

Galt Joint Union Elementary School District Board of Education

"Building a Bright Future for All Learners"

Regular Board Meeting

January 18, 2023

6:00 p.m. Closed Session

7:00 p.m. Open Session

Galt City Hall Chamber

380 Civic Drive, Galt, CA 95632

To join the webinar remotely:

<https://galt-k12-ca.zoom.us/j/87142245065>

Or One tap mobile :

US: +16699006833,,87142245065# or

+16694449171,,87142245065#

Or Telephone:

408-638-0968

AGENDA

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

Board of Education Meetings are recorded.

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

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

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6

Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock

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

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

D. Board Meeting Protocol

E. Public Comments for topics not on the agenda

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

F. Reports

LCAP GOAL 1

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

1. Teacher On Special Assignment (TOSA)
2. Arts, Music, and Instructional Materials Discretionary Block Grant and Proposition 28

LCAP GOAL 2

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

OTHER REPORTS

1. 2023-2024 School Registration
2. Williams Uniform Complaint Process (UCP) Quarter 2 Report

G. Routine Matters/New Business

212.400 Consent Calendar

a. Approval of the Agenda

MOTION

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 entire 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 before the date of this meeting, and at the preceding meeting, the item was continued to this meeting.

b. Minutes

- December 14, 2022 Annual Organizational Board Meeting
- January 4, 2023 Special Board Meeting

c. Payment of Warrants

- Vendor Warrants: 23386647-23386702; 23388313-23388390; 23388801-23388822; 23390014-23390103; 23391107-23391134;
- Payroll Warrants: 1/10/23

d. Personnel

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

e. ACCO Engineered Systems Early AC Unit Release Proposal for Valley Oaks New Class Building

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

MOTION

- | | | |
|----------------|--|---------------|
| 212.402 | Board Consideration of Approval of Collective Bargaining Agreement Between California School Employees Association and its Galt Chapter #362 (CSEA) and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022 and Ending June 30, 2023 | MOTION |
| 212.403 | Board Consideration of Approval of Collective Bargaining Agreement Between Unrepresented and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022 and Ending June 30, 2023 | MOTION |
| 212.404 | Board Consideration of Approval of 2023-24 School Calendar | MOTION |
| 212.405 | Board Consideration of Approval of Job Description for Alternative Education Teacher | MOTION |
| 212.406 | Board Consideration of Approval of Revised Job Description for School Counselor | MOTION |
| 212.407 | Board Consideration of Approval of California Department of Education (CDE) Early Education Division (EED) Emergency Closure Request Form | MOTION |
| 212.408 | Board Consideration of Approval of California Department of Education (CDE) Request for Allowance of Attendance Due to Emergency Conditions Form J-13A | MOTION |
| 212.409 | First Reading of the Following Board Policies, Administrative Regulations, and Bylaw | FIRST READING |

Superintendent

1. BP/AR 5131.7 – Weapons and Dangerous Instruments
2. BB 9323 – Meeting Conduct

Educational Services

3. BP/AR 0430 – Comprehensive Local Plan for Special Education
4. AR 5141.3 Health Examinations
5. BP/AR 5148.2 Before/After School Programs
6. BP/AR 5148.3 Preschool/Early Childhood Education

H. Public Comments for topics not on the agenda

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

I. Pending Agenda Items

J. Adjournment

The next regular/organizational meeting of the GJUESD Board of Education: February 15, 2023

Board agenda materials are available for review at the address below. Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, 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: January 18, 2023	Agenda Item: Closed Session
Presenter: Lois Yount	Action Item: Information Item: XX
<p>1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock</p> <ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees▪ Superintendent	



Revised February 9, 2022

Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

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

PUBLIC COMMENT

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

Email Public Comment

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

BOARD VOTE AND CONNECTIVITY

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

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





Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: Reports
Presenter: Lois Yount	Action Item: Information Item: XX

LCAP GOAL 1

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

1. Teacher On Special Assignment (TOSA)
2. Arts, Music, and Instructional Materials Discretionary Block Grant and Proposition 28

LCAP GOAL 2

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

OTHER REPORTS

1. 2023-2024 School Registration
2. Williams Uniform Complaint Process (UCP) Quarter 2 Report



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

1. Teacher On Special Assignment (TOSA)

Claudia Del Toro-Anguiano, Curriculum Director

2. Arts, Music, and Instructional Materials Discretionary Block Grant and Proposition 28

Nicole Lorenz, Chief Business Official

Report

Teachers On Special Assignment (TOSAs)

GJUESD continues to recognize the importance of having teacher leaders who can support and assist staff by providing instructional leadership and expertise at the school site level for the full implementation of core and intervention content in grades PreK-8. TOSAs provide on-going support to both certificated and classified staff with the goal of building capacity, meeting site and district goals and ensuring student needs are met. TOSAs work under the direction of the district and site leadership and do not evaluate staff.

Key responsibilities includes designing on-going, site-based professional learning opportunities which support an effective assessment system based on frequent examination of professional practices through analysis of student work with a focus on effective feedback and student collaborative conversations.

GJUESD TOSAs support the following key focus areas:

- **Multi Tier Systems of Support (MTSS)**
Gail Bruce, *part-time*
- **Home Study Program**
Jill Daluz
- **Data Reports, Illuminate- Assessment Platform & Synergy- Student Information System**
Gina Fuentes
- **Early Literacy & Benchmark (ELA Program)**
Stefani Khan & Colleen Wilson
- **Beyond SST & Expanded Day After School Programs**
Elaine Trull, *part-time*

Below is a list of some of the tasks completed by TOSAs:

- ★ Provided support to new teachers by assisting with MAP sessions/testing
 - ★ MAP- supported makeups for both Reading and Math at MMS
 - ★ Prepared Parent MAP Reports for all sites (including Spanish Parent explanation)
 - ★ Designed and delivered training to all new teachers
 - ★ Presented professional learning opportunities as part of Menu Tuesdays
 - ★ Participated in SIPPS Coaching- Supported classrooms during coaching sessions
 - ★ Participated in Eureka Math training to better support teachers and better create
-

assessments possibly using Affirm via Illuminate.

- ★ Have created Synergy VIPs regarding the completion of grades and transfers for Report Cards as well as provided on-going support to PLCs and individual teachers
- ★ Have designed Illuminate training sessions to support teachers who are interested in using and creating math assessments
- ★ Developed/created PK, TK, Grades K-3 Readiness assessments in Illuminate as well as providing training to Elementary teachers on how to administer DRA assessments
- ★ Explored Eureka Math assessments and best way to use these with Illuminate. Created demo assessments for 6th grade using both formats and met with teachers for continued feedback on the Illuminate platform
- ★ Provided numerous data reports to administration at the beginning of the school year as well as at the end of the trimester and testing windows which included ELPAC results, SBAC data, attendance patterns, etc.
- ★ Planned and facilitated academic conferences at Greer for 4th, 5th, and 6th grades using the Student Work Analysis Protocol (to inform writing instruction)
- ★ Provided SIPPS training to instructional assistants at all schools
- ★ Supported new teachers in Math with modeling lessons, co-teaching lessons, observing lessons, and debriefing after every lesson
- ★ Represented GJUESD at various SCOE ELA/ELD Literacy Network meetings
- ★ Participated in MTSS/SST meetings to support a smooth process
- ★ Developed and designed training for new substitute teachers which included visiting classrooms and guidance on expectations
- ★ Co-planned and co-facilitated academic conferences at MMS for 7th grade social studies and 7th grade science using the Student Work Analysis Protocol (to inform writing instruction)
- ★ Planning and preparing for in-person AVID visits and AVID nights
- ★ Supported home study staff with the implementation of our curriculum design, assessment of various grade levels, etc. to ensure success of all students in program
- ★ Met with Special Education department to discuss curriculum and support the development of a stronger Scope and Sequence to meet IEP goals
- ★ Provided input on interventions for struggling readers
- ★ Assisted with DRA assessments of students in grades 4 - 6 and provided input on the analysis of such data to support teachers with small group instruction
- ★ Continue to provide support to new teachers with the analysis of student work and the instructional implications
- ★ Collaborated with administrators on effective literacy practices and Tier II interventions
- ★ Supported academic conferences by designing a common protocol and by providing suggestion on guiding questions that produce deeper conversations on instructional implications, strategies and support
- ★ Assisted teachers with understanding writing assignments and scoring of such
- ★ Provide guidance and assistance on effective strategies for English learners

TOSA Service Menu:



Literacy TOSAs provide instructional support to help you grow your teaching practice. Choose from the options below, or combine them to create them to create your own special blend of services. Just click on the boxes you want and sign up. It's that easy!

