportation g. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2022-23 Professional Services 	

Galt Joint Union Elementary School District Board of Education Minutes

Regular Board Meeting
April 27, 2022

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

Remotely Access Via Zoom
Webinar ID: 893 6709 7463

Board Members Present

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

Lois Yount
Nicole Lorenz
Stephanie Simonich
Kuljeet Nijjar
Ellen Morris

Administrators Present

Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Leah Wheeler
Ron Rammer
Judi Hayes

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

Present for closed session: Thomas Silva, Traci Skinner, Casey Raboy, Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, and from the office of Dannis Woliver Kelly, Chris Keiner, Attorney at Law

B. Closed Session was called to order at 6:04 p.m. by Thomas Silva to discuss the following items:

1. STUDENT MATTER, Education Code §48918
 - Stipulated Expulsion No. 21/22-04
2. 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

C. Closed Session Adjourned at 7:05 p.m. The open meeting was called to order at 7:12 p.m. followed by the flag salute. Thomas Silva announced no action was taken in closed session.

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

E. Recognition

1. Cody Robinson, Lake Canyon Elementary Student

Lois Yount introduced Cody Robinson, a 5th grade student from Lake Canyon Elementary. She indicated Cody came up with a way to spread kindness at his school after attending a previous board meeting where the superintendent asked everyone to be kind. He's been working on his idea for the last couple of months, so she asked him if he would be willing to come and talk to the Board about his project and what he's done.

Cody Robinson addressed the Board. He shared a fun idea that he had to spread kindness throughout his school called kindness bingo, in which every square has an act of kindness to complete. Some of the actions are holding the door open for someone, helping a teacher, making a new friend, writing a thank you note to a staff member, or making someone laugh.

These are 5 out of 25 acts of kindness that he came up with to motivate kids to complete the bingo board.

Cody said some rewards include house points at Lake Canyon, and other rewards could be a fun treat like candy or maybe a free homework pass. He shared these ideas with his leadership class and they thought this was a good idea and a fun activity for kids to enjoy and spread kindness. He thanked the Board for inviting him.

Lois Yount presented Cody with a certificate of appreciation and the Board thanked Cody for his leadership in spreading kindness throughout his school.

On behalf of the Board, Thomas Silva, Board President, recognized Kauai Bock, Executive Assistant to the Superintendent, for administrative professionals day.

F. Reports

Superintendent

1. Galt City Manager, Lorenzo Hines, State of the City

Mr. Lorenzo Hines presented a report to the Board. He thanked city staff leadership for their efforts in the presentation.

Mr. Hines acknowledged Amie Mendez, Economic Development Manager. He said the city is currently developing programs to distribute the American rescue plan act dollars for small business assistance and nonprofits. The city hopes to roll out those programs on May 17. The city will also explore various incentives to attract business such as Trader Joes, Panera, and In N Out. He is very happy with the newest business recruit, Dutch Bros Coffee. They have also launched a new city website, created an e-newsletter and established a presence on social media.

Mr. Hines acknowledged Craig Hoffman, Community Development Director. He said as of January 1, 2021; the city population is 26,116. There are about 3400 approved residential lots and 780 unincorporated resident lots. The city boundary supports a population of roughly 39,000. Mr. Hines said Galt would grow at its own pace.

Mr. Hines acknowledged Mike Selling, Public Works Director. He shared city transportation and utilities current and upcoming projects and efforts.

Mr. Hines acknowledged Armando Solis, Parks and Recreation Director. He shared updates on Parks & Recreation projects. He indicated landscape services moved in-house and increased services. Galt's market accomplishments include increased exposure, special events, essential market designation, and a new campaign called Herd on the Street.

Mr. Lorenzo Hines highlighted the COVID-19 vaccination events in partnership with Sacramento County and Cosumnes Services District. He thanked the GJUESD for bringing the vaccine clinic to Galt.

Mr. Lorenzo Hines reflected on his presentation to the Board on October 27, 2021, regarding the Galt Market. He said city council members would continue conversations regarding implementing a revitalization plan for the Galt market in August.

Mr. Hines acknowledged Matt Boring, Finance Director. Mr. Hines shared that in mid-march, projections indicate city's midterm budget remains balanced and continues to support the programs and services that citizens are expecting. The city will roll out its budget on May 3.

Mr. Hines stated Brian Kalinowski is the new police chief and Rick Small is the new Captain. He shared updates from the department, including purchases, training, and succession planning. The Galt Police Department is also working on recruiting and retention efforts.

Casey Raboy asked about recruiting lifeguards for the Galt pool. Mr. Hines said they are working to increase wages for certain classifications as they can, to recruit for positions such as lifeguards. He added that one of the things that the city is focusing on is increasing wages in some classifications in the next budget cycle.

2. Galt City Manager, Lorenzo Hines, Get Involved Galt

Lorenzo Hines provided a report to the Board. He indicated the city surveyed the community last fall to help determine city services and local priorities. A more recent survey is being implemented called Get Involved Galt to seek feedback on population and growth in the city. The surveys indicate a priority to maintain local city services, such as preventing crime.

Mr. Hines stated the city prides itself on the 21 parks serving the community. The city strives to keep them clean and safe. He shared other community service priorities, including protecting clean local drinking water sources, retaining and attracting qualified police officers, maintaining 911 emergency response time, and preventing property crimes.

Mr. Hines encouraged community members to go online and take the survey. The city wants to make sure everybody is heard as they develop long-term approaches to manage growth.

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)

Lois Yount reported enrollment at Fairsite for the Dual Language Immersion (DLI) program began at the beginning of March, and within the first six weeks, the classes were full. A waiting list has been established.

Donna Whitlock, Educational Services Director, reported that Fairsite would host a three-day DLI teacher planning institute on May 3-5, 2022. Transitional Kindergarten through 3rd-grade teachers is invited.

Ms. Whitlock read aloud the DLI Vision Statement created by administrators, teachers and specialists:

At Galt Joint Union Elementary School District, we believe that all languages and cultures are important. We will provide an inclusive educational opportunity that values and teaches multiculturalism, develops bilingualism/biliteracy, and provides a high quality academic program for our students to strengthen their self-perception and identity, and be successful in a global society.

Ms. Del Toro-Anguiano, Curriculum Director, read the DLI Vision Statement aloud in Spanish.

Lois Yount described some recent facility upgrades at Fairsite to get ready to bring transitional kindergarten students to campus. They include painting the inside of the multi-purpose room and two classrooms and replacing the carpet in two classrooms, and she is hoping there are resources to paint the exterior of the building. Groundskeepers plan to do some landscaping in the front of the school and plan to repair the playground structure once the replacement parts have been received.

LCAP GOAL 2

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

OTHER REPORTS

1. School District Communications

Lois Yount reported the District website is updated regularly by Lori Jones, District Clerk II and the technology team. She said the District is also working to implement ways to highlight students and staff in action. Ms. Yount said she asked administrative teams to send in pictures of activities at their school sites once a month to be added to the District website, Facebook and Twitter accounts.

The District is also starting a monthly newsletter beginning in May. The school district will send out the newsletter via email and social media. The District will also inquire about posting the newsletter with the City of Galt's monthly news feed.

2. Williams Uniform Complaint Process (UCP) Quarter 3 Report

Lois Yount reported no complaints during the UCP 3rd quarter.

G. Routine Matters/New Business

212.294 Casey Raboy made a motion to approve the Consent Calendar, seconded by Traci Skinner. A vote of 3 ayes carried the motion.

Consent Calendar

- a. Approval of the Agenda
- b. Minutes
 - March 23, 2022, Regular Board Meeting
- c. Payment of Warrants
 - Vendor Warrant Numbers: 22339243-22339300; 22340417-22340492; 22341863-22341916; 22343126-22343171; 22343804-22343863
 - Certificated/Classified Payrolls Dated: 3/31/22, 4/8/22, 4/15/22
- d. Personnel

Resignations/Retirees			
Name	Position	Effective Date	Site
Burch, Sabrina	Instructional Assistant	4/8/22	River Oaks
Chavez Vasquez, Mariah	Food & Nutrition District Clerk	4/15/22	District Office
Glover, Anissa	Yard Supervisor	4/1/22	Transportation
Harkness, Taryn	Instructional Assistant, Special Education	6/9/22	Fairsite
Herrera, Maricela	Instructional Assistant, Bilingual	4/1/22	Vernon E. Greer
Muniz, Celeste	ASES Coordinator	6/10/22	Valley Oaks
Quinones, Heather	Bus Driver	4/15/22	Transportation
Torres, Alexandra	Yard Supervisor	3/18/22	Vernon E. Greer
Walker, Brianna	Teacher	6/9/22	Marengo Ranch

Leave of Absence Requests			
Name	Position	Effective Date	Site
Frey, Debra	Instructional Assistant	3/9/22	Lake Canyon

Leary, Melissa	Teacher	8/8/22	McCaffrey Middle
Rich, Tiffany	District Office Clerk	3/30/22	District Office
Romero, Estella	Yard Supervisor	3/28/22	Lake Canyon

New Hires/Status Change		
Name	Position	Site
Arredondo, Rosa (Status Change)	Food Service Worker	Vernon E. Greer
Contreras, Rita	Food Service Worker	Lake Canyon
Hayes, Julie (Status Change)	Assistant Principal/TOSA	District Office
Herrera, Clara	Instructional Assistant, Special Education	Lake Canyon
Homdus, Christina (Status Change)	School Principal	River Oaks
Kunz, Melissa	Classified Substitute	N/A
Martinez, Efrain	Classified Substitute	N/A
Ordaz, Liliana (Status Change)	Bilingual Office Assistant	River Oaks
Prado, Rafael	Certificated Substitute	N/A
Rios De Yopez, Griselda	Classified Substitute	N/A
Sandoval, Maria J	Bilingual Community Outreach Assistant	Fairsite
Sandoval Herrera, Andrea	Bilingual Instructional Assistant	Fairsite
Sandoval Torres, Maria	Classified Substitute	N/A
Saldivar, Raina	Instructional Assistant	Valley Oaks
Vega, Lourdes	Yard Supervisor	McCaffrey

- e. Donations
- f. Michael's Transportation Service, Inc. Agreement for Driver Staffing Services

- | | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 212.295 | Consent Calendar (Continued) – Items Removed for Later Consideration
There were no items removed from the Consent Calendar. | CC Items
Removed |
| 212.296 | Thomas Silva made a motion to approve the Recommendation for Stipulated Expulsion No. 21/22-04, seconded by Traci Skinner. A vote of 3 ayes carried the motion. | Student
Matter |
| 212.297 | The Board held a Public Hearing to Discuss and Identify the Final Proposed Trustee-Area Map Preference for Trustee Area Boundaries. | PUBLIC
HEARING |

Thomas Silva announced the second public hearing to discuss trustee area maps for trustee area boundaries. He indicated the maps had been shared with various stakeholders, employee groups and parent groups. Most of the feedback received is that all three of the maps, A, B and C, follow the law; they all are pretty well balanced and meet the legal requirements.

Mr. Silva added that we have heard from a couple of people that Map A has cleaner boundary lines and the lowest deviation rate but the other two maps also meet the requirements with a little over 5% peak deviation rate.

Lois Yount said Chris Keiner, legal counsel, and Ken Reynolds, the demographer, are attending the meeting virtually if the Board had any questions.

Casey Raboy, Board Member, said all the maps look good, with Map A looking the cleanest. She added the boundaries for Map A are easier to read than Map B. She said Map B has a school in each trustee area, and some people might feel that is important, although board members are serving all students in the District and are here to support all school campuses.

Thomas Silva stated that Map A looks the "cleanest" and has the lowest peak deviation rate. Although all the maps fall within the requirements, he prefers Map A.

Ken Reynolds, SchoolWorks, said that there hadn't been much public input, indicating that right there is not a huge concern with the direction that the Board has taken in terms of the representation of the public, so it's all good news.

Mr. Reynolds restated that this is the second meeting since the maps have been presented. The law requires three meetings, so again no action is yet to be taken.