PLANNING SUPPORT

We can plan together for a lesson, week, or unit!

MODELED LESSON

Need to see something in action? We can teach a lesson in your classroom, and you get to watch it live!

COTEACHING

Teaching a lesson together can be so much fun, and we can learn so much from each other!

VISIT A COLLEAGUE

Sometimes our colleagues are our best teachers. Want to see your colleague teach? Let's set up a day and time!

NEWSLETTER

Want some literacy highlights and fun freebies? Sign up for our monthly newsletter!

REVIEWING STUDENT WORK

Looking at student work is a great way to figure out their strengths, places to grow, and what to do next.

ASSESSMENT SUPPORT

We can come in and give your assessments for you or manage your class so you can give your assessments yourself.

DATA REVIEW

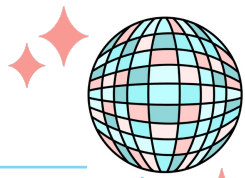
Let's meet to look at student data together. We can figure out what it means for our students and what to do next.

RESOURCE RECOMMENDATIONS

Want to try out a new resource but you're not sure where to start? Let us know and we'll share resources that you might like.

You can also contact us at skhan@galt.k12.ca.us & cwilson@galt.k12.ca.us
We're so excited to work with you!





Read Aloud Picks



SEL Goal Setting

- * The Escape of Marvin the Ape
- * What Do You Do With An Idea?
- * Underwear Dragon
- * Sofia Valdez Future Prez

Perspective

- * Honestly, Little Red Riding Hood Was Rotten
- * Voices in the Park
- * Really Rapunzel Needed a Haircut

Comp Strategy

BUILDING WORLD AND WORD KNOWLEDGE

World and word knowledge work together. By building world and word knowledge we can help students understand what they are reading, while at the same time, reading with understanding will improve students' knowledge of word meanings and the world.

To accomplish this, students need enough knowledge about a topic to read and understand a text on that topic. To build the necessary knowledge you can provide a brief 3-5 minute introduction on the topic before reading. This can be done by asking students to read an easier, brief passage on the same topic. Another way is to present a short 2-4 minute video ask students specific questions about the topic while showing students pictures. Not only does this provide students with an opportunity

to think about what they already know, but it can also pique their interest in the topic.

To increase word knowledge, identify words that are critical and conceptually central for understanding the passage but are likely to be difficult for students. Display the words for all students to see and briefly teach the meaning of a couple of the words that will allow the students access the passage. Provide the meaning of the other words during reading. The goal is to provide the meaning of the word quickly so that the unfamiliar word does not disrupt comprehension. Students will need to work with these words and their meanings once or twice a week to remember them. For example, ask students to provide examples of the words, discuss non-examples, or use the words to answer questions about the text either orally or in writing.

Teaching the meaning of prefixes, suffixes and roots that will be in the text will also help students understand the meaning of multisyllabic words. This is a great way for students to apply their learning from Challenge



Spotlight on Benchmark

Unit 4 Benchmark is all about perspective! Every grade level plays an essential part in teaching students about point of view. In Kindergarten through 2nd grade students explore questions that guide them through how important point of view is in telling and relating to stories. In the upper grades, they start to look at point of view within stories and how characters have different views within the same story. This is a more complex way of understanding characters and stories as a whole. Students focus on the concepts that everyone is uniquely different even when you are in similar places, and how points of view change over time and influence one's view of the world.

Click the link to download **Perspective Activities!** These activities are a great way to help your students understand perspective while collaborating with peers and sharing their thinking!

Write On!

Sentence combining has a strong positive effect on writing. Conjunction activities enable students to create more complex sentences themselves. One activity is

Because-But-So. This activity is a great example of how something that seems simple, is actually requiring students to think analytically.

Here is how it works: You will give your students a sentence stem for the beginning of a sentence. Then, ask them to turn it into three separate sentences using each conjunction in turn. For example:

Seeds need light to grow because ____.

Seeds need light to grow, but ____.

Seeds need light to grow, so ____.

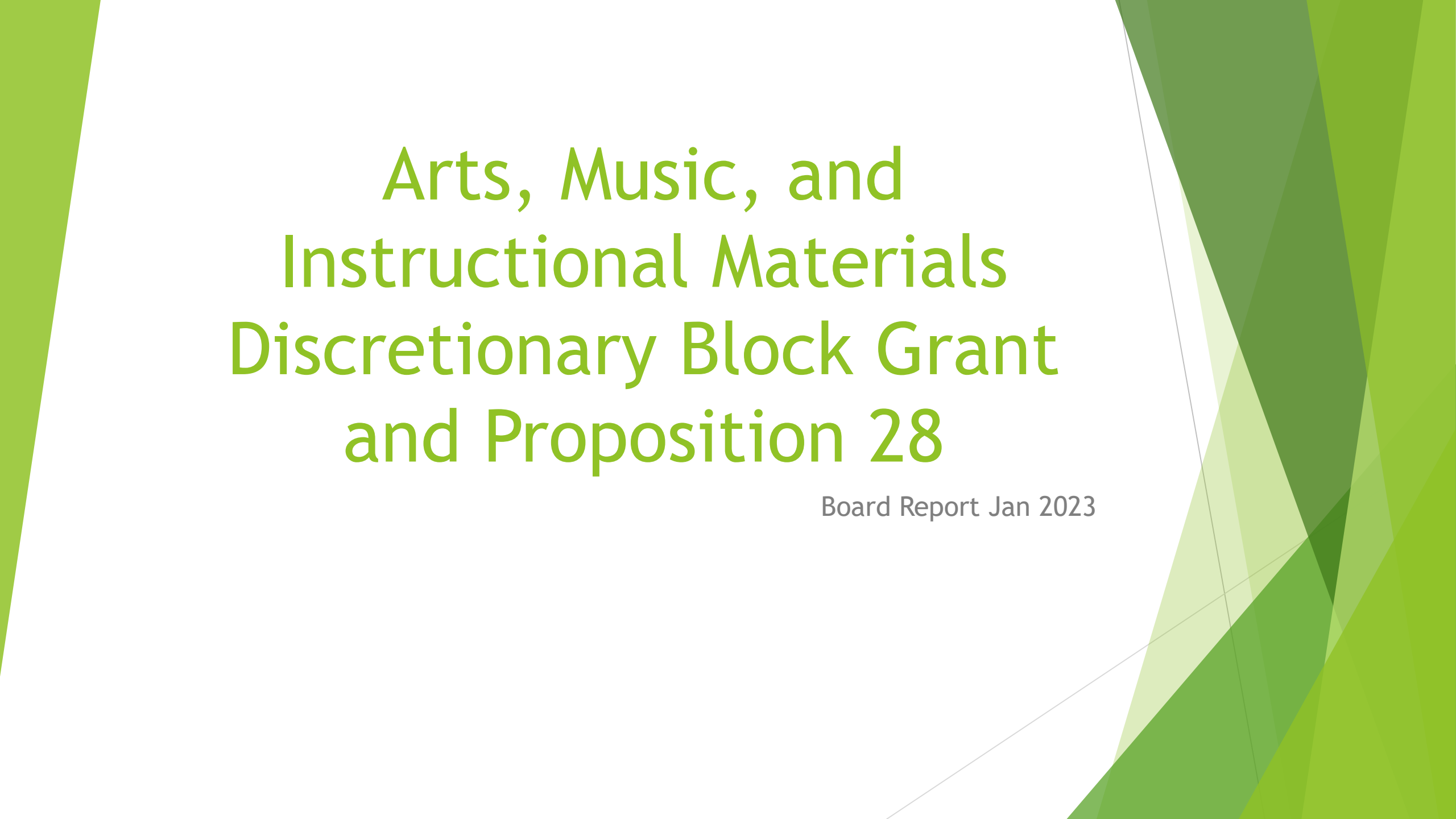
This requires students to engage in more specific and focused thinking than having students respond to open ended questions. Be sure to click the link on the first page to read more!

January Call & Responses

1. T – Do you Wanna
S – Build a Snowman
2. T – Freeze!
S – Everybody Clap Your Hands (7 Claps)
3. T – Ice Ice Baby
S – DUN DUN DUN DUN,
DU_DU, DUN DUN
4. T – Winter Time Is Here
S – Everybody Cheer
5. T – Hot Hot Hot
S – Hot Chocolate



[Click here to take our monthly survey](#)



Arts, Music, and Instructional Materials Discretionary Block Grant and Proposition 28

Board Report Jan 2023

	Arts, Music, and Instructional Materials Discretionary Block Grant	Proposition 28 - Additional Funding for Arts Education in Public Schools
Allowable uses	<ul style="list-style-type: none"> - Standards-aligned professional development and instructional materials. - Instructional materials and professional development aligned to best practices for improving school climate. - Diverse book collections and culturally relevant texts, including leveled texts, in both English and pupils’ home languages. - Operational costs, including but not limited, to retirement, health care, utilities and transportation cost increases. - COVID personal protective equipment. <p>May be used to supplant.</p>	<p>Arts Education: Including dance, media arts, music, theater, and various types of visual arts (including photography, craft arts, computer coding, and graphic design).</p> <ul style="list-style-type: none"> - 80% to hire certificated and classified staff. California Department of Education is permitted to provide a waiver from the 80% staffing requirement to school sites upon written request. - Remaining 20% for training, supplies and materials, and for arts educational partnership programs. - May use up to 1% for administrative expenses. <p>Subject to “Supplement, not supplant” rule.</p>
Duration	<p>One-time funding Spend by 2025-26</p>	<p>On-going funding starting 2023-24 3 years to spend funds received each year</p>
Allocation Amount	<p>\$1,936,090</p>	<p>Preliminary Estimate Approximately \$500,000</p>
Allocation basis	<p>LEA prior year reported Average Daily Attendance (ADA)</p>	<p>Student enrollment and low-income students as defined by who qualifies for National School Lunch Program (NSLP)</p>
Plan and Reporting Requirements	<ul style="list-style-type: none"> - Develop expenditure plan, Board approval of plan required. 	<ul style="list-style-type: none"> - Develop expenditure plan. - Certify each year that funding received was spent on arts education. - Annual Data Reporting to CDE, report must be posted on the LEA’s website. - Subject to annual audit.
Planned areas of Expenditures	<p>Mathematics Instructional Materials Adoption: acquiring PK-8 instructional materials that are aligned to the California Common Core State Standards for Mathematics is planned accompanied by initial training, on-going professional development and release time for collaboration and calibration of the implementation of the new instructional materials.</p> <p>Annual purchase of musical instructional materials, instrument repair and replacement for duration of grant.</p> <p>Purchase bilingual and culturally diverse books for classroom and school libraries at each school.</p>	<p>Art teachers</p> <ul style="list-style-type: none"> - 1 to 2 Elementary, rotating sites and classrooms - 1 for Middle School, create Art Exploratory class <p>Art materials and supplies.</p> <p>Arts educational partnership programs.</p> <p>Annual purchase of musical instructional materials, instrument repair and replacement.</p>



OTHER REPORTS

1. 2023-2024 School Registration

Lois Yount, Superintendent

Registration for the 2023-24 school year begins at 8:00 a.m. on Tuesday, January 24, 2023, for NEW STUDENTS. Current students do not need to re-register. However, parents/guardians can update a student's profile in Synergy.

- Enrollment in Kindergarten requires that a child be 5 years of age on or before September 1, 2023.
- Enrollment in Transitional Kindergarten requires that a child be 5 years of age between September 2, 2023 and April 2, 2024.
- Transitional Kindergarten for all students is at Fairsite School Readiness Center at 902 Caroline Street

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

Lois Yount, Superintendent

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

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

SUBMITTER INFORMATION

Name

Person submitting form

Job Title

Phone Number

Include area code

E-mail Address

DISTRICT INFORMATION

School District

Year Covered by This Report

Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

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

Emergency School Facilities Issues

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

Vacancy or Misassignment of Teachers

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

RESOLUTION OF COMPLAINTS

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

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

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

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

Includes All UCP Complaints

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

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

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to Erika Franzon at the Sacramento County Office of Education (SCOE): efranzon@scoe.net.



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.400 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"> ▪ December 14, 2022 Annual Organizational Board Meeting ▪ January 4, 2023 Special Board Meeting c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrants: 23386647-23386702; 23388313-23388390; 23388801-23388822; 23390014-23390103; 23391107-23391134; ▪ Payroll Warrants: 1/10/23 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. ACCO Engineered Systems Early AC Unit Release Proposal for Valley Oaks New Class Building 	

Galt Joint Union Elementary School District Board of Education Minutes

"Building a Bright Future for All Learners"

**Annual Organizational/Regular Board Meeting
December 14, 2022**

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

Remote Via Zoom:
Webinar ID: 840 5689 7576

Board Member Present

Wesley Cagle
Traci Skinner
Casey Raboy
Annette Kunze
Katherine Harper

Administrators Present

Lois Yount
Claudia Del Toro-Anguiano
Nicole Lorenz
Donna Mayo-Whitlock
Tina Homdus
Leah Wheeler
Carlos Castillo
Laura Papineau
Laura Marquez

- A. 6:00 p.m. – Closed Session Location:** Galt City Hall Conference Room
Present for Closed Session: Lois Yount, Claudia Del Toro-Anguiano, Nicole Lorenz, Donna Mayo-Whitlock, Wesley Cagle, Traci Skinner, Casey Raboy

- B. Closed Session was called to order at 6:00 p.m.** by Traci Skinner to discuss the following items:
 - 1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

 - 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 6:53 p.m.** Traci Skinner announced no action was taken in closed session. The open session was called to order at 7:01 p.m., followed by the flag salute.

- D. Lois Yount Announced the Results of the Galt Joint Union Elementary School District Board Member Election Per Elections Code §15400**

Trustee Area 1

The number of nominees for the office did not exceed the number of offices to be filled:

- Wesley Cagle - Appointed

Trustee Area 2

Total Votes Cast:

- Katherine Harper – 593
- Lori G. Heuer – 569
- Richard Estrada – 485

Trustee Area 5

The number of nominees for the office did not exceed the number of offices to be filled:

- Annette Kunze - Appointed

- E.** Lois Yount Administered the Oath of Office to the following candidates for the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on November 8, 2022:
1. Wesley Cagle
 2. Annette Kunze
 3. Katherine Harper

F. Annual Organization

- 212.391 Annette Kunze made a motion to Organize the Board/Election of Officers as follows, seconded by Katherine Harper: MOTION
1. Election of President – Wesley Cagle
 2. Election of Vice President – Traci Skinner
 3. Election of Clerk – Casey Raboy
 4. Appoint the Superintendent as Secretary to the Board – Lois Yount
- 212.392 Casey Raboy made a motion to approve the Schedule of Regular Meetings and Board Governance Calendar, seconded by Traci Skinner and unanimously carried. MOTION
- 212.393 Traci Skinner made a motion to Designate Board Representatives to Serve on the following Committees, seconded by Casey Raboy and unanimously carried. MOTION

CAST (City And Schools Together)	Galt Schools JPA (Joint Powers Authority)	Transportation	SCSBA (Sacramento County School Board Association)	Board Policy Committee
Members				
Traci Skinner	Casey Raboy	Kathrine Harper	Katherine Harper	Annette Kunze
Casey Raboy	Annette Kunze	Wesley Cagle	Traci Skinner	Wesley Cagle
Alternate Members				
Kathrine Harper	Wesley Cagle	Traci Skinner	Annette Kunze	Traci Skinner

- 212.394 The Board Reviewed Resources That Define and Clarify the Board's Governance and Leadership Roles and Responsibilities, Including but Not Limited To Governance Standards, Meeting Protocols, Board Rules and Bylaws, and Other Board Development Materials. NO ACTION

Wesley Cagle suggested a Board study session in January to discuss the new governance team objectives.