Public Comment: Veronica Kaufman addressed the Board regarding outreach to parents. She suggested a voicemail message be sent to parents in English and Spanish reminding them that the Board will take action to select trustee area maps.

Email Public Comment: Kristin Szyper addressed the Board regarding SIPPS "whole class" teaching.

212.298 Michael D. Ash, CPA, presented the Measure K Bond Audit Report by Christy White Associates. He reported no findings or recommendations were determined as a result of the audit.

**Measure K
Audit**

Traci Skinner made a motion to approve Measure K Bond Audit Report by Christy White Associates, seconded by Casey Raboy. A vote of 3 ayes carried the motion.

212.299	Lois Yount reported educational systems are at a critical turning point coming out of the pandemic. There has been great learning loss and challenges to the social-emotional well-being of students and staff over the last two years. She indicated the District is seeking outside support to reboot and motivate leadership teams and staff. She introduced Al Rogers, AR Leadership Partners, LLC.	Leadership Partners
	Al Rogers addressed the Board. He thanked them for the opportunity to work with the District.	
	Thomas Silva asked for clarification on two areas: <ol style="list-style-type: none"> 1. Improved student performance as reported by client-selected measures. 2. High-quality administrator, teachers, and staff experience as reported by survey and other qualitative means articulated by Client. 	
	Al Rogers said it is important to work with the actual participants in the process to come up with performance measures that are meaningful to them and would be most supportive of them. The plan is to bring solid feedback and measures of success back to the Board.	
	Casey Raboy made a motion to approve Consulting Services Agreement with AR Leadership Partners, LLC, seconded by Traci Skinner and carried by a vote of 3 ayes.	
212.300	Thomas Silva made a motion to approve Resolution No. 14, California Schools Healthy Air, Plumbing, and Efficiency Program, seconded by Casey Raboy and carried by a vote of 3 ayes.	Resolution 14 CA Schls Healthy Air
212.301	Traci Skinner made a motion to approve the Galt Elementary Faculty Association (GEFA) and GJUESD Tentative Agreement regarding Article XXVI Summer School/Supplemental Instructional Programs (ESY/Migrant Education), seconded by Casey Raboy and carried by a vote of 3 ayes.	GEFA TA
212.302	Thomas Silva made a motion to approve GJUESD Proposal for Fiscal Year 2022-23 with California School Employees Association (CSEA) and its GJUESD Chapter No. 362 regarding Article XIII Layoff & Re-Employment, seconded by Casey Raboy. A vote of 3 ayes carried the motion.	GJUESD Proposal CSEA
212.303	Tracy Skinner made a motion to approve Community Outreach Coordinator – Bilingual Job Description and Salary Schedule, seconded by Casey Raboy. A vote of 3 ayes carried the motion.	COC Bil Job Desc
212.304	Thomas Silva motioned to approve naming the Robert L. McCaffrey Middle School Science Building the Ron Rammer Science Building, seconded by Traci Skinner. A vote of 3 ayes carried the motion.	Ron Rammer Science Bldg

212.305 Traci Skinner made a motion to approve the following GJUESD Board (BP), Administrative Regulations (AR), and Board Bylaw (BB), seconded by Casey Raboy. A vote of 3 ayes carried the motion.

BB/AR/BB

Educational Services:

- **BP/AR 5148.2** Before/After School Programs
- **BP/AR 5148.3** 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

H. Public Comments for topics not on the agenda
There were no public comments for items not on the agenda.

I. Pending Agenda Items
1. School District Properties

J. Adjournment 8:45 p.m.

Traci Skinner, Clerk

Date

GJUESD Board of Education:

My name is Kristin Szyper. I am a kindergarten teacher at Valley Oaks Elementary. I have been a teacher for 32 years. I spent several years working with the California Reading and Literature project as an author and presenter in literacy instruction.

During a SIPPS training, I learned that K-4 teachers are required to teach SIPPS “whole class” next year. No data or research supporting this change was shared. No one has ever expressed concerns about SIPPS instruction in our district. We have received praise that our scores continue to improve, that we had top scores in our County, etc.

If Lois had met with or surveyed teachers, we could share how centers look in our rooms. I do ALL my SIPPS instruction with my students. Students have adult support at 3 centers. They are getting grade-level material, and it is differentiated based on student need.

How would whole-class instruction best serve my returning TK students who are already at Book 40 and students who haven't attended Preschool? Whole-class instruction for SIPPS may benefit 1/2 the class. Everyone else will be bored or overwhelmed. The number one rule of classroom management is lesson design. SIPPS is great for teaching reading in small groups, but it is not high on engagement for whole-class instruction.

If we are going to need to provide intervention for all the struggling students, and those readers who will not benefit from rereading 40 Books, then I will basically be doing small groups the way I currently am, but I now will be spending 20-30 minutes doing whole-class instruction that will have very little impact.

We have always prided ourselves on differentiation, individualization and meeting the needs of all students. We have now (in an instant) moved to the opposite extreme! “One size fits all” is going to be the district mantra for teaching students to read. This goes against everything I know about quality teaching. I am truly horrified that this is the direction our district leadership is choosing to go without trying anything else first. I am also angry that no teacher input was solicited about what is working or not working with SIPPS instruction. There was no data shared to show that this implementation yields better results.

I hope the Board understands that this isn't in the best interest of students. It scares me that we may wait 8 years to see how these students are reading in Middle School before realizing we have completely failed them. Please listen to your teachers who are working with students EVERYday and want to help them be successful readers and writers.

Kristin Szyper

Galt Joint Union Elementary School District Board of Education Minutes

**Special Board Meeting
May 10, 2022**

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

**Remote Access Via Zoom
Webinar ID: 884 9747 2089**

Board Members Present

Thomas Silva
Grace Malson
Traci Skinner
Wesley Cagle
Casey Raboy

Administrators Present

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

- A. 6:00 p.m. – Open Session Location:** Galt Joint Union Elementary School District Conference Room
- B. Call Meeting to Order, Flag Salute**
- C. Lois Yount shared the Board Meeting Protocol**
- D. New Business**

212.306 Final Public Hearing to Consider Draft Trustee Area Boundary Maps and Select a Final Map and Associated Election Sequence For Election Of Members Of The Board Of Education to be Submitted to the County Committee on School District Organization for its Consideration and Approval PUBLIC HEARING

Public Comment: Kristi Ward and Kim Robinson addressed the Board regarding their trustee area Map B preference.

212.307 Board Consideration Of Approval Of Resolution No. 15; Resolution Adopting Trustee Area Boundary Map And Election Sequence For Election Of Members Of The Board Of Education; And Submitting Proposal To The County Committee On School District Organization To Establish By-Trustee Area Elections MOTION

Board members focused their discussion on Maps A and B.

Casey Raboy stated her preference for Map A because it has the “cleanest” trustee area boundary lines.

Traci Skinner stated her preference for Map B because it includes a school in each trustee area. She also feels it has clean lines, and the population in each area is more evenly divided.

Casey Raboy stated the maps will change in 10 years with the census and thinks the District needs to start with the most simple map and build from there. She indicated that the proposed trustee area she would serve includes a school her children did not attend. The school doesn't matter because we represent the whole District.

Traci Skinner said she has heard from community members that it is nice if there is a school in each trustee area. She indicated the peak deviation is still way under 10%. She is definitely leaning towards Map B.

Casey Raboy spoke about the importance of following the voting precinct areas. She indicated it is very difficult for candidates running for the Board to have split voting lists.

Thomas Silva indicated his preference for Map A.

Wesley Cagle described his grassroots efforts running for the school board for the first time. He indicated it was a lot of work. Map A represents a huge geographical area that runs from Highway 5 to Herald. Mr. Cagle feels that is too large an area for a candidate from trustee area 1.

Chris Keiner, Attorney, stated all three maps fall within the accepted deviation range. He concurred that walking precincts without an accurate voter list is very difficult.

Thomas Silva reaffirmed his preference for Map A as it has the cleanest boundary lines and fixed geographical regions. It also has the lowest peak deviation.

Traci Skinner reaffirmed her preference for Map B as she prefers to have a school in her trustee area, although it would not change how she represents the District.

Wesley Cagle stated he prefers Map B.

Chris Keiner stated that if the Board is at the point where you cannot reach a consensus, it could start a vote.

Traci Skinner made a motion to adopt Trustee Area Boundary Map B as exhibit A to the resolution [item no. 212.307] seconded by Grace Malson. The motion was carried by a vote of three ayes from Traci Skinner, Grace Malson, and Wesley Cagle, and two no votes from Thomas Silva and Casey Raboy.

Grace Malson made a motion to approve Resolution No. 15; Resolution Adopting Trustee Area Boundary Map And Election Sequence For Election Of Members Of The Board Of Education; And Submitting Proposal To The County Committee On School District Organization To Establish By-Trustee Area Elections, seconded by Wesley Cagle. The motion was carried by a vote of three ayes from Traci Skinner, Grace Malson, and Wesley Cagle, and two no votes from Thomas Silva and Casey Raboy.

E. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less, pending the Board President's approval.

F. Pending Agenda Items

1. School District Properties

G. Adjournment 6:52 p.m.

Traci Skinner

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees			
Name	Position	Effective Date	Site
Brown, Cassidy	Instructional Assistant	5/27/22	Lake Canyon
Garcia, Nicole	Teacher	6/9/22	Lake Canyon
Geach, Sienna	Instructional Assistant, Special Education	6/9/22	Vernon E. Greer
Gray, Shelby	Yard Supervisor	6/9/22	McCaffrey Middle
McFadyen, Meghan	Teacher	6/9/22	Lake Canyon
Molina, Daniel	Teacher	6/9/22	Marengo Ranch
Populis, Lily	Teacher	6/9/22	Marengo Ranch
Purcell, Jillian	Yard Supervisor	6/9/22	Valley Oaks
Robles-Estrada, Laura	Home Visitor	5/20/22	Fairsite
Sandoval Herrera, Andrea	Instructional Assistant, Bilingual	5/6/22	Fairsite
Stanley, Brenda (Retiring 17 Years)	Yard Supervisor	6/9/22	Marengo Ranch
Stetson, Sallie	Teacher	6/9/22	Lake Canyon

Leave of Absence Requests			
Name	Position	Effective Date	Site
Cruz, Susy	Instructional Assistant	4/25/22	Valley Oaks
Enriquez, Alicia	Instructional Assistant, Bilingual	5/10/22	Valley Oaks
Lopez, Ramona	Instructional Assistant, Special Education	4/25/22	Fairsite
Odell, Yvette	Secretary	5/6/22	Fairsite

New Hires/Status Change		
Name	Position	Site
Adame, Amanda	Yard Supervisor	Vernon E. Greer
Castillo, Carlos	Principal	McCaffrey Middle
Flores, Kathryn	Food & Nutrition District Clerk	District Office
Gray, Shelby	Yard Supervisor	McCaffrey Middle
Maldonado, Julie	Yard Supervisor	Vernon E. Greer
Powers, Elliot	Short Term Instructional Assistant, Special Education	Valley Oaks
Ramirez, Cynthia	Classified Substitute	N/A
Segovia, Nicole	Certificated Substitute	N/A



CONSENT CALENDAR

Donations

e. Donations

Lake Canyon

- Donors Choose donated books and art supplies valued at \$1,446.67 for Nicole Godinez's classroom
- PG&E Blackbaud Giving Fund donated \$300 for site use

River Oaks

- Costco UW Campaign by Frontstream donated \$136 for site use



CONSENT CALENDAR

Top Tier Transportation

f. Top Tier Transportation Services Agreement

The Transportation department continues to experience a driver shortage. The District currently has two vacancies and has had to cancel or combine routes until another driver is hired. Given the current nationwide bus driver shortage and the timeline it takes to train and certify drivers; we need to have a contract in place with Top Tier Transportation in order to train as many interested Bus Driver Trainees as we can timely.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement (the "Agreement") is made and entered into this **25th day of May, 2022** (the "Effective Date"), by and between the District (the "District") and Top Tier Transportation (the "Contractor").

1. **Contractor Services.** Contractor agrees to provide the following services for the District:

School Bus Driver training services including classroom training, pre-trip inspection training, behind the wheel training, and test preparation. Also includes documentation of training.

2. **Contractor's Qualifications.** Contractor warrants that they are qualified to perform the services herein and has in effect all valid licenses, permits, registrations, and has otherwise all legal qualifications to perform this Agreement.
3. **Term.** This Agreement shall be executed on **April 26th, 2022** and covers the period of **June 1, 2022** through **June 1, 2023**. The District may terminate this Agreement with a 30 day notice. Written notice by the District shall be sufficient to stop further performance of services by Contractor. In the event of early termination, the Contractor shall be paid for satisfactory work performed to the date of termination. The District may then proceed with any work-product, materials, and information completed by the Contractor in any manner the District deems proper.
4. **Payment.** For Training and consultation services, the District agrees to pay Contractor based on the following rates:

Original Classroom Training for Original Applicants: \$75 per hour
Behind-the-Wheel Training for Original Applicants: \$95 per hour + mileage (.58)
Pre-Trip Training for New Applicants: \$60 per hour + mileage (.58)
In-Service Training: \$60 per hour + mileage (.58)
Documentation/Compliance Maintenance: \$200 per month

The Contractor shall submit to the District a written invoice itemizing the hours completed, the dates on which the hours were completed, and a brief description of tasks completed.

The District agrees to pay the Contractor within thirty (30) days of receipt of an itemized invoice.

5. **Relationship of Parties.** Contractor is an independent contractor of the District and not an officer, employee, agent, partner, or joint venture of the District. Nothing in this Agreement shall be construed as creating an employer-employee relationship. The consideration set forth above shall be the sole payment due for services rendered. Payments to Contractor pursuant to this Agreement will be reported to federal and state taxing authorities as required. Contractor is solely responsible for all of Contractor's federal and state taxes, including withholding, social security, insurance, and other benefits.
6. **Successors and Assigns.** The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Contract without the prior written consent of the District. Nothing in this Agreement shall be construed to permit the assignment by Contractor of any of its rights, obligations, or duties hereunder to any third party without the District's prior written consent.

7. **Binding Effect.** This Contract shall inure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.
8. **Entire Agreement.** This Contract is intended by both parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
9. **Amendments.** The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both Contractor and District.
10. **Construction of Agreement.** The terms and provisions of this Contract shall be liberally construed to effectuate the purpose of this Contract. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Contract, no uncertainty or ambiguity shall be construed or resolved against either party under any rule of construction, including the party primarily responsible for the drafting and preparation of this Contract.
11. **Written Notice.** Written notice shall be deemed to have been duly served if delivered in person to the Contractor or member of the Contractor’s business for whom it was intended, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
12. **Execution of Other Documents.** Contractor and District shall cooperate fully in the execution of any and all other documents and/or any additional actions necessary to give full force and effect to the terms of this Agreement.
13. **Execution of Counterparts.** This Contract may be executed in counterparts, each of which shall constitute an original of the Contract. Signatures transmitted via portable document format (“pdf”) to other Parties to this Contract shall be deemed equivalent to original signatures on counterparts.

Executed at Fairfield, California, on the date and year first written above.

Contractor

District

Signature

Signature

Printed Name

Printed Name

Address, City, State, Zip Code

Requesting Department

Phone

Contact Person & Phone Number

Fed. Tax I.D. Number or Social Security Number



CONSENT CALENDAR

Dannis Woliver Kelley, Attorney's At Law, Agreement

g. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2022-23 Professional Services

The legal advice and counseling services contract continues with Dannis Woliver Kelley. The fees have increased slightly.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 13, 2022, by and between the Galt Joint Union Elementary School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

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

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2022, through and including June 30, 2024, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

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

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred seventy-five dollars (\$375) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred dollars (\$300) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty-five dollars (\$265) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) per hour for Paralegals and Law Clerks. The rate range for Gregory J. Dannis and Shareholder Emeritus shall be three hundred ninety-five dollars (\$395) to four hundred fifty dollars (\$450) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Mr. Dannis' hourly rate shall be \$450. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to Client and shall apply to all services rendered after such notice is given. Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for, or attending meetings with or for District, it may be necessary for Attorney to work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

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

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

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

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

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will complete fingerprinting and background check clearances as required by Education Code Section 45125.1 prior to commencing such services. Attorney further agrees to comply with applicable, prevailing state vaccine or testing requirements.

CONSENT TO USE OF E-MAIL AND CLOUD SERVICES. In order to provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such e-mail transmissions with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

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

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

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

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

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT


Lois Yount
Superintendent

Date

DANNIS WOLIVER KELLEY

Date: **May 12, 2022**

Date: **May 12, 2022**



Christian M. Keiner
Attorney at Law



Candace M. Bandoian
Attorney at Law

At its public meeting of _____, 2022, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.309 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Lois Yount	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.310 Board Action Regarding Stipulated Expulsion No. 21/22-05
Presenter: Lois Yount	Action Item: XX Information Item:



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.311 Board Consideration of Approval of Universal Prekindergarten Planning and Implementation Grant Program
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA’s governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

Definition of **Universal prekindergarten (UPK)**: *UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.*

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us	209-744-4545

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

N/A

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	72	63	80	100	120	140
CSPP (if applicable)	0	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	8	8	4	5	6	8
CSPP Classrooms	0	0	4	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	1	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	8	8	4	5	6	7
TK Teacher's Assistants	8	8	4	5	6	7

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	0	0	0	0	0	0
Other CSPP Classroom Staff (if applicable)	0	0	0	0	0	0
Early Education District-level staffing (if applicable)	0	0	1	1	1	1

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	25	35	45	55

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	0	0	25	35	45	55

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

UPK Vision:

In the Galt Joint Union Elementary School District, we believe that all languages and cultures are important. We will provide an inclusive Pre-Kindergarten educational opportunity that values and teaches multiculturalism, encourages bilingualism/biliteracy, and provides a high quality and well-rounded Prekindergarten program for our students to strengthen their self perception and identity, and prepare them for success in Kindergarten and beyond.

PreKindergarten Mission Statement:

Fairsite Elementary and Early Learning Center prepares our students and families to be Kindergarten-ready. Kinder Ready students are confident learners, are comfortable in a classroom setting, and have developed and demonstrated the following developmentally appropriate competencies:

- Academic: literacy, math, social studies and science skills;
- Language: expressive and receptive oral language skills, including communicating needs; asking and answering questions; vocabulary knowledge, including academic language; and listening comprehension;
- Social: ability to focus on and respond to instruction, communicate clearly, engage and get along with peers, demonstrate age-appropriate problem-solving skills, and be prepared to learn;
- Emotional: ability to identify and express feelings, act independently, and demonstrate appropriate behavior; and,
- Physical: display age appropriate gross and fine motor skills

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Service delivery models that will support UPK include CSPP full-day classes (for qualifying families) that offer child care until 3:00 p.m. and the Expanded Learning Program that offers childcare and enrichment from 11:30 a.m.-6:00 p.m.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

The UPK administrative structure provides for a .60 FTE Site Principal and a .20 FTE Assistant Principal. A 1.0 FTE Site Director, a 1.0 FTE School Readiness Coordinator are also on site to support and monitor the UPK program.

Site administration will work directly with the District's Expanded Learning Coordinator to ensure a seamless alignment between the school day and after school. A Community Outreach Coordinator will also support communication between families and the Expanded Learning Program.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Kuljeet Nijjar- UPK Site Administration, academic program, special education, multilingual programs
Laura Marquez- UPK Site Administration, academic program, multilingual programs
Veronica Valdovinos- UPK Site Director, early childhood
Monica Garcia- Bilingual Community Outreach, First 5 & JBMF partnerships
Donna Mayo-Whitlock - UPK Director, Community funding partnerships, workforce recruitment
Claudia Del Toro- Director of Human Resources, data collection, early literacy curriculum
Nicole Lorenz- Facilities

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

The director of UPK is the Director of Educational Services and serves the GJUESD at the cabinet level. The site administrators at the UPK campus also attend monthly district administrator meetings

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

The UPK model is included in the District's LCAP. Metrics and Actions for LCAP Goals #1 & #2 include UPK:

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

Metrics: Dual Language Learner Enrollment, % meeting Kinder readiness benchmarks, Family participation

Actions: PreK enrolment, school readiness services, prevention and intervention services, early reading, dual language immersion development

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

Metrics: attendance, CalSCHLs Survey, Expanded Learning participation

Actions: Strengths-based education, Expanded Learning Program, mental health services, Multi-Tiered Systems of Support

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

The UPK program will ensure the inclusion of students with disabilities in settings that will meet their social, emotional and IEP needs: 1) Full-inclusion program, 2) a special day class (SDC) with mainstreaming. All settings are staffed with credentialed teachers and trained support staff

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

The Expanded Learning Program will offer services on the UPK campus and the Expanded Learning Program Site Coordinator will be housed at Fairsite and will collaborate on a weekly basis with UPK administration and staff. The Community Outreach Coordinator will work with HeadStart and private childcare to build connections such as parenting education, expanded learning, health screenings and transition to elementary.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK stand-alone classes

CSPP stand-alone classes

Other [describe, open response]

Other District-Funded Preschool classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Part Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

A. Part-day TK classes will be offered to all children who meet the age requirements; The Expanded Learning Program will be offered after the part-day morning program to provide for a full-day on-campus experience

B. 2 full day and 2 Part-Day CSPP classes are offered to qualifying 3-4 yr olds; this is per our current CSPP contract. The Expanded Learning Program will be offered after the part-day morning program to provide for a full-day on-campus experience

C. 1 Migrant Education-funded part-day 3 year old class is offered to qualified students; this is per our migrant Education district Service Agreement

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

Four-year-old children who will not be enrolled in TK in the current school year

Three-year-old children

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

Maybe

- b. 2023–24 (Birthdays April 3 or after) [select one]

Maybe

- c. 2024–25 (Birthdays June 3 or after) [select one]

Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA’s UPK Plan prioritize parental needs and choices?

The District's UPK Plan prioritizes parental needs and choices in multiple ways:

1. TK for all qualifying 4 year olds that includes a dual language immersion option
2. CSPP classes that include a dual language immersion option
3. UPK offers an inclusive program for childrens ages 0-5 with special needs and works with families to determine the best setting
4. A home visiting program for dual language learners' ages 0-3 & families is offered.
5. The Expanded Learning Program will provide enrichment and childcare to students until 6:00 p.m., Monday through Friday
6. The School Readiness Center is located on campus and is open Monday through Friday from 8:00-3:00 for families to drop in and provide a wide range of school readiness services

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA’s UPK Plan?

The PreK Parent Advisory Committee and the Migrant Parent Advisory Committee meet monthly at the UPK campus. Families also have the opportunity to participate in a Parent Listening Circle as well as respond to parent surveys. The District advisory committees (DAC and ELAC) also provide feedback for UPK

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA’s attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

The District's UPK program at Fairsite collaborates with Sacramento County Office of Education (SCOE) early learning educators through Raising Quality Together (RQT) to serve private childcare providers and Early Head Start program with information, resources and the referral process at Fairsite. School Readiness staff also communicate with the Head Start program in Galt to support families.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

The Prevention and Intervention Coordinator at Fairsite works directly with SCOE specialists and Alta Regional Center to support with the transition for families with children with disabilities as they turn 3 years old. The UPK program at Fairsite serves children with a wide range of abilities and provides the program that best meets the needs for each child, ranging from full-inclusion to a special day class. Children with disabilities are prioritized for placement in the district's CSPP program, as well.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

Part-day A.M. Schedule

8:00-11:30 a.m.: UPK class time (multiple funding sources)

11:30-5:00 p.m. Expanded Learning Program (ELO-P funds)

Part Day P.M. Schedule

11:30-3:00 p.m. UPK class time (multiple funding sources)

3:00-6:00 p.m. Expanded Learning Program (ELO-P funds)

Full Day CSPP Schedule

8:00-3:00 p.m. CSPP Class time (CSPP funds)

3:00-5:00 p.m. Expanded Learning Program (ELO-P funds)

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

District English Learner Advisory Committee (DELAC)

District Advisory Committee

First 5 County Commission meetings

LCAP educational partners input sessions

Family or parent surveys

Special Education Local Plan Area (SELPA)

School Site Council

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

CSPP (on an LEA site)

LEA- or locally-funded preschool

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The GJUESD first posts all new or vacant positions "in-house" to current employees. The District also uses Edjoin to post, advertise and recruit both classified and certificated vacant positions to the public. Current CSPP and TK teachers are encouraged to apply for any vacant positions. The District also partners with San Joaquin County Office of Education' Teacher College to hire interns, when needed. A new partnership with SCOE is being established to assist current CSPP teachers to obtain their multiple subject credentials to teach TK.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

The District is part of the Sacramento County UPK Consortium and UPK Vision team to plan for UPK professional development (P.D.) opportunities for both classified, permitted and credentialed staff. The UPK staff at Fairsite also collaborate with SCOE's RQT staff to offer P.D.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:

- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
- b. What content will professional learning opportunities cover?