G. Lois Yount shared the **Board Meeting Protocol**.

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

I. Reports

LCAP GOAL 1

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

1. District Reading Assessments (DRA) Data: First Trimester

Claudia Del Toro-Anguiano, Curriculum Director, reported that the District Reading Assessments (DRA) are given three times a year for all kindergarten through third-grade students. They are foundational skills that include phonological awareness assessments, reading fluency, and reading accuracy. The results assist with the identification of specific reading skills mastered as well as reading skills that may require additional analysis. Ms. Del Toro-Anguiano shared the percentage of children who met all the school and grade targets and highlighted specific schools and grade levels.

Board members discussed assessment scores for Reclassified Fluent English Proficient (RFEP) students. The scores are higher than the other subgroups implying that children fluent in two languages may process information differently.

LCAP GOAL 2

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

1. School Climate Survey Results

Lois Yount reported that 5th through 8th grade students, parents, and staff took a modified version of the spring School Climate Survey. She said the goal is 80% or higher for all but two questions. She highlighted some of the results, beginning with students. Two questions help the District determine how students are doing in school. The questions are:

1. Do the teachers and other grown-ups at school care about you?
2. Do you feel safe at your school?

Ms. Yount said most of the school campuses are 80% or higher. She said it is typical for a middle school to rate lower than an elementary school and that this is a nationwide trend.

Ms. Yount reported that parents rated extremely high that the schools have adults who really care about students and rated schools as a safe place for their children, extremely high at 90%-100%.

Ms. Yount said staff reported the same high percentages as parents when asked if a school is a safe place for students and have adults who care at the school really care about students.

Ms. Yount said the entire survey would be administered in the spring.

Wesley Cagle asked why the percentages were so low for two questions and how the District can improve in these areas. The questions were:

1. Do your teachers ask you what you want to learn about?
2. Do the teachers and other grown-ups from your school check on how you are feeling?

Ms. Yount said the data had been shared with the administration, and increasing work with school social workers and counselors could help. She said these two scores might correlate with the question related to boredom.

Tina Homdus, Principal, River Oaks, said her school focuses on social and emotional learning through classroom circles and Second Step lessons about building a voice and how to advocate and problem solve so students do feel heard and cared for.

Leah Wheeler, Assistant Principal, Greer, said her school followed up the survey with one of their own. They asked what teachers could do or what could happen at school to support this area. She indicated that some of their responses said they just wanted more voice, which is coming out more in their classrooms this last week.

2. School Calendar Survey

Lois Yount reported the District is considering a modified traditional 2023-2024 school calendar. [Modified traditional calendars, school starts earlier in August to accommodate a short break for students and staff in October.] The proposed school calendar would have a week's break from school in October. The school year would start earlier in August in alignment with the high school, and the high school would still be in session during the week elementary students would be on break in October. Mrs. Yount stated school calendar survey results indicate that having elementary and high school students on different schedules in October will create a hardship for their families.

Ms. Yount did not recommend changing to a modified calendar based on survey results. She added the District and the Galt Elementary Faculty Association (GEFA) are working on a traditional school calendar that considers having parent-teacher conferences in October instead of November. A calendar will be brought back to the Board for action in January once GEFA approves it.

OTHER REPORTS

1. Schoolworks Demographic Report

Ken Reynolds, Project Manager, SchoolWorks Inc., reported. He shared an executive summary that included the following and expanded on each area:

- 2022 enrollment was up 70 students over last year
- TK extended to 5 months of eligibility – a net increase of 37 over last year
- Projections show a slight growth in the next three years and then a decline in the following three years
- 711 new homes projected to be occupied over the next six years
- Projected increase of 73 students next year, and a total projected decrease of 106 students over the next six years

2. California Schools Board Association (CSBA) Annual Education Conference (AEC)

Lois Yount reported on the breakout sessions she attended. She said one session regarding wellness centers made her think of what is possible for the wellness center at McCaffrey. She plans to debrief with Carlos Castillo, McCaffrey's Principal, and possibly visit a nearby wellness center at a high school.

Casey Raboy, Board Member, reported on a breakout session related to Dual Language Immersion. She indicated it is very interesting how high the District RFEP student test scores are. She stated these programs have very long waiting lists and seem very positive.

Ms. Yount said the Board would hear a presentation regarding the GJUESD Dual Language Immersion program in the new year.

Annette Kunze, Board Member, reported she attended the orientation for new trustees and found it helpful to understand the broader picture of being a board member. She participated in a session on Board policies and valued the speaker presentation from Tara Westover, Author, Educated.

J. Routine Matters/New Business

212.395 Annette Kunze made a motion to approve the Consent Calendar, seconded by Casey Raboy and unanimously carried.

**Consent
Calendar**

- a. Approval of the Agenda
- b. Minutes
 - November 16, 2022 Regular Board Meeting
 - November 28, 2022 Special Board Meeting
- c. Payment of Warrants
 - Vendor Warrants: 23385002-23385095
 - Payroll Warrants: 11/10/22, 11/30/22
- d. Personnel

Resignations/Retirees			
Name	Position	Effective Date	Site
Ceja, Lorena	Instructional Assistant, Expanded Learning	11/18/22	Valley Oaks
Giordano, Jennifer	Instructional Assistant	11/29/22	Fairsite Preschool
Ibarra, Perla	Instructional Assistant	11/18/22	Marengo Ranch
Ramirez, Lucerito	Bilingual Instructional Assistant, Expanded Learning	11/18/22	Vernon E. Greer
Turner, Cailin	Instructional Assistant, Expanded Learning	11/14/22	Lake Canyon

Leave of Absence Requests			
Name	Position	Effective Date	Site
Castillo, Ana	Bilingual Office Assistant	11/29/22	Lake Canyon
Cruz, Susy	Bilingual Instructional Assistant	12/12/22	Valley Oaks
Farrell, Michelyn	Teacher	11/14/22	Marengo Ranch
Giordano, Jennifer	Instructional Assistant	11/9/22	Fairsite Preschool
Morgan, Jill	Instructional Assistant, Special Education	11/9/2022	Valley Oaks

New Hires/Reclassifications/Status Changes		
Name	Position	Site
Bridge, Devan	Yard Supervisor	Valley Oaks
Gutierrez, Erica	School Counselor	McCaffrey Middle
Lee, Lori	Classified Substitute	N/A
Mino, Debra	Licensed Vocational Nurse	District Office
Rammer, Kristi	Registered Behavior Technician	District Office
Reyes, Eddie	Certificated Substitute	N/A
Robles, Heather	Instructional Assistant, Special Education	River Oaks
Sailors, Liz (Status Change)	Transportation Dept. Clerk	Transportation
Stancil, Erica	Health Assistant II	Vernon E. Greer
Thompson, Sarah	Yard Supervisor	Vernon E. Greer

- e. Master Contract for Non-Public Schools and Agencies
 - 1. Soliant
 - 2. Sunbelt Staffing
- f. Terracon Proposal No. PNA225145 for Geotechnical Engineering Services at the Galt Joint Union Transportation Facility Shop Building
- g. Terracon Proposal No. PNA225146 for Geotechnical Engineering Services at Valley Oaks Elementary School Classroom Building

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

CC Items
Removed

212.397 Traci Skinner made a motion to Purchase of a New District Delivery Box Truck, seconded by Katherine Harper and unanimously carried.

Deliver
Truck

212.398 Casey Raboy made a motion to approve the Valley Oaks Elementary School Preconstruction Services Agreement, seconded by Annette Kunze and unanimously carried.

VO Pre-
Const
Ser Agrmt

212.399 Katherine Harper made a motion to approve GJUESD Resolution No. 8; California State Preschool Program Continued Funding Application, seconded by Traci Skinner and unanimously carried.

Res. 8 CA
State Pre-
sch

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

L. Pending Agenda Items

M. Adjournment 8:17 p.m.

Casey Raboy, Clerk

Date

Galt Joint Union Elementary School District Board of Education Minutes

**Special Board Meeting
January 4, 2023**

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

Board Members Present

Wesley Cagle
Traci Skinner
Casey Raboy
Annette Kunze
Katherine Harper

Administrator Present

Lois Yount

- A. 6:00 p.m. – Closed Session Location:** Galt Joint Union Elementary School District Conference Room
Present for Closed Session: Wesley Cagle, Traci Skinner, Casey Raboy, Annette Kunze, Katherine Harper, Lois Yount, Chris Keiner, Attorney, Dannis Woliver Kelley.
- B. Closed Session was called to order at 6:00 p.m.** by Wesley Cagle to discuss the following item:
 - 1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
- C. Closed Session adjourned at 6:10 p.m.** Wesley Cagle announced upon the motion of Casey Raboy seconded by Katherine Harper, the Board voted unanimously to accept a certificated resignation as part of a settlement agreement.
- D. Pending Agenda Items**
- E. Adjournment 6:10 p.m.**

Casey Raboy, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees			
Name	Position	Effective Date	Site
Espinoza, Vanessa	Instructional Assistant, Expanded Learning	12/16/22	Valley Oaks

Leave of Absence Requests			
Name	Position	Effective Date	Site
Dominguez Arteaga, Brianda	Bilingual Instructional Assistant	1/5/23	McCaffrey Middle
Gray, Jennifer	Yard Supervisor	12/5/22	McCaffrey Middle
Kearney, Daryl	Bus Driver	1/6/23	Transportation
Mobley, Michelle	Teacher	1/9/23	Lake Canyon
Mendoza, Karla	Instructional Assistant, Special Education	1/3/23	Fairsite Preschool

New Hires/Reclassifications/Status Changes		
Name	Position	Site
Andrade, Yelitza	Bilingual Instructional Assistant	Fairsite Preschool
Ma, Sydney (Status Change)	Instructional Assistant, Special Education	Fairsite Preschool
Nieto, Jacqueline	Bilingual Instructional Assistant, Expanded Learning	Vernon E. Greer
Purcell, Jillian	Instructional Assistant, Special Education	Valley Oaks
Roberts, Nicole	Teacher	Valley Oaks
Rubio, Maria	Certificated Substitute	N/A
Sahota, Neelam	Certificated Substitute	N/A
Torres, Liliana	Certificated Substitute	N/A
Trull, Elaine	Assistant Principal/Teacher on Special Assignment	District Office
Velasquez, Guadalupe	Certificated Substitute	N/A



CONSENT CALENDAR

Valley Oaks Elementary HVAC

Due to long lead times to receive equipment, the District needs to order the HVAC equipment for the new classroom building at Valley Oaks Elementary School in advance. ACCO Engineered Systems was identified as a subcontractor for this scope of work in the preconstruction services proposal from S+B James Construction. The lead time for this equipment is 38 weeks.



Early AC Unit Release Proposal

Revision 1

• 9290 Beatty Drive • Sacramento, CA 95826 • 916-520-2100 • 916-520-2110 • Contractor's License #120696 •

December 27th, 2022

Brian McCarthy
brianmccarthy@sbjames.com

S+B James Construction
1450 Halyard Dr Suite #11A
West Sacramento, CA 95691

Re: GJUESD Valley Oaks New Classroom Building – Early AC Release
21 C Street, Galt, CA 95632

Dear Brian:

I am pleased to present this early mechanical equipment (AC unit) release proposal for the GJUESD Valley Oaks New Classroom Building project in Galt, CA.

This budget proposal is based on the following:

- DD-50% CDGJUESD Valley Oaks New CR Bldg Mechanical Drawings by Weston and Associates, dated 10/28/2022

Early AC Unit Release

I. Early AC Unit Release Scope of Work

- A. Coordinate, package, and submit AC unit, roof curb, and powered exhaust/economizer submittals for design team review and approval
- B. Procurement of six (6) 4-ton and one (1) 3-ton rooftop packaged heat pump AC units with the following accessories:
 1. Single stage cooling
 2. Hail Guards
 3. Hinged access doors
 4. 2" pleated MERV-13 filters & filter rack
 5. Electro-mechanical controls
 6. 3.3 kW electric heat strip
 7. Flat roof curb
 8. Modulating powered exhaust / adjustable dry bulb economizer combo with barometric relief, no controller, and 0-10 VDC belimo actuator
 - a) Field installed secondary disconnect for modulating powered exhaust to be provided and installed by others

II. HVAC Job Specific Clarifications and Exclusions**HVAC Job Specific Clarifications**

- A. Standard manufacturer's warranty of either 18 months from unit ship date or 12 months from unit startup date (whichever is less) is included. No extended equipment warranty is included at this time.
- B. Pricing does not include BACnet integration card or controls. Standard electro-mechanical unit controls are included.
- C. Equipment submittals are required to be reviewed and approved by the design team prior to release of AC units and accessories.
- D. Proposal pricing is contingent on receiving a pre-construction contract or written notice of award for the early equipment pricing below by **01/09/2023**. Equipment pricing is held by the equipment vendor through **01/12/2023**, at which point pricing is subject to change.

HVAC Job Specific Exclusions

- A. Any construction scope
- B. Any work not identified in the above scope
- C. Bond
- D. Duct smoke detectors (procurement, wiring, fire alarm interlock)
- E. Motor starters, disconnects or variable speed drives
- F. Permits & fees
- G. Special paint or finish on AC units
- H. Vibration isolation materials for AC units

HVAC Early AC Unit Release Price\$115,800

I appreciate the opportunity to present you with this pricing and look forward to working with your team. If you have any questions regarding this proposal, please call me at (916) 509-5041.

Sincerely,

ACCO Engineered Systems



Daniel Synhorst
Project Manager



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: January 18, 2023	Agenda Item: 212.401 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>	



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.402 Board Consideration of Approval of Collective Bargaining Agreement Between California School Employees Association and its Galt Chapter #362 (CSEA) and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022 and Ending June 30, 2023
Presenter: Lois Yount	Action Item: XX Information Item:

CSEA and the District have reached a tentative agreement regarding Article XIX Fringe Benefits and Article XX Wages for 2022-2023.

- 8% ongoing salary schedule increase retroactive to July 1, 2022.
- 1.5% off the schedule, one-time payment retroactive to July 1, 2022.
- Monthly increase of \$150 to the health cap from \$750 to \$900, effective on the February 28, 2023 payroll for March benefits.

This agreement has been reviewed by the Sacramento County Office of Education fiscal team and ratified by CSEA.

Fiscal Impact:

- \$824,981 ongoing increase
- \$156,427 one-time payment

Board approval is recommended.

Attachments

1. Agreement
2. Public Disclosure
3. Salary Schedules

Memorandum of Understanding (MOU)
between
California School Employees Association
and its **Chapter #362 (CSEA)**
and
Galt Joint Union Elementary School District (District)
December 12, 2022

The parties agree to the following Tentative Agreement during 2022-23 negotiations:

Adjustments within Article XX: Wages, are as follows:

1. All represented CSEA salary schedules shall be increased by 8% to be retroactive to July 1, 2022.
2. All represented CSEA employees shall receive a one-time off-schedule bonus of 1.5%, effective retroactively to July 1, 2022.

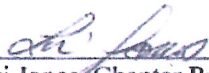
Adjustments within Article XIX: Fringe Benefits, are as follows:

1. Increase of \$150 monthly to the health cap from \$750 to \$900, to be effective on the February 28, 2023 payroll for March benefits.

The above tentative agreement is subject to ratification by the bargaining unit and the Governing Board.

The District and CSEA agree the parties are continuing to negotiate the following Articles for 2022/2023:

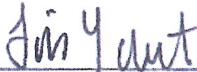
- Article VIII Employee Performance Evaluations
- Article X Transfers
- Article XV Transportation
- Article XVIII Professional Growth Program
- Article XXI Duration
- Article XXIII Yard Supervisors
- Article XXVI Shoe Stipend



Lori Jones, Chapter President
CSEA Chapter #362

12-20-2022

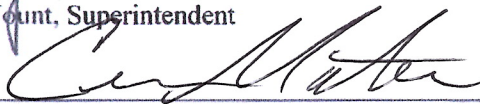
Date



Lois Yount, Superintendent

12-20-22

Date



Cesar Mata, Labor Relations Representative
CSEA

12-21-22

Date

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Galt Joint Union Elementary School District
 Name of Bargaining Unit: CSEA
 Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
 (date) (date)

The Governing Board will act upon this agreement on: January 18, 2023
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 multiyear and overlapping agreements and Step & Column increases)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24	Year 3 Increase/(Decrease) 2024-25
1.	Salary Schedule Including Step and Column	\$ 8,170,829	\$ 653,667		
			8.00%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 236,403	\$ 132,367		
			55.99%	0.00%	0.00%
	Description of Other Compensation		1.5% Off-schedule		
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 2,483,923	\$ 142,874		
			5.75%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 758,475	\$ 52,500		
			6.92%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 11,649,630	\$ 981,408	\$ -	\$ -
			8.42%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	232.84			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 50,033	\$ 4,215	\$ -	\$ -
			8.42%	0.00%	0.00%

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

A. Proposed Change in Compensation (Continued)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

On-schedule - 8%
Off-schedule - 1.5%

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

Increased to \$900 from \$750

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Retention of highly qualified classified staff.