- i. Effective adult-child interactions
- ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)

Professional Learning across the District's P-3 continuum will be coordinated by the District's Curriculum department in collaboration and consultation with local stakeholders and outside contractors: Teachers On Special Assignment (TOSAs), SCOE, WestED, CA Association of Bilingual Education (CABE) Classified and Certificated Units

Key Areas of Planned Professional Learning include:

1. Professional Learning Area: Children’s literacy and language development
 - Grade Levels: PreK-3
 - by Role: Teachers, Instructional Assistants, Site Administrators
 - Content: Foundational Literacy, Preschool Learning Foundations
 - Facilitated By: TOSAs, SCOE, CORE, Benchmark
2. Professional Learning Area: Support for multilingual learners, including academic language language development and strategies for a bilingual classroom
 - Grade Levels: PreK-TK
 - by Role: Teachers, Site Director
 - Content: BeGLAD Guided Language Academic Language Development
 - Facilitated By: BeGLAD Coach
3. Professional Learning Area: Dual Language Immersion
 - Grade Levels: PreK- grade 3
 - by Role: Bilingual teachers, administrators, CSPP Site Director
 - Content: Planning for DLI implementation
 - Facilitated By: CABE Professional Learning Specialist
4. Professional Learning Area: Children’s social-emotional development
 - Grade Levels: PreK-3

- by Role: Teachers
- Content: Second Step Curriculum
- Facilitated By: PreK Site Director, District School Social Worker

5. Professional Learning Area: Developing home-school partnerships

- Grade Levels: PreK-TK
- by Role: Teachers
- Content: Academic Parent Teacher Teams (APTT)
- Facilitated By: WestEd

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

Provide advising on credential requirements and options for how to meet these requirements

Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Provide information on scholarship and grant opportunities

Provide advising on requirements and how to meet the requirements

Develop or work with an established mentorship program to support new TK teachers

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

Provide information on scholarship and grant opportunities

Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Ages & Stages Questionnaire (ASQ)

Desired Results Developmental Profile (DRDP)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Implicit bias and culturally- and linguistically-responsive practice

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Engaging culturally- and linguistically-diverse families

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

The District will continue to use current district-adopted curriculum. Houghton Mifflin "Big Day for PreK" for Preschool and Benchmark "Ready to Advance / Listos Y Adelante" for TK

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

TK teachers will receive P.D to implement Benchmark "Ready to Advance / Listos Y Adelante" in the fall 2022

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

To continue to support effective classroom organizational practices Fairsite UPK campus will continue to utilize the Environmental Rating Scale (the most widely used early childhood environment quality assessment) in the preschool classrooms and explore implementing it in the TK classes. To continue to build positive learning environments, preschool will continue to utilize CLASS, a quality improvement system for teaching that helps teachers focus, measure and improve classroom interactions...the principles of CLASS will also be shared with TK teachers.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

The TK and preschool programs will operate on the same campus, Fairsite Elementary and Early Learning Center. Schedules such as arrival/departure, recess, lunch, library and Makerspace will be aligned to create a cohesive prekindergarten program. Family engagement activities will be jointly planned, parent education classes will service all families on campus and the parent advisory committee shall have parent/guardian representatives from preschool as well as TK. Staff meetings and professional development training will also be inclusive of both preschool and TK teachers.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

The Prekindergarten program at Fairsite utilizes Universal Design for Learning practices that provide rich supports for learning, reduces barriers to the PreK curriculum and offers an inclusive environment to support children with disabilities. A variety of Instructional settings that provide specialized services include, 1) mainstreaming into general education classrooms for portions of the school day, 2) full inclusion with general education peers for the entire day, and 3) reverse inclusion practices that provide peer models in the special education classroom. Second Step, the district-wide social emotional curriculum, is used daily in all classrooms.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

All classrooms have at least one bilingual staff member and the school readiness center is staffed bilingually and provides a wide-range of family supports that include interpretation/translation, parent engagement opportunities, and resources. All preschool teachers have completed BeGLAD, a professional development model in the area of academic language acquisition and literacy. Ongoing coaching will continue to strengthen the BeGLAD strategies to specifically target and promote language skills, academic achievement, and cross-cultural skills. TK teachers will receive training and coaching in the 2022-23 school year. The UPK program also offers a Spanish/English dual language immersion program based on the three pillars of dual immersion 1) bilingualism and biliteracy, 2) high academic achievement for each student, in both program languages and, 3) sociocultural competence.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Preschool utilizes the tool required by State Preschool, The Desired Results Developmental Rating Profile (DRDP). The DRDP domains of development include:

- Approaches to Learning—Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- Cognition
- Physical Development—Health

Preschool and TK will also administer a kinder readiness assessment each trimester and offer the Ages and Stages developmental assessment to all children

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

Dual language program with a language allotment of 90/10 [open response for language offered]

English-only instruction with home-language support

Spanish and English Dual Immersion

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

Dual language program with a language allotment of 90/10 [open response for language offered]

English-only instruction with home-language support

Spanish and English Dual Immersion

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

Implement Universal Design for Learning

Provide adaptations to instructional materials

Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

Other [describe, open response]

The kindergarten Readiness Assessment (District tool)

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

Preschool and TK students will attend the Fairsite Elementary Early Learning Center which serves children and families with children ages 0-5 years old.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

Transportation for TK students living on the East side of Galt will be provided as well as for TK families living in the unincorporated areas outside of the town.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Universal breakfast and lunch will be served to all students

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

The Transitional Kindergarten program has been moved to the Fairsite Elementary Early Learning Center. This campus also offers Preschool, home visiting, a family resource center, the district's health office, District Migrant Education services, health screenings & speech screenings and English classes for families. All kindergarten through grade three early learning programs will remain on their current elementary sites.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

Yes

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Apparatus area

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

Transportation to and from the TK program

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No. The extended learning and care opportunities will be provided on-site.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Data analysis capacity building to support staff to refine enrollment projections based on community context

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Guidance on best practices for smooth transitions through the P–3 continuum

Considerations for TK early admittance

Adjusting classroom practices to support the district’s UPK model (for example, mixed-age classrooms)

Creating inclusive classrooms, including implementing Universal Design for Learning

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Effective adult-child interactions

Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Implicit bias and culturally- and linguistically-responsive practice

Engaging culturally- and linguistically-diverse families

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Classroom observations and demonstration lessons with colleagues

Workshops with external professional development providers

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Using differentiated groups that include individual, small, and large group experiences

Considering the structure of the daily routine to enhance individual and group learning experiences

Integrated English language development

Supporting students' home language and English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Strategies to address transportation issues related to UPK access and enrollment

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes 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.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?

None at this time.

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

Yes the District will maintain ongoing leadership communication and planning that includes a focus on effective P-3 articulation. Leadership teams include: site administrator meetings, certificated bargaining unit meetings, site leadership teams, dual language immersion district leadership team, Sacramento County Office of Education (SCOE) collaboratives

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

Teachers are provided with weekly PLC time to meet with their grade level teams. Opportunities will be provided for PLC time between with the grades level above and below. TK teachers will also meet with their preschool and kindergarten colleagues at least once every trimester.

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

Planning in progress

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Planning in progress

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

The district is currently working with SCOE's Early Educator Teacher Development department and the San Joaquin Teachers' College to recruit multilingual educators. The District offers a \$5,000 signing bonus to attract bilingual teachers to the district, as well as an annual stipend to teach in a DLI class,

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Planning in progress

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

Planning in progress

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

The District is currently developing a dual language immersion master plan that includes a timeline for the expansion of the DLI program that will open in the 2022-23 school year at the PreK level. The DLI program will add one additional grade level each year. Milestones include:

- Opening 2 DLI classes at PreK 2022-23
- Opening of 2 kinder DLI classes in 2023-24
- Offering 2 classes at each grade level PreK through grade 3 by 2026-27
- Expanding to middle school at 7th grade by 2030-31

Annual evaluation of parent and community interest to expand the DLI program at a second site will be explored

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

All Preschool and TK students will receive a break and lunch through the universal meal program. Students in the afterschool expanded learning program will also receive a "supper. In 2022-23 the meals will be prepared at another elementary site and transported to the Fairsite. As TK expands to serve more children, the District will explore re-opening the kitchen at Fairsite to prepare and serve food in the cafeteria on campus.

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

Planning in process

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

The provisions of the Multi-Tiered Systems of Support (MTSS) are already established at Fairsite Elementary Early Learning Center. The District's Prevention and Intervention Coordinator is the administrator on site and also coordinates the MTSS process. Fairsite also has two speech and language pathologists, a .25 Psychologist and three 1.0 FTE special education teachers. Full inclusion and mainstreaming opportunities for children with disabilities support the least restrictive environment. The District's behavior analyst and registered behavior technicians also work with staff, students and families with positive systems of support

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

The District's Student Information System already fully operative and integrated at the preschool and TK grade levels



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.312 Board Consideration of Approval of GJUESD Bus Driver Trainee Agreement and Salary
Presenter: Nicole Lorenz	Action Item: XX Information Item:

The Transportation department continues to experience a driver shortage. The District currently has two vacancies and has had to cancel or combine routes and pay contractors until another driver is hired.

The District currently reimburses first-year school bus drivers up to \$500 for the costs incurred to obtain their school bus certificate and license after their first year of service and offers a one-time tiered signing bonus in the first year of service.

Given the current nationwide bus driver shortage, the District, upon approval of the Board, would pay school bus driver trainees minimum wage for the time spent in training (up to 80 hours). The minimum wage is currently \$15 an hour.

Upon successfully completing all requirements, a twelve-month commitment is required as a school bus driver for either the Galt Joint Union Elementary or Galt Joint Union High School District if an open permanent position exists in either District.

Fiscal Impact: \$1,333 per trainee

Board approval is recommended.

Bus Driver Trainee Agreement

This agreement is between the Galt Joint Union Elementary School District (GJUESD) and _____, a Bus Driver Trainee, employed with the district to complete an 80 hour School Bus Driver Trainee Program designed to prepare and train individuals for full licensure and certification as a qualified candidate to be a School Bus Driver in the State of California.

_____, a Bus Driver Trainee will be paid minimum wage for the time spent in training (up to 80 hours).

_____, a Bus Driver Trainee agrees to, upon successful completion of all requirements, a twelve month commitment as a school bus driver for either the Galt Joint Union Elementary or Galt Joint Union High School District if an open permanent position exists in either district.

Signature - Bus Driver Trainee

Date

Signature - Superintendent/Designee

Date



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.313 Board Consideration of Approval of Agreement Between the Galt Joint Union Elementary School District and Bobo Construction Inc. for Greer Elementary Classroom Sinks Project
Presenter: Lois Yount	Action Item: XX Information Item:

This summer the District plans to install sinks and cabinetry in 16 portable classrooms at Greer Elementary School. The District advertised this design-build project for one month. Bobo Construction Inc. successfully submitted the required bid documents and was the lowest bid.