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

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

None

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

None

F. Source of Funding for Proposed Agreement:

1. Current Year

Funded with Excess Reserves(on schedule) and one-time funding(off schedule)

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

General Fund - Increases from LCFF funding

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit:

CSEA

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ 38,100,990		\$ -	\$ 38,100,990
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 656,759		\$ -	\$ 656,759
Other Local Revenue	8600-8799	\$ 986,125		\$ -	\$ 986,125
TOTAL REVENUES		\$ 39,743,874		\$ -	\$ 39,743,874
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 16,167,081		\$ -	\$ 16,167,081
Classified Salaries	2000-2999	\$ 5,572,833	\$ 382,189	\$ -	\$ 5,955,022
Employee Benefits	3000-3999	\$ 7,739,984	\$ 103,219	\$ -	\$ 7,843,203
Books and Supplies	4000-4999	\$ 1,311,656		\$ -	\$ 1,311,656
Services and Other Operating Expenditures	5000-5999	\$ 2,250,424		\$ -	\$ 2,250,424
Capital Outlay	6000-6999	\$ 2,291,402		\$ -	\$ 2,291,402
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 65,369		\$ -	\$ 65,369
Transfers of Indirect Costs	7300-7399	\$ (362,594)		\$ -	\$ (362,594)
TOTAL EXPENDITURES		\$ 35,036,155	\$ 485,408	\$ -	\$ 35,521,563
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 25,000	\$ -	\$ -	\$ 25,000
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ (6,427,023)	\$ -	\$ -	\$ (6,427,023)
OPERATING SURPLUS (DEFICIT)*		\$ (1,694,304)	\$ (485,408)	\$ -	\$ (2,179,712)
BEGINNING FUND BALANCE					
	9791	\$ 10,771,729			\$ 10,771,729
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 9,077,425	\$ (485,408)	\$ -	\$ 8,592,017
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 20,000	\$ -	\$ -	\$ 20,000
Restricted	9740				
Committed	9750-9760	\$ 3,200,000	\$ (600,000)	\$ -	\$ 2,600,000
Assigned	9780	\$ 4,099,366	\$ 87,627	\$ -	\$ 4,186,993
Reserve for Economic Uncertainties	9789	\$ 1,758,059	\$ 26,965	\$ -	\$ 1,785,024
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit:

CSEA

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 8,000,824		\$ -	\$ 8,000,824
Other State Revenue	8300-8599	\$ 12,882,645		\$ -	\$ 12,882,645
Other Local Revenue	8600-8799	\$ 1,830,957		\$ -	\$ 1,830,957
TOTAL REVENUES		\$ 22,714,426		\$ -	\$ 22,714,426
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 6,604,314	\$ 339,693	\$ -	\$ 6,944,007
Classified Salaries	2000-2999	\$ 3,447,732	\$ 73,745	\$ -	\$ 3,521,477
Employee Benefits	3000-3999	\$ 5,477,282		\$ -	\$ 5,477,282
Books and Supplies	4000-4999	\$ 1,979,797		\$ -	\$ 1,979,797
Services and Other Operating Expenditures	5000-5999	\$ 3,488,207		\$ -	\$ 3,488,207
Capital Outlay	6000-6999	\$ 2,286,591		\$ -	\$ 2,286,591
Other Outgo (excluding Indirect Costs)	7100-7299	\$ -		\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 281,881		\$ -	\$ 281,881
TOTAL EXPENDITURES		\$ 23,565,804	\$ 413,438	\$ -	\$ 23,979,242
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 6,427,023	\$ -	\$ -	\$ 6,427,023
OPERATING SURPLUS (DEFICIT)*		\$ 5,575,645	\$ (413,438)	\$ -	\$ 5,162,207
BEGINNING FUND BALANCE					
	9791	\$ 2,973,170			\$ 2,973,170
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 8,548,815	\$ (413,438)	\$ -	\$ 8,135,377
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 8,548,815	\$ (413,438)	\$ -	\$ 8,135,377
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit:

CSEA

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue	8010-8099	\$ 38,100,990	\$ -	\$ 38,100,990
Federal Revenue	8100-8299	\$ 8,000,824	\$ -	\$ 8,000,824
Other State Revenue	8300-8599	\$ 13,539,404	\$ -	\$ 13,539,404
Other Local Revenue	8600-8799	\$ 2,817,082	\$ -	\$ 2,817,082
TOTAL REVENUES		\$ 62,458,300	\$ -	\$ 62,458,300
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 22,771,395	\$ 339,693	\$ 23,111,088
Classified Salaries	2000-2999	\$ 9,020,565	\$ 455,934	\$ 9,476,499
Employee Benefits	3000-3999	\$ 13,217,266	\$ 103,219	\$ 13,320,485
Books and Supplies	4000-4999	\$ 3,291,453	\$ -	\$ 3,291,453
Services and Other Operating Expenditures	5000-5999	\$ 5,738,631	\$ -	\$ 5,738,631
Capital Outlay	6000-6999	\$ 4,577,993	\$ -	\$ 4,577,993
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 65,369	\$ -	\$ 65,369
Transfers of Indirect Costs	7300-7399	\$ (80,713)	\$ -	\$ (80,713)
TOTAL EXPENDITURES		\$ 58,601,959	\$ 898,846	\$ 59,500,805
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources	8900-8979	\$ 25,000	\$ -	\$ 25,000
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 3,881,341	\$ (898,846)	\$ 2,982,495
BEGINNING FUND BALANCE				
	9791	\$ 13,744,899		\$ 13,744,899
Audit Adjustments/Other Restatements	9793/9795	\$ -		\$ -
ENDING FUND BALANCE		\$ 17,626,240	\$ (898,846)	\$ 16,727,394
COMPONENTS OF ENDING FUND				
Nonspendable	9711-9719	\$ 20,000	\$ -	\$ 20,000
Restricted	9740	\$ 8,548,815	\$ (413,438)	\$ 8,135,377
Committed	9750-9760	\$ 3,200,000	\$ (600,000)	\$ 2,600,000
Assigned	9780	\$ 4,099,366	\$ 87,627	\$ 4,186,993
Reserve for Economic Uncertainties	9789	\$ 1,758,059	\$ 26,965	\$ 1,785,024
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit:

CSEA

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 667,315		\$ -	\$ 667,315
Other Local Revenue	8600-8799	\$ 1,000		\$ -	\$ 1,000
TOTAL REVENUES		\$ 668,315		\$ -	\$ 668,315
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 225,684		\$ -	\$ 225,684
Classified Salaries	2000-2999	\$ 212,683	\$ 15,214	\$ -	\$ 227,897
Employee Benefits	3000-3999	\$ 181,069	\$ 4,265	\$ -	\$ 185,334
Books and Supplies	4000-4999	\$ 34,872		\$ -	\$ 34,872
Services and Other Operating Expenditures	5000-5999	\$ 37,759		\$ -	\$ 37,759
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299	\$ -		\$ -	\$ -
	7400-7499				
Transfers of Indirect Costs	7300-7399	\$ 19,666		\$ -	\$ 19,666
TOTAL EXPENDITURES		\$ 711,733	\$ 19,479	\$ -	\$ 731,212
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (43,418)	\$ (19,479)	\$ -	\$ (62,897)
BEGINNING FUND BALANCE					
	9791	\$ 158,662			\$ 158,662
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 115,244	\$ (19,479)	\$ -	\$ 95,765
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 115,244	\$ (19,479)	\$ -	\$ 95,765
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ (0)	\$ -	\$ -	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit:

CSEA

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 2,472,391		\$ -	\$ 2,472,391
Other State Revenue	8300-8599	\$ 641,934		\$ -	\$ 641,934
Other Local Revenue	8600-8799	\$ 500		\$ -	\$ 500
TOTAL REVENUES		\$ 3,114,825		\$ -	\$ 3,114,825
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 720,712	\$ -	\$ -	\$ 720,712
Classified Salaries	2000-2999	\$ 308,877	\$ 48,938	\$ -	\$ 357,815
Employee Benefits	3000-3999	\$ 939,600	\$ 14,145	\$ -	\$ 953,745
Books and Supplies	4000-4999	\$ 32,500		\$ -	\$ 32,500
Services and Other Operating Expenditures	5000-5999	\$ -		\$ -	\$ -
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299	\$ -		\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 61,047		\$ -	\$ 61,047
TOTAL EXPENDITURES		\$ 2,062,736	\$ 63,083	\$ -	\$ 2,125,819
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 1,052,089	\$ (63,083)	\$ -	\$ 989,006
BEGINNING FUND BALANCE					
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 1,916,563	\$ (63,083)	\$ -	\$ 1,853,480
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 1,916,563	\$ (63,083)	\$ -	\$ 1,853,480
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: CSEA

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 38,100,990	\$ 38,750,752	\$ 39,857,629
Federal Revenue 8100-8299	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ 656,759	\$ 656,759	\$ 656,759
Other Local Revenue 8600-8799	\$ 986,125	\$ 433,165	\$ 433,165
TOTAL REVENUES	\$ 39,743,874	\$ 39,840,676	\$ 40,947,553
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 16,167,081	\$ 16,387,354	\$ 16,607,627
Classified Salaries 2000-2999	\$ 5,955,022	\$ 6,080,040	\$ 6,160,375
Employee Benefits 3000-3999	\$ 7,843,203	\$ 7,921,540	\$ 7,968,921
Books and Supplies 4000-4999	\$ 1,311,656	\$ 1,311,656	\$ 1,311,656
Services and Other Operating Expenditures 5000-5999	\$ 2,250,424	\$ 2,250,424	\$ 2,250,424
Capital Outlay 6000-6999	\$ 2,291,402	\$ 124,326	\$ 124,326
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 65,369	\$ 65,369	\$ 65,369
Transfers of Indirect Costs 7300-7399	\$ (362,594)	\$ (448,336)	\$ (434,174)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 35,521,563	\$ 33,692,373	\$ 34,054,524
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 25,000	\$ 25,000	\$ 25,000
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ (6,427,023)	\$ (6,546,286)	\$ (8,708,841)
OPERATING SURPLUS (DEFICIT)*	\$ (2,179,712)	\$ (372,983)	\$ (1,790,812)
BEGINNING FUND BALANCE			
9791	\$ 10,771,729	\$ 8,592,017	\$ 8,219,034
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 8,592,017	\$ 8,219,034	\$ 6,428,222
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 20,000	\$ 20,000	\$ 20,000
Restricted 9740			
Committed 9750-9760	\$ 2,600,000	\$ 2,400,000	\$ 1,000,000
Assigned 9780	\$ 4,186,993	\$ 4,054,943	\$ 3,801,576
Reserve for Economic Uncertainties 9789	\$ 1,785,024	\$ 1,744,091	\$ 1,606,646
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit:

CSEA

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 8,000,824	\$ 2,152,681	\$ 2,152,681
Other State Revenue 8300-8599	\$ 12,882,645	\$ 6,483,512	\$ 6,483,512
Other Local Revenue 8600-8799	\$ 1,830,957	\$ 1,718,397	\$ 1,718,397
TOTAL REVENUES	\$ 22,714,426	\$ 10,354,590	\$ 10,354,590
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 6,944,007	\$ 4,528,380	\$ 4,388,137
Classified Salaries 2000-2999	\$ 3,521,477	\$ 3,606,557	\$ 3,598,786
Employee Benefits 3000-3999	\$ 5,477,282	\$ 4,928,484	\$ 4,857,452
Books and Supplies 4000-4999	\$ 1,979,797	\$ 5,385,000	\$ 2,069,741
Services and Other Operating Expenditures 5000-5999	\$ 3,488,207	\$ 5,050,979	\$ 3,655,776
Capital Outlay 6000-6999	\$ 2,286,591	\$ 576,979	\$ 576,979
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -	\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ 281,881	\$ 367,623	\$ 353,461
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 23,979,242	\$ 24,444,002	\$ 19,500,332
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 6,427,023	\$ 6,546,286	\$ 8,708,841
OPERATING SURPLUS (DEFICIT)*	\$ 5,162,207	\$ (7,543,126)	\$ (436,901)
BEGINNING FUND BALANCE			
9791	\$ 2,973,170	\$ 8,135,377	\$ 592,251
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 8,135,377	\$ 592,251	\$ 155,350
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 8,135,377	\$ 592,251	\$ 155,350
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit:

CSEA

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 38,100,990	\$ 38,750,752	\$ 39,857,629
Federal Revenue 8100-8299	\$ 8,000,824	\$ 2,152,681	\$ 2,152,681
Other State Revenue 8300-8599	\$ 13,539,404	\$ 7,140,271	\$ 7,140,271
Other Local Revenue 8600-8799	\$ 2,817,082	\$ 2,151,562	\$ 2,151,562
TOTAL REVENUES	\$ 62,458,300	\$ 50,195,266	\$ 51,302,143
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 23,111,088	\$ 20,915,734	\$ 20,995,764
Classified Salaries 2000-2999	\$ 9,476,499	\$ 9,686,597	\$ 9,759,161
Employee Benefits 3000-3999	\$ 13,320,485	\$ 12,850,024	\$ 12,826,373
Books and Supplies 4000-4999	\$ 3,291,453	\$ 6,696,656	\$ 3,381,397
Services and Other Operating Expenditures 5000-5999	\$ 5,738,631	\$ 7,301,403	\$ 5,906,200
Capital Outlay 6000-6999	\$ 4,577,993	\$ 701,305	\$ 701,305
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 65,369	\$ 65,369	\$ 65,369
Transfers of Indirect Costs 7300-7399	\$ (80,713)	\$ (80,713)	\$ (80,713)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 59,500,805	\$ 58,136,375	\$ 53,554,856
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 25,000	\$ 25,000	\$ 25,000
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 2,982,495	\$ (7,916,109)	\$ (2,227,713)
BEGINNING FUND BALANCE			
9791	\$ 13,744,899	\$ 16,727,394	\$ 8,811,285
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 16,727,394	\$ 8,811,285	\$ 6,583,572
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 20,000	\$ 20,000	\$ 20,000
Restricted 9740	\$ 8,135,377	\$ 592,251	\$ 155,350
Committed 9750-9760	\$ 2,600,000	\$ 2,400,000	\$ 1,000,000
Assigned 9780	\$ 4,186,993	\$ 4,054,943	\$ 3,801,576
Reserve for Economic Uncertainties 9789	\$ 1,785,024	\$ 1,744,091	\$ 1,606,646
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 59,500,805	\$ 58,136,375	\$ 53,554,856
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 59,500,805	\$ 58,136,375	\$ 53,554,856
d.	State Standard Minimum Reserve Percentage for this District Enter percentage	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 1,785,024	\$ 1,744,091	\$ 1,606,646

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 1,785,024	\$ 1,744,091	\$ 1,606,646
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 1,785,024	\$ 1,744,091	\$ 1,606,646
f.	Reserve for Economic Uncertainties Percentage	3.00%	3.00%	3.00%

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

2022-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

N/A

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES (CONTINUED)

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 981,408
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (898,846)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ (19,479)
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (63,083)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (981,408)

Variance \$ -

Variance Explanation:

N/A

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ 3,881,341	6.6%	
Current FY Surplus/(Deficit) after settlement(s)?	\$ 2,982,495	5.0%	
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (7,916,109)	(13.6%)	Restricted one-time grants expending
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (2,227,713)	(4.2%)	Inc. UR Contrib/Rest grants expending

Deficit Reduction Plan (as necessary):

Unrestricted deficit spending can occur with one-time use of reserves for commitments or assignments. Multi-year one-time restricted grants can continue to show deficit spending until fully spent.