The District recommends Board approval to award the Greer Elementary School Classroom Sinks Project to General Contractor, Bobo Construction Inc.

Construction Timeline: June 9, 2022 - August 1, 2022

Construction Cost: \$558,000

Inspector of Record: Kent Brandon

Architect of Record: Derivi Castellanos Architects (DCA)

Funding Source: ESSER III

AGREEMENT

THIS AGREEMENT, dated the 25th day of May, 2022, in the County of Sacramento, California, (representing the State Allocation Board, State of California) by and between the Galt Joint Union Elementary School District, hereinafter referred to as "DISTRICT" or "OWNER" and Bobo Construction Inc., hereinafter referred to as "CONTRACTOR"

WITNESSETH:

That the DISTRICT and the CONTRACTOR, for the consideration stated herein, agree as follows:

1. Contract:

The complete Contract includes all of the Contract documents, including the Notice to CONTRACTOR's Calling For Bids, Information for Bidders, Bid Form, Designation of Subcontractors, Information Required of Bidder, CONTRACTOR Prequalification Documents if required, CONTRACTOR's Certificate Regarding Workers' Compensation, Change Order Form, Shop Drawing Transmittal Form, Non-Collusion Declaration, Drug-Free Workplace Certification, Criminal History Clearance Certificate, Disabled Veteran Business Enterprises Documentation, Guarantee, Performance Bond, Payment Bond, Insurance Policies as required, Asbestos and Other Hazardous Materials Certification, Lead Based Paint Certification, General Conditions, Special Conditions if any, Plans, Drawings, Specifications, this Agreement, and all modifications and Addenda thereto, and by this reference are incorporated herein. The Contract documents are complementary, and what is called for by any one shall be as binding as if called for by all.

2. Statement of Work:

CONTRACTOR shall perform that work designated in CONTRACTOR's Bid Form that constitutes at least 15% of the total work, exclusive of supervisory and clerical work, without the services of any Subcontractor. CONTRACTOR shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide and furnish all the labor, materials, necessary tools, expendable equipment, and all utility and transportation services as described in the complete Contract and required for the public works project described as follows: Greer Elementary Classroom Sinks Project in accordance with drawings and specifications prepared by PBK Architects. All of said work to be performed and materials to be furnished shall be completed in a good workmanlike manner in strict accordance with the Plans, Drawings, Specifications and provisions of the complete Contract as herein above defined. The CONTRACTOR shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the CONTRACTOR shall not be excused with respect to any failure to so comply by any act or omission of the Architect, Engineer, Inspector, Division of the State Architect, or representative of any of them, unless such act or omission actually prevents the CONTRACTOR from fully complying with the requirements of the documents, and unless the CONTRACTOR protests at the time of such alleged prevention that the act or omission is preventing the CONTRACTOR from fully complying with the Contract documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT office within three (3) working days of the date of occurrence of the act or omission preventing the CONTRACTOR from fully complying with the Contract documents. Each subcontract shall contain all of the termination provisions set forth in the Contract, which shall be applicable to all work performed by Subcontractors.

3. Compensation:

DISTRICT shall pay to the CONTRACTOR, as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract documents, the sum of five hundred fifty-eight thousand dollars, \$558,000 said sum being the total amount of the following amounts stipulated in the bid.

4. Time For Completion:

The CONTRACTOR shall prosecute the Work in a prompt, diligent and workmanlike manner. The work shall be commenced on or about the date stated in the DISTRICT's Notice to Proceed and shall be completed as follows:

Constriction shall start June 9, 2022 with Final Completion due August 1, 2022. CONTRACTOR shall also meet any milestone deadlines stated in the Special Conditions or other Contract Documents. Said Notice shall not require that work be commenced less than five (5) calendar days from the date of issuance and receipt of said notice. CONTRACTOR acknowledges that it shall be liable for liquidated damages if the project is not timely completed.

5. Liquidated Damages:

Time is of the essence in this Agreement. If the work is not completed in accordance with Paragraph 4 above, it is understood that the DISTRICT will suffer damage. It being impractical and infeasible to determine the amount of actual damage, in accordance with Government Code section 53069.85 and Public Contract Code section 7203 it is agreed that CONTRACTOR shall pay to DISTRICT as fixed and liquidated damages, and not as a penalty, the sum of Two Thousand Five Hundred Dollars (\$2,500) for each calendar day of delay until work is completed and accepted, as well as any other liquidated damages stated in the Special Conditions or other Contract Documents. This amount shall be deducted from any payments due to or to become due to CONTRACTOR. CONTRACTOR and CONTRACTOR's surety shall be liable for the amount thereof. Written time extensions may be granted by the DISTRICT upon prior written request for such extension by CONTRACTOR.

6. Indemnification:

The CONTRACTOR agrees to and does hereby indemnify and hold harmless the DISTRICT, its officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising under either (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR upon or in connection with the work called for in this Agreement, except for liability resulting from the sole negligence or willful misconduct of the DISTRICT, its officers, employees, agents or independent CONTRACTORS who are directly employed by the DISTRICT.
- (b) Any injury to or death of persons or damage to property caused by any act, neglect, default or omission of the CONTRACTOR, or any person, firm, or corporation employed by the CONTRACTOR, either directly or by independent Contract, including all damages due to loss or theft, sustained by any person, firm or corporation, including the DISTRICT arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off school district property, if the liability arose from the negligence or willful misconduct of anyone employed by the CONTRACTOR, either directly or by independent Contract, and not by the active negligence of the DISTRICT.

The CONTRACTOR, at CONTRACTOR's own expense, cost (including attorney's fees), and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its officers, agents or employees, or any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

8. Copies of Drawings and Specifications:

Electronic copies of drawings and specifications will be furnished free of charge to CONTRACTOR. Additional hard copies may be obtained at cost of reproduction by Contractor.

9. Required Number of Executed Copies:

The number of executed copies of the Agreement, the CONTRACTOR's Certificate, the Performance Bond and the Payment Bond required is one.

10. Inspector's Field Office is _____ square feet of floor area.

11. Substitution of Securities:

Pursuant to Section 22300 of the Public Contract Code, the Contract permits the substitution of securities for any monies withheld by the DISTRICT to ensure performance under the Contract. At the request and expense of the CONTRACTOR, securities equivalent to the amount withheld shall be deposited with the DISTRICT, or with a state or federally chartered bank in California as the escrow agent, who shall then pay such monies to the CONTRACTOR. Upon satisfactory completion of the Contract, the securities shall be returned to the CONTRACTOR. Alternatively, the CONTRACTOR may request and the DISTRICT shall make payment of retention earned directly to the escrow agent at the expense of the CONTRACTOR.

Securities eligible for investment under this section shall include those listed in Section 16430 of the Government Code, or bank or savings and loan certificates of deposit. The CONTRACTOR shall be the beneficial owner of any securities substituted for monies withheld and shall receive any interest thereon.

12. Prevailing Wage Compliance

This Contract is subject to monitoring and enforcement of prevailing wage requirements by the Labor Commissioner of the Department of Industrial Relations as set forth in Chapter 1 of Part 7 of Division 2 of the California Labor Code (commencing at section 1720) and the accompanying regulations at Subchapter 4.5 of Chapter 8 of Division 1 of Title 8 of the California Code of Regulations. The DISTRICT, the CONTRACTOR, and any Subcontractors shall comply with the laws and regulations governing payment of prevailing wages.

Labor Code section 1725.5 requires that all contractors and subcontractors bidding on Public Works Construction Projects be registered with the Director of Industrial Relations (DIR) prior to submitting a bid and pay an annual fee to the DIR. Additional information is available on the DIR's website at <http://www.dir.ca.gov/Public-Works/PublicWorks.html>. An awarding body may not accept a bid or enter into a contract for public work with an unregistered contractor.

The Director of the Department of Industrial Relations of the State of California has determined the general prevailing rate of wages of per diem wages in the locality in which the work is to be performed for each craft or type of worker needed to execute the Contract which will be awarded to the successful bidder. Copies of the applicable prevailing wage rate determinations are made available to the awarding

BID FORM

TO: GALT JOINT ELEMENTARY SCHOOL DISTRICT, acting by and through its Governing Board, herein called the "DISTRICT":

1. Pursuant to your Notice to Contractors Calling for Bids and the other documents relating thereto, the undersigned bidder, having become familiarized with the terms of the complete contract, as defined in the Agreement, the local conditions affecting the performance of the contract and the cost of the work at the place where the work is to be done, hereby proposes and agrees to be bound by all the terms and conditions of the complete contract and agrees to perform, within the time stipulated, the contract, including all of its component parts, and everything required to be performed, and to provide and furnish any and all of the labor, materials, tools, expendable equipment, and all applicable taxes, utility and transportation services necessary to perform the contract and complete in a good workmanlike manner all of the work required, including sheeting, shoring and bracing, or equivalent method for protection of life and limb in trenches and open excavation in conformance with applicable safety orders, in connection with the following:

Project: Greer Elementary School Classroom Sinks Projects

Located at: 248 West A Street, Galt, CA 95632

all in strict conformity with the complete contract as defined in the Agreement, prepared therefore and now on file at the office of: Galt Joint Union Elementary School District, 1018 C Street, Suite 210, Galt, CA. 95632 for the sum of:

Total Bid before Allowances:	\$ <u>558,000⁰⁰</u>
Allowance:	\$ <u>Ø</u>
Total Base Bid (including Allowance(s)):	\$ <u>558,000⁰⁰</u>

Total:

five hundred fifty eight thousand DOLLARS

Base bid to include all Work indicated in drawings and narratives.

Provide price to add/deduct the following work.

Alternates:

None.

The undersigned hereby acknowledges receipt of, and is familiar with the contents of, the following Addenda, and the undersigned warrants that all costs therefore are included in this proposal:

Addendum No. 1 dated 4/18/2022

Addendum No. _____ dated _____

Addendum No. _____ dated _____

Addendum No. _____ dated _____

1. Each individual bid term shall be determined from visiting the work site, reviewing the plans and specifications, and all other portions of the contract documents, and shall include all items necessary to complete the work, including the assumption of all obligations, duties, and responsibilities necessary for the successful completion of the contract and the furnishing of all materials and equipment required to be incorporated in and form a permanent part of the work: tools, equipment, supplies, transportation, facilities, labor, superintendence, and services required to perform and complete the work; and bonds, insurance as required by the Contract and submittals; all as per the requirements of the contract documents, whether or not expressly listed or designated.

2. It is understood that the DISTRICT reserves the right to reject this bid and that this bid shall remain open and not be withdrawn for the period specified in the Notice to Contractors Calling for Bids.

3. The required list(s) of proposed subcontractors is attached hereto, and the undersigned represents and warrants that such list(s) is complete and in compliance with the Subletting and Subcontracting Fair Practices Act.

4. The required Non-Collusion Declaration is hereto attached.

5. The required bid security is hereto attached.

6. The required Contractors Certificate Regarding Workers' Compensation is hereto attached.

7. The Information Required of Bidder is attached hereto.

8. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a contract in the form attached hereto in accordance with the bid as accepted, and that the undersigned will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond as specified, all within the five (5) calendar days after receipt of notification of award, and that the work under the contract shall be commenced by the undersigned bidder, if awarded the contract on the date to be stated in the DISTRICT'S Notice to Proceed delivered to the Contractor, and shall be completed by the Contractor in the time specified in the contract documents.

9. Communications conveying acceptance of bids, requests for additional information or other correspondence should be addressed to the undersigned at the address stated below.
9722 Kent Street, Suite A, Elk Grove, CA 9624

10. The name of all persons interested in the foregoing proposal as principals are as follows:
Bobo Construction, Inc. Chris Bobo - President Austin Bobo - Vice President
Caryl Nicholas - Secretary Travis Nicholas - Treasurer

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state legal name of corporation, also names of the president, secretary, treasurer, and manager thereof; if a partnership, state true name of firm, also names of all individual partners composing firm; if bidder or other interested person is an individual, state first and last name in full.)

11. In submitting this bid, the bidder offers and agrees that if the bid is accepted, it will assign to DISTRICT all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Section 15) or under the Cartwright Act (Business & Professions Code Section 16700 et seq.) arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment.

12. If the bidder is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and is in good standing in the State of California and that Austin Bobo whose title is Vice President is authorized to act for and bind the corporation.

13. It is understood and agreed that, should bidder fail or refuse to return executed copies of the Agreement, Contractor's Certificate, Certification of Insurance as required, and required bonds to the DISTRICT within five (5) days of actual notice of the award of the contract to bidder, the security may be forfeited to the DISTRICT as liquidated damages.

14. The undersigned hereby warrants that the bidder has an appropriate license, in accordance with the act providing for the licensing of contractors, License No. 183537, Class A, B; that such license entitles the bidder to provide the work; that such license will be in full force and effect throughout the duration of performance under this contract; and that any and all subcontractors to be employed will have appropriate licenses. The undersigned hereby warrants that the bidder is registered with the DIR, Registration No. 1000000906, and proof of registration is submitted with this bid.

15. The bidder hereby certifies that it is, and at all times during the performance of work hereunder shall be, in full compliance with the provisions of the Immigration Reform and Control Act of 1986 ("IRCA") in the hiring of its employees, and the bidder shall indemnify, hold harmless and defend the DISTRICT against any and all actions, proceedings, penalties or claims arising out of the bidder's failure to comply strictly with the IRCA.

16. It is understood and agreed that the CONTRACTOR, as well as all subcontractors will adhere to and comply with all statutes and regulations pertaining to monitoring and enforcement of prevailing wage requirements by the Department of Industrial Relations.

17. It is understood and agreed that if, requested by the DISTRICT, the bidder shall furnish a notarized financial statement, references, and other information sufficiently comprehensive, to permit an appraisal of its current financial condition.

The undersigned hereby declares that all of the representations of this bid are made under penalty of perjury under the laws of the State of California.

Individual Contractor Name: _____
Signed by: _____
Business Address: _____
Date: _____

Partnership Name: _____
Signed by: _____, Partner
Business Address: _____
Date: _____
Other Partners: _____

Corporation Name: Bobo Construction, Inc.
(a California Corporation¹)
Business Address: 9722 Kent Street, Suite A
Elk Grove, CA 95624
Signed by: [Signature] Chris Bobo President, Dated: 4/28/2022
Signed by: [Signature] Carly Nicholas Secretary, Dated: 4/28/2022

[Seal and Attest]

Business Address: 9722 Kent Street, Suite A, Elk Grove, CA 95624

A corporation receiving the award shall furnish evidence of its corporate existence and evidence that the officer signing the Agreement and Bonds is duly authorized to do so.

Joint Venture Name: _____
Signed by: _____ Joint Venture
Business Address: _____
Date: _____

Other Parties to Joint Venture:

If an individual: _____
(Signed)

Doing Business as: _____

If a Partnership: _____

Signed by: _____, Partner

If a Corporation: _____

(a _____ Corporation)

By: _____ Date: _____

Title: _____ Seal and Attest)

DESIGNATION OF SUBCONTRACTORS

In compliance with the Subletting and Subcontracting Fair Practices Act (Chapter 4, commencing at Section 4100, Division 2, Part 1 of the Public Contract Code of the State of California) and any amendments thereof, each bidder shall set forth below: (a) the name and the location of the place of business of each subcontractor who will perform work or labor or render service to the prime contractor in or about the construction of the work or improvement to be performed under this contract or a subcontractor licensed by the State of California who, under subcontract to the prime contractor, specially fabricates and installs a portion of the work or improvement according to detailed drawings contained in the plans and specifications in an amount in excess of one-half of one percent of the prime contractor's total bid; (b) the designation of those subcontractors who will be used by the prime contractor to fulfill minority (MBE), women (WBE) and disabled veteran business enterprise (DVBE) participation goals; and (c) the portion of the work which will be done by each subcontractor under this Act. The prime contractor shall list only one subcontractor for each such portion as is defined by the prime contractor in this bid. The successful prime contractor shall provide the District within ten (10) days from notification of award a complete list of all subcontractors named below, including license numbers, classifications and expiration dates.

If a prime contractor fails to specify a subcontractor or if a prime contractor specifies more than one subcontractor for the same portion of work to be performed under the contract in excess of one-half of one percent of the prime contractor's total bid, the prime contractor shall be deemed to have agreed that it is fully qualified to perform that portion, and that said prime contractor alone shall perform that portion.

No prime contractor whose bid is accepted shall (a) substitute any subcontractor, (b) permit any subcontract to be voluntarily assigned or transferred or allow it to be performed by any one other than the original subcontractor listed in the original bid, or (c) sublet or subcontract any portion of the work in excess of one-half of one percent of the prime contractor's total bid as to which the original bid did not designate a subcontractor, except as authorized in the Subletting and Subcontracting Fair Practices Act. Subletting or subcontracting of any portion of the work in excess of one-half of one percent of the prime contractor's total bid as to which no subcontractor was designated in the original bid shall only be permitted in cases of public emergency or necessity, and then only after a finding reduced to writing as a public record of the authority awarding this contract setting forth the facts constituting the emergency or necessity.

No contractor or subcontractor may be awarded a contract for public work on a public works project (awarded on or after April 1, 2015) unless registered with the Department of Industrial Relations pursuant to Labor Code section 1725.5. All listed subcontractors' registration numbers must be included in this document.

Note: If alternate bids are called for and bidder intends to use a different or additional subcontractor on the alternates, a separate list of subcontractors must be provided for each such alternate.

DESIGNATION OF SUBCONTRACTORS

Portion of Work to be Performed and Portion Designation as M/W/DVBE	Name of Sub-bidder or Fabricator	Location of Place of Business	Contractor's License Number	DIR#
CASEWORK	Fremont	Klamath Falls, OR	249756	100000246
Plumbing	Bender	Elk Grove	673938	1000001518
Site work	Rock Morgan	Ione	775301	10000014371 MR 1000014371

NON-COLLUSION DECLARATION
TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

The undersigned declares:

1. I am the Vice President of Bobo Construction, Inc. the party making the foregoing bid.
Title Bidder Name
2. The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation.
3. The bid is genuine and not collusive or sham.
4. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding.
5. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder.
6. All statements contained in the bid are true.
7. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 4/28/2022

Date 4/28/22

at Elk Grove, CA
City State


Signature

Austin Bobo, Vice President
Name Printed or Typed

9722 Kent Street, Suite A, Elk Grove, CA 95624
Address

916-383-7777
Telephone Number

CONTRACTOR'S CERTIFICATE REGARDING WORKERS' COMPENSATION
TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

Labor Code Section 3700

"Every employee except the state shall secure the payment of compensation on one or more of the following ways:

- (a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation in this state.
- (b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure, and to pay any compensation that may become due to his employee.
- (c) For any county, city, city and county, municipal corporation, public district, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before May 31, 1979, a political subdivision of the state which, on December 31, 1978, was insured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702."
- (d) Upon request for certified payroll records, the contractor shall supply one original (8 1/2 x 11 sheets) and three copies. The contractor shall obliterate the identity of social security numbers of all employees.
- (e) The Contractor agrees to comply with Labor Code Sections 1774 and 1775 (Payment of Prevailing Wage Rates) and Labor Code Section 1777.5, placing the responsibility for compliance with the statute for all apprenticeable occupations on the prime contractor. The Contractor shall comply with the requirements imposed by California Labor Code Sections 1720 through 1815 regarding public works projects and prevailing wage law.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the code, and I will comply with such provisions before commencing the performance of the work of this contract.

Bobo Construction, Inc.

(Proper Name of Contractor)

By Austin Bobo, Vice President



(Signature of Contractor)

Bid No. _____
137813v1 / GAJUSD.45

In Accordance with Article 5 (commencing at Section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under this contract.)

Bid No. _____
137813v1 / GAJUSD.45

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 16

AUTHORIZING THE FILING OF DOCUMENTS UNDER THE STATE SCHOOL FACILITY PROGRAM – APPLICATIONS RECEIVED BEYOND BOND AUTHORITY LIST

WHEREAS, the Board of Education has determined that school facilities within the Galt Joint Union Elementary School District within Sacramento County need to be modernized and/or constructed; and

WHEREAS, the State Allocation Board has established an “Applications Received Beyond Bond Authority List” for projects that have been received.

Pursuant to Title 2, California Code of Regulations Section 1859.95.1, the School Board of Galt Joint Union Elementary School District hereby acknowledges the following:

- (1) The Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on the following applications:
 - River Oaks Elementary School - Modernization
- (2) The Board acknowledges that the State of California is not expected nor obligated to provide funding for the projects and the acceptance of the applications does not provide a guarantee of future State funding.
- (3) The Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the applications being submitted.
- (4) The Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district’s Approved Application may be returned.
- (5) The Board acknowledges that they are electing to commence any pre-construction or construction activities at the district’s discretion and that the State is not responsible for any pre-construction or construction activities.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Galt Joint Union Elementary School District acknowledges the requirements for the submittal of documents under the State School Facility Program pursuant to Title 2, California Code of Regulations Section 1859.95.1.

PASSED AND ADOPTED by the Galt Joint Union Elementary School District Board of Education on, May 25, 2022, by the following vote:

Ayes:

Noes:

Abstain:

Absent:

I, _____, Clerk of the Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of a resolution accepted by said Board at a regular meeting held at its regular place of meeting by the vote above stated, which resolution is on file in the office of the said Board.

Clerk of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: May 25, 2022	Agenda Item: 212.314 Board Consideration of Approval of Resolution No. 16; Authorizing the Filing of Documents Under the State School Facility Program- Applications Received Beyond Bond Authority List
Presenter: Lois Yount	Action Item: XX Information Item:

The Office of Administrative Law approved emergency regulations on November 1, 2012 that impacted how the Office of Public School Construction (OPSC) will process applications received after existing bond authority is no longer available for New Construction and Modernization applications. These regulations establish a State Allocation Board (SAB) acknowledged list for projects that are received by OPSC after bond authority is exhausted. The list is called the "Applications Received Beyond Bond Authority List." Applications placed on this list will only undergo an intake review to ensure all of the required documents have been submitted, but will not be fully processed by the OPSC nor presented to the SAB for approval.

All New Construction application received after September 12, 2018 and all Modernization applications received after February 28, 2019 will be subject to the regulations and processing procedures, as approved by the SAB on September 17, 2012.

A new construction or modernization application package received after the dates outlined above must include a school board resolution that includes several acknowledgements, as specified in regulation section 1859.95.1.

Approved Applications will be placed on the "Applications Received Beyond Bond Authority List" in the order of date received. ***This list will be presented to the SAB for acknowledgement, but not approval.*** Because the applications will not be fully processed for final grant determination, the project funding amounts on the list will be estimates only and would likely be different if finalized.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 16

AUTHORIZING THE FILING OF DOCUMENTS UNDER THE STATE SCHOOL FACILITY PROGRAM – APPLICATIONS RECEIVED BEYOND BOND AUTHORITY LIST

WHEREAS, the Board of Education has determined that school facilities within the Galt Joint Union Elementary School District within Sacramento County need to be modernized and/or constructed; and

WHEREAS, the State Allocation Board has established an “Applications Received Beyond Bond Authority List” for projects that have been received.

Pursuant to Title 2, California Code of Regulations Section 1859.95.1, the School Board of Galt Joint Union Elementary School District hereby acknowledges the following:

- (1) The Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on the following applications:
 - River Oaks Elementary School - Modernization
- (2) The Board acknowledges that the State of California is not expected nor obligated to provide funding for the projects and the acceptance of the applications does not provide a guarantee of future State funding.
- (3) The Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the applications being submitted.
- (4) The Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district’s Approved Application may be returned.
- (5) The Board acknowledges that they are electing to commence any pre-construction or construction activities at the district’s discretion and that the State is not responsible for any pre-construction or construction activities.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Galt Joint Union Elementary School District acknowledges the requirements for the submittal of documents under the State School Facility Program pursuant to Title 2, California Code of Regulations Section 1859.95.1.

PASSED AND ADOPTED by the Galt Joint Union Elementary School District Board of Education on, May 25, 2022, by the following vote:

Ayes:

Noes:

Abstain:

Absent:

I, _____, Clerk of the Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of a resolution accepted by said Board at a regular meeting held at its regular place of meeting by the vote above stated, which resolution is on file in the office of the said Board.

Clerk of the Board of Education



Board Meeting Agenda Item Information

<p>Meeting Date: May 25, 2022</p>	<p>Agenda Item: 212.315 First Reading of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB):</p> <p><u>Business Services:</u></p> <ul style="list-style-type: none"> – BP/AR 3230 Federal Grant Funds – BP/AR 4141.6/4241.6 Concerted Action/Work Stoppage <p><u>Educational Services:</u></p> <ul style="list-style-type: none"> – BP/AR 5111 Admission – BP/AR/E 6173 Education for Homeless Children <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> – BP/AR 6143 Courses of Study <p><u>Superintendent:</u></p> <ul style="list-style-type: none"> – BP 4030 Non-discrimination in Employment – BB 9322 Agenda/Meeting Materials
<p>Presenter: Lois Yount Donna Mayo Whitlock Nicole Lorenz Claudia Del Toro-Anguiano</p>	<p>First Reading: XX</p> <p>Information Item:</p>
<p>This is a first reading of the following CSBA sample Board Policies (BP), Administrative Regulations (ARs), and Board Bylaw (BB).</p> <p><u>Business Services:</u></p> <ul style="list-style-type: none"> – BP/AR 3230 Federal Grant Funds – BP/AR 4141.6/4241.6 Concerted Action/Work Stoppage <p><u>Educational Services:</u></p> <ul style="list-style-type: none"> – BP/AR 5111 Admission – BP/AR/E 6173 Education for Homeless Children <p><u>Curriculum:</u></p> <ul style="list-style-type: none"> – BP/AR 6143 Courses of Study <p><u>Superintendent:</u></p> <ul style="list-style-type: none"> – BP 4030 Non-discrimination in Employment – BB 9322 Agenda/Meeting Materials 	

Policy 3230: Federal Grant Funds

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received
2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329
3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest
4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes
5. Comparison of actual expenditures with budgeted amounts for each federal award
6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305
7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

The district shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

Regulation 3230: Federal Grant Funds

Status: DRAFT

Original Adopted Date: Pending

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. The Superintendent or designee shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 120 calendar days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.344)

Procurement

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.327 and Appendix II of Part 200, and with any applicable state bidding or procurement law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold established by the district in accordance with 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.
4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is

most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (2 CFR 200.318)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.214)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.327)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

Conflict of Interest

Governing Board members, district employees, and other district representatives shall not participate in the selection, award, or administration of a contract supported by federal funds if they have a real or apparent conflict of interest, such as when they or a member of their immediate family, their partner, or an organization which employs or is about to employ any of them has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

Persons involved in the selection, award, or administration of a contract supported by federal funds shall be subject to discipline for any violation of conflict of interest standards. (2 CFR 200.318)

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project.

Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds shall document the amount of time they spend on grant activities. Such records shall be incorporated into the official records of the district and shall be subject to a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated in accordance with 2 CFR 200.430. (2 CFR 200.430)

Salaries and wages of employees whose salary is paid with state or local funds but are used to meet a cost-sharing or matching requirement of the federal grant shall be documented in the same manner as salaries and wages claimed for reimbursement under a federal grant. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.334, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.334)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is

invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Policy 4141.6: Concerted Action/Work Stoppage

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that prevents disruption to school operations and minimizes impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive educational services to which they are entitled. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.

Policy 4141.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that does not disrupt school operations or impact student achievement.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

The Board recognizes that advance planning is necessary to ensure that students receive the education to which they are entitled in the event of a work slowdown, sickout, strike, or other concerted activity by employees. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1100 - Communications with the Public)

(cf. 1112 - Media Relations)

(cf. 9000 - Role of the Board)

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, employees in the nonstriking unit, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Suspension/Disciplinary Action)

Regulation 4141.6: Concerted Action/Work Stoppage

Status: DRAFT

Original Adopted Date: 02/27/2008

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning. At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees
2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain essential services and to ensure the safety of students and staff
3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate
4. Internal communications among district staff and the Board during a work stoppage
5. Plans for obtaining and paying for the services of and communicating with temporary or substitute employees
6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits
7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons
8. Equipment and supply needs
9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events
10. Contingency plans for transportation
11. Contingency plans for the provision of food services
12. Identification of outside resources who may be called upon to help with school operations
13. Coordination with law enforcement and other agencies
14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members
15. Provisions for safe, effective board meetings
16. Cost estimates for the various strategies to be implemented during a work stoppage

17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization
18. Continuation of negotiations during a work stoppage
19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. (Government Code 3141-3142)

"Authorized strike" means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by unrepresented employees. (Government Code 3141)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, the employee shall be entitled to continued payment as long as the employee remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

Regulation 4141.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 02/27/2008

Maintenance of District Operations

At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

(cf. 4113 - Assignment)

(cf. 4121 - Temporary/Substitute Personnel)

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

(cf. 6111 - School Calendar)

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/ guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees

2. Criteria for keeping schools open during a work stoppage including potential costs, availability of qualified substitutes or other staffing, the ability to maintain the quality of the educational program and other essential services, and the ability to ensure the safety of students and staff

3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate

4. Internal communications among district staff and the Board during a work stoppage

5. Plans for obtaining, paying and communicating with temporary or substitute employees

6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.2/4261.2/4361.3 - Personal Leaves)

(cf. 4261.1 - Personal Illness/Injury Leave)

7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons

(cf. 1100 - Communications with the Public)

(cf. 1112 - Media Relations)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

8. Equipment and supply needs

9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events

(cf. 6145 - Extracurricular and Cocurricular Activities)

10. Contingency plans for transportation

(cf. 3541 - Transportation Routes and Services)

11. Contingency plans for the provision of food services

(cf. 3550 - Food Service/Child Nutrition Program)

12. Identification of outside resources who may be called upon to help with school operations

13. Coordination with law enforcement and other agencies

(cf. 1020 - Youth Services)

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

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

14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members

(cf. 0450 - Comprehensive Safety Plan)

15. Provisions for safe, effective board meetings

16. Cost estimates for the various strategies to be implemented during a work stoppage

17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization

18. Continuation of negotiations during a work stoppage

(cf. 4143/4243 - Negotiations/Consultation)

19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain in his/her possession any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

(cf. 3512 - Equipment)

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

(cf. 6144 - Controversial Issues)

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

The district may not pay contributions to health care benefits if employees fail to work the minimum number of hours per month as specified in the collective bargaining agreement, Board policy or administrative regulation. However, the district shall offer employees the option of paying their own coverage under COBRA. (29 USC 1161-1169)

If the district determines that it will withhold its contributions to employees' life and disability insurance, employees shall be offered an opportunity to retain these coverages by paying the contributions themselves. (Insurance Code 10116)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, he/she shall be entitled to continued payment as long as he/she remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

Policy 4241.6: Concerted Action/Work Stoppage

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that prevents disruption to school operations and minimizes impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive educational services to which they are entitled. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.

Policy 4241.6: Concerted Action/Work Stoppage

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(cf. 0450 - Comprehensive Safety Plan)

(cf. 1100 - Communications with the Public)

(cf. 1112 - Media Relations)

(cf. 9000 - Role of the Board)

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, employees in the nonstriking unit, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Suspension/Disciplinary Action)

Regulation 4241.6: Concerted Action/Work Stoppage

Status: DRAFT

Original Adopted Date: 02/27/2008

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning. At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

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The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

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2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain essential services and to ensure the safety of students and staff
3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate
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13. Coordination with law enforcement and other agencies
14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members
15. Provisions for safe, effective board meetings
16. Cost estimates for the various strategies to be implemented during a work stoppage

17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization
18. Continuation of negotiations during a work stoppage
19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. (Government Code 3141-3142)

"Authorized strike" means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by unrepresented employees. (Government Code 3141)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, the employee shall be entitled to continued payment as long as the employee remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

Regulation 4241.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 02/27/2008

Maintenance of District Operations

At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

(cf. 4113 - Assignment)

(cf. 4121 - Temporary/Substitute Personnel)

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

(cf. 6111 - School Calendar)

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/ guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees

2. Criteria for keeping schools open during a work stoppage including potential costs, availability of qualified substitutes or other staffing, the ability to maintain the quality of the educational program and other essential services, and the ability to ensure the safety of students and staff

3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate

4. Internal communications among district staff and the Board during a work stoppage

5. Plans for obtaining, paying and communicating with temporary or substitute employees

6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.2/4261.2/4361.3 - Personal Leaves)

(cf. 4261.1 - Personal Illness/Injury Leave)

7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons

(cf. 1100 - Communications with the Public)

(cf. 1112 - Media Relations)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

8. Equipment and supply needs

9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events

(cf. 6145 - Extracurricular and Cocurricular Activities)

10. Contingency plans for transportation

(cf. 3541 - Transportation Routes and Services)

11. Contingency plans for the provision of food services

(cf. 3550 - Food Service/Child Nutrition Program)

12. Identification of outside resources who may be called upon to help with school operations

13. Coordination with law enforcement and other agencies

(cf. 1020 - Youth Services)

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

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

14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members

(cf. 0450 - Comprehensive Safety Plan)

15. Provisions for safe, effective board meetings

16. Cost estimates for the various strategies to be implemented during a work stoppage

17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization

18. Continuation of negotiations during a work stoppage

(cf. 4143/4243 - Negotiations/Consultation)

19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain in his/her possession any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

(cf. 3512 - Equipment)

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

(cf. 6144 - Controversial Issues)

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

The district may not pay contributions to health care benefits if employees fail to work the minimum number of hours per month as specified in the collective bargaining agreement, Board policy or administrative regulation. However, the district shall offer employees the option of paying their own coverage under COBRA. (29 USC 1161-1169)

If the district determines that it will withhold its contributions to employees' life and disability insurance, employees shall be offered an opportunity to retain these coverages by paying the contributions themselves. (Insurance Code 10116)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, he/she shall be entitled to continued payment as long as he/she remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

Policy 5111: Admission

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board encourages the enrollment and appropriate placement of all children who are eligible for enrollment in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

Verification of Admission Eligibility

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residence within the district, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student or the student's family members. (Education Code 234.7, 49076.7)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or the student's parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for entry into grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or an inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

Policy 5111: Admission

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Superintendent or designee shall maintain procedures which provide for the verification of all entrance requirements specified in law and in Board policies and regulations.

(cf. 5111.1 - District Residency)

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

(cf. 5111.13 - Residency for Homeless Children)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

Regulation 5111: Admission

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 06/10/2014

Age of Admittance to Transitional Kindergarten, Kindergarten and First Grade

At the beginning of each school year, the Superintendent or designee shall enroll any eligible child whose fifth or sixth birthday is on or before September 1 of that year into kindergarten or first grade, as applicable. (Education Code 48000, 48010)

Admission into transitional kindergarten shall be in accordance with law and as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 48000)

On a case-by-case basis, and with the approval of the child's parent/guardian, a child who will turn five years old in a given school year may be enrolled in kindergarten at any time during that school year provided that: (Education Code 48000)

1. The Governing Board determines that admittance is in the best interest of the child.
2. The parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

The Superintendent or designee shall make a recommendation to the Board regarding whether a child should be granted early entry to kindergarten, as appropriate. In doing so, the Superintendent or designee shall consider various factors including the availability of classroom space and any negotiated maximum class size.

Documentation of Age/Grade

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
2. A duly attested baptism certificate
3. A passport
4. When none of the above documents is obtainable, an affidavit of the parent/guardian
5. Other means prescribed by the Board

Regulation 5111: Admission

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 06/10/2014

Age of Admission

Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

A child who will reach the age of five on or before September 2 of the school year shall be eligible for enrollment in kindergarten at the beginning of that school year or at any later time in the same year. (Education Code 48000)

A child who will reach the age of five on or before December 2 of the school year shall be eligible for enrollment in the district pre-kindergarten summer program. (Education Code 48000)

A child who will have reached the age of six years on or before December 2 of the current school year shall be eligible for enrollment in the first grade. (Education Code 48010)

Early Entry to Kindergarten

A child who becomes five years old after December 2 may be admitted into kindergarten, with parental approval, at any time after his/her fifth birthday during the school year when the Superintendent or designee determines on a case-by-case basis that such admittance is in the child's best interests. The Superintendent or designee shall utilize criteria established for use in consideration of accelerating students enrolled in Transitional Kindergarten.

The principal shall provide parents/guardians with information as to the effects, advantages and disadvantages of early entry into kindergarten. (Education Code 48000)

Classroom space must be available, and the class size cap specified in certificated negotiated agreements may not be exceeded.

(cf. 5123 - Promotion/Acceleration/Retention)

Policy 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/24/2021

The Governing Board believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students.

Policy 6173: Education For Homeless Children 

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/24/2021 | **Last Reviewed Date:** 02/24/2021

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

(cf. 3250 - Transportation Fees)
(cf. 3260 - Fees and Charges)
(cf. 5113.1 - Chronic Absence and Truancy)

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)
(cf. 3541 - Transportation Routes and Services)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

(cf. 1113 - District and School Web Sites)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)
(cf. 6177 - Summer Learning Programs)
(cf. 6178 - Career and Technical Education)
(cf. 6179 - Supplemental Instruction)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

39807.5 Payment of transportation costs by parents
48850 Educational rights of homeless and foster youth
48852.5 Notice of educational rights of homeless students
48852.7 Enrollment of homeless students
48915.5 Recommended expulsion, homeless student with disabilities
48918.1 Notice of recommended expulsion
51225.1-51225.3 Graduation requirements
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions

1232g Family Educational Rights and Privacy Act

6311 Title I state plan; state and local educational agency report cards
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act
12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter, July 27, 2016

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education: <http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Supporting Documents



[EHCY Board Policy Letter](#)



[AR6173 Homeless Education GJUESD revised with CSBA sample](#)



[BP6173 Homeless Education GJUESD proposed CSBA revisions in red](#)

Regulation 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/24/2021

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Sophie Lor, School Social Worker
(title or position)
248 West A Street, Galt CA 95632
(address)
slor@galt.k12.ca.us
(email address)
209-745-2641 ext. 402
(phone number)

The district's liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the

youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a homeless student who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high

school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of the student's school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for the student how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such

liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Regulation 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/24/2021 | **Last Reviewed Date:** 02/24/2021

Definitions

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

(cf. 6173.1 - Education for Foster Youth)

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because the children are living in conditions described in items #1-3 above

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

Unaccompanied youth means a youth not in the physical custody of a parent or guardian. (42 USC 11434(a))

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

School Social Worker Homeless, 402Foster, & Bullying Prevention Coordinator 248 West A Street, Galt CA 95632 209-745-2641 ext.	Educational Service Director 1018 C Street, Suite 210, Galt CA 95632 209-744-4545 ext. 303
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The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

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

(cf. 3553 - Free and Reduced-Price Meals)

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district

(cf. 5148.3 - Preschool/Early Childhood Education)

4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

(cf. 5141.6 - School Health Services)

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

(cf. 5145.6 - Parental Notifications)

6. Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below

8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

(cf. 3541 - Transportation Routes and Services)

9. Ensure that school personnel providing services to homeless students receive professional development and other support

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. He/she shall

also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

Enrollment

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

When making a placement decision, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. ~~even if the parent/guardian is unable to provide the school with the records normally required for enrollment.~~ (42 USC 11432) The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant

records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district's liaison for homeless students. The liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is

not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)
(cf. 3541 - Transportation Routes and Services)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Exhibit (PDF) 6173-E PDF(1): Education For Homeless Children

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

Exhibit (PDF) 6173-E PDF(1): Education For Homeless Children

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR
ENROLLMENT

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date: _____

Name of person completing form: _____

Title: _____ Phone number: _____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): _____

Name of unaccompanied student: _____

School requested: District's placement decision (name of school): _____

Description of action(s) proposed/refused by the district related to eligibility, school selection, or enrollment, including an explanation of why the action(s) is proposed/refused:

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence:

Other options the district considered, if any, which were rejected for the following reasons:

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next 10 days to request a Dispute Form. You may provide written or oral documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of the decision within 5 days.

If you are not satisfied with the Superintendent's decision, you may appeal to the Sacramento County Office of Education (COE). If you are not satisfied with the COE's decision, you may then appeal to the California Department of Education (CDE). The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between homeless families and school or district staff. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison: Sophie Lor
Address: 248 West A Street, Galt, CA 95632
Email Address: slor@galt.k12.ca.us
Phone number: 209-745-2641 ext. 402

County Liaison: If you appeal the district's decision to the COE, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the COE. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials and notify you of the decision.

Name of County Office of Education Homeless Liaison: Tara Turrentine
Address: P.O. Box 269003, Sacramento, CA 95826-9003
Email Address: tturrentine@scoe.net
Phone Number: 916-228-2542

State Coordinator: If you appeal the COE's decision to CDE, the county homeless liaison shall forward all written documentation and related paperwork to CDE's Homeless Education Program. The state coordinator will review the district, COE, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of State Homeless Coordinator: Leanne Wheeler
Address: 1430 N Street, 6th Floor, Suite 6208, Sacramento, CA 95814
Email Address: lwheeler@cde.ca.gov
Phone number: 916-319-0383

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

Exhibit (PDF) 6173-E PDF(2): Education For Homeless Children

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared orally with the district's liaison for homeless students.

Date submitted: _____
Student's name: _____
Name of person completing form: _____
Relation to student: _____
Address: _____
Email address: _____
Phone number: _____

Name of school requested: _____

I wish to appeal the eligibility, school selection, or enrollment decision made by:

District liaison District Superintendent County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation orally.

I have been provided with:

- A written explanation of the district's decision
- Contact information for the district's homeless liaison
- Contact information for the county office of education's homeless liaison
- Contact information for the state homeless coordinator

A copy of this dispute form

Policy 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The Board shall adopt a course of study for elementary and secondary grades (7-8) grades that sufficiently prepares students for the secondary course of study.

Policy 6143: Courses Of Study

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace.

(cf. 6141 - Curriculum Development and Evaluation)

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

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district and, as necessary, shall work with representatives of appropriate area districts to ensure articulation of courses between elementary and secondary schools.

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Secondary Grades

The district shall offer all otherwise qualified students in secondary grades a course of study that, upon graduation from high school, prepares them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry. (Education Code 51228)

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation from high school. (Education Code 51228)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6141.5 - Advanced Placement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6178 - Vocational Education)

In addition, the course of study for high school students shall include instruction in skills and knowledge for adult life and career technical training. (Education Code 51224)

The Superintendent or designee shall develop a process by which courses are submitted to the University of California (UC) for review and certification in order to meet university admission criteria. He/she shall maintain an accurate list of all current district high school courses that have been so certified and shall ensure that the list is provided annually to each student in grades 9-12 and that updated lists are made readily available. (Education Code 66204)

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the college admission requirements

2. A list of the current UC and California State University (CSU) web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU

3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)

4. The Internet address for the portion of the web site of the CDE where students can learn more about career technical education

5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

Regulation 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 02/27/2008

Grades 1-6

Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing in:
 - a. The community and the world around us
 - b. The history, resources, development, and government of California and the United States
 - c. Eastern and Western civilizations
 - d. The wise use of natural resources
4. Science: biological and physical aspects, with emphasis on inquiry and the place of humans in ecological systems (Education Code 51210)
5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)
6. Health: principles and practices of a healthy lifestyle (Education Code 51202, 51210)
 - a. Personal safety and school resources
 - b. Fire prevention
 - c. The protection and conservation of resources
 - d. The effects of drugs and alcohol
7. Physical education: with emphasis on physical activities conducive to health of body and mind (Education Code 51210)
8. Career awareness exploration

Grades 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
2. Social sciences: age-appropriate instruction drawing upon the disciplines of economics, geography, history, political science, with instruction in: (Education Code 51220)
 - a. The history, resources, development, and government of California and the United States, including instruction in:
 - i. The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States (Education Code 51204.5)
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the

rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

- c. The development of the American economic system, including the role of the entrepreneur and labor
 - d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)
 - e. Eastern and western cultures and civilizations
 - f. Contemporary issues
3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)
 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)
 6. Mathematics: mathematical understanding of concepts, operational and computational skills, and problem-solving strategies and procedures (Education Code 51220, 51224.5)
 7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
 8. Career technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)
 9. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)
 10. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
 - a. The effects of alcohol, drugs and tobacco
 - b. Violence protection and awareness
 - c. Community School resources
 - d. Protection and conservation of natural resources including fire prevention
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Regulation 6143: Courses Of Study

Status: ADOPTED

Original Adopted Date: 02/27/2008

Grades 1-6

Courses of study for grades 1 through 6 shall include the following:

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Mathematics: concepts, operational skills and problem solving (Education Code 51210)

(cf. 6142.92 - Mathematics Instruction)

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6141.6 - Multicultural Education)

b. The development of the American economic system, including the role of the entrepreneur and labor

c. The relations of persons to their human and natural environments

d. Eastern and western cultures and civilizations

e. Contemporary issues

f. The wise use of natural resources

(cf. 6142.5 - Environmental Education)

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

(cf. 6142.93 - Science Instruction)

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Health: principles and practices of individual, family, and community health (Education Code 51210)

The adopted course of study shall provide instruction at the appropriate grade levels and subject areas in: (Education Code 51202)

a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of our environment

d. Venereal disease

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

(cf. 6142.7 - Physical Education)

Courses of study for grades 7-8 shall include the following:

1. HIV/AIDS prevention (Education Code 51934)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

2. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of our environment

d. Venereal disease

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development

(cf. 5131.6 - Alcohol and Other Drugs)

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education that address at least all of the following: (Education Code 51220.5)

1. Child growth and development

2. Parental responsibilities

3. Household budgeting

4. Child abuse and neglect issues

5. Personal hygiene

6. Maintenance of healthy relationships

7. Teen parenting issues

8. Self-esteem

(cf. 5146 - Married/Pregnant/Parenting Students)

Policy 4030: Nondiscrimination In Employment

Status: DRAFT

Original Adopted Date: 11/20/2013

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who

requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

Policy 4030: Nondiscrimination In Employment

Status: ADOPTED

Original Adopted Date: 11/20/2013

The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

Any district employee who engages or participates in unlawful discrimination, or who aids, abets, incites, compels or coerces another to discriminate, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Any district employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin or application form that is used in employee recruitment. (34 CFR 100.6, 106.9)

The district's policy and administrative regulation shall be posted in all schools and offices including staff lounges and student government meeting rooms. (5 CCR 4960)

The Board designates the following position(s) as Coordinator(s) for Nondiscrimination in Employment:

Director of Educational Service

Other Remedies

An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960. (Government Code 12960)
2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Bylaw 9322: Agenda/Meeting Materials

Status: DRAFT

Original Adopted Date: 02/27/2008

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

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)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Bylaw 9322: Agenda/Meeting Materials

Status: ADOPTED

Original Adopted Date: 02/27/2008

Governing Board meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

The agenda shall specify that an 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 in writing at least three days in advance.

Agenda Preparation

The Superintendent, as Secretary to the Board, in consultation with the Board president, shall prepare the agenda for each regular and special meeting.

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item.

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1340 - Access to District Records)

(cf. 3320 - Claims and Actions Against the District)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Items

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item.

Agenda Dissemination

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting, together with the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent and president shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items.

Upon request, the Superintendent or designee shall make the agenda and/or agenda packet available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

The Superintendent or designee shall mail a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee.