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 8a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

J. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Galt Joint Union Elementary School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from 07/01/2022 to 06/30/2023.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Transfers In and Other Sources/Contributions
Expenditures/Transfers Out and Other Uses
Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
Revenues/Transfers In and Other Sources/Contributions	\$ -
Expenditures/Transfers Out and Other Uses	\$ 981,408
Ending Balance(s) Increase/(Decrease)	\$ (981,408)

Subsequent Years

Budget Adjustment Categories:

Revenues/Transfers In and Other Sources/Contributions
Expenditures/Transfers Out and Other Uses
Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
Revenues/Transfers In and Other Sources/Contributions	\$ -
Expenditures/Transfers Out and Other Uses	\$ -
Ending Balance(s) Increase/(Decrease)	\$ -

Budget Revisions


If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify




District Superintendent
(Signature)

12/13/22

Date

I hereby certify I am unable to certify



Chief Business Official
(Signature)

12/13/22

Date

Special Note: The Sacramento County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

- Increase of LCFF and State Block Grant revenue
- Prior years multi-year grants continue to be expended

Concerns regarding affordability of agreement in subsequent years (if any):

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Galt Joint Union Elementary School District

District Name

District Superintendent
(Signature)

Date

Nicole Lorenz

Contact Person

209-744-4545 x311

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 18, 2023, took action to approve the proposed agreement with the GEFA Bargaining Unit(s).

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Sacramento County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

**GALT JOINT UNION SCHOOL DISTRICT
CLASSIFIED HOURLY SALARY SCHEDULE
2022-2023**

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
J	16.21	16.77	17.62	18.51	19.45	19.94
K	16.61	17.19	18.06	18.98	19.94	20.44
L	17.03	17.62	18.51	19.45	20.44	20.95
M	17.45	18.06	18.98	19.94	20.95	21.47
N	17.89	18.51	19.45	20.44	21.47	22.01
O	18.34	18.98	19.94	20.95	22.01	22.56
P	18.79	19.45	20.44	21.47	22.56	23.12
Q	19.26	19.94	20.95	22.01	23.12	23.70
R	19.74	20.44	21.47	22.56	23.70	24.29
S	20.24	20.95	22.01	23.12	24.29	24.90
T	20.74	21.47	22.56	23.70	24.90	25.52
U	21.26	22.01	23.12	24.29	25.52	26.16
V	21.79	22.56	23.70	24.90	26.16	26.81
W	22.34	23.12	24.29	25.52	26.80	27.47
X	22.90	23.70	24.90	26.16	27.47	28.15
Y	23.47	24.29	25.52	26.80	28.15	28.86
Z	24.06	24.90	26.16	27.47	28.86	29.58
AA	24.66	25.52	26.80	28.15	29.58	30.32
BB	25.28	26.16	27.47	28.86	30.32	31.08
CC	25.77	26.67	28.00	29.40	30.87	32.42

Associate's Degree \$250, Bachelor's Degree \$500, Master's Degree \$1,000

LONGEVITY:

10 years	\$750
15 years	\$1,250
20 years	\$2,000
25 years	\$2,500

Board Approval Pending

CLASSES/POSITIONS	RANGE
District Personnel	
Accounts Payable Clerk	Y
Accounts Receivable Clerk	AA
Budget Technician	AA
District Office Clerk II	U
Information Systems Technician	W
Payroll Technician	AA
Personnel Technician	U
Purchasing Technician	AA
Technology Assistant	W
Food Service	
Food and Nutrition Cashier	J
Food and Nutrition District Clerk	U
Food and Nutrition Lead	R
Food and Nutrition Assistant I	J
Food and Nutrition Assistant II	N
Health	
Health Assistant II	R
Health Secretary	T
Licensed Vocational Nurse (LVN)	CC
Library	
Bright Futures Center Technician	P
Maintenance/Operations	
Custodian	R
Groundskeeper	S
Skilled Maintenance Technician	CC
Warehouse Worker/Delivery Driver	Q
School Site Clerical	
Bilingual Office Assistant	M
Bilingual Office Assistant, Special Programs	N
School Secretary I	R
School Secretary II	V
Student Support	
Bilingual Community Outreach Assistant	M
Bilingual Instructional Assistant/Expanded Learning	K
Early Childhood Home Visitor	J
Instructional Assistant	J
Instructional Assistant/Behavior Management	N
Instructional Assistant/Bilingual	K
Instructional Assistant/Expanded Learning	J
Instructional Assistant/Preschool	J
Instructional Assistant/Special Education	L

Registered Behavior Technician	P
Transportation	
Dispatcher	AA
Mechanic	CC
School Bus Driver	Y
Trainer/Dispatcher	BB
Transportation Department Clerk	R
Student Supervision	
Yard Supervisor	Yard Schedule

Inactive Positions	
Bus Driver Instructor	X
Business Services Clerk	Q
Campus Monitor Lead	Q
Central Office Clerk	L
Crossing Guards	Yard Schedule
Curriculum Clerk	U
Educational Interpreter	L
District Office Clerk I	Q
Family Advocate	J
Health Assistant I	K
Instructional Assistant/Health	J
Instructional Assistant/Physical Education	J
Instructional Assistant/Title 1	J
Library Technician	N
Mathematics Technician	J
Office Assistant	K
Parent Liaison	J
Prevention Specialist	L
Personnel Clerk	Q
Receptionist/Clerk	M

**GALT JOINT UNION SCHOOL DISTRICT
SCHOOL SOCIAL WORKER SALARY SCHEDULE
2022-2023**

Steps	Class I BA+45	Class II BA+60	Class III BA+90
1	52,944	55,326	57,816
2	55,326	57,816	60,418
3	57,816	60,418	63,136
4	60,418	63,136	65,978
5	63,136	65,978	68,947
6	65,978	68,947	72,049
7	68,947	72,049	75,291
8	72,049	75,291	78,679
9	75,291	78,679	82,220
10	78,679	82,220	85,920
12	82,220	85,920	89,786
14	85,920	89,786	93,827

Masters \$1,000

LONGEVITY

2.5% at 5 years

3% at 10 years

3.5% at 15 years

4% at 20 years

4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
YARD SUPERVISOR SALARY SCHEDULE
2022-2023**

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
16.20	16.61	17.02	17.45	17.88	18.33

Associate's Degree \$250, Bachelor's Degree \$500, Master's Degree \$1,000

LONGEVITY:

10 years	\$750
15 years	\$1,250
20 years	\$2,000
25 years	\$2,500

Board Approval Pending



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.403 Board Consideration of Approval of Collective Bargaining Agreement Between Unrepresented and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022 and Ending June 30, 2023
Presenter: Lois Yount	Action Item: XX Information Item:

The District proposes the following increases in salary and benefits for unrepresented employees.

- 8% ongoing salary schedule increase retroactive to July 1, 2022.
- 1.5% off the schedule, one-time payment retroactive to July 1, 2022.
- Monthly increase of \$200 to the health cap from \$700 to \$900, effective on the February 28, 2023 payroll for March benefits.
- Master’s Degree stipend increase from \$1000 to \$2000 effective July 1, 2022.

This agreement has been reviewed by the Sacramento County Office of Education fiscal team.

Board approval is recommended.

Fiscal Impact:

- \$431,459 ongoing increase
- \$80,485 one-time payment

Attachments

1. Public Disclosure
2. Salary Schedules

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Galt Joint Union Elementary School District
 Name of Bargaining Unit: Unrepresented
 Certificated, Classified, Other: Certificated & Classified

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
 (date) (date)

The Governing Board will act upon this agreement on: January 18, 2023
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 multiyear and overlapping agreements and Step & Column increases)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24	Year 3 Increase/(Decrease) 2024-25
1.	Salary Schedule Including Step and Column	\$ 3,887,014	\$ 310,960		
			8.00%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 87,819	\$ 74,969		
			85.37%	0.00%	0.00%
	Description of Other Compensation		1.5% Off-schedule & Inc to stipends		
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 1,118,396	\$ 104,015		
			9.30%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 256,316	\$ 22,000		
			8.58%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 5,349,545	\$ 511,944	\$ -	\$ -
			9.57%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	40.00			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 133,739	\$ 12,799	\$ -	\$ -
			9.57%	0.00%	0.00%

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

A. Proposed Change in Compensation (Continued)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

On-schedule - 8%

Off-schedule - 1.5%

\$1,000 inc to Masters/Doctorate stipends

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

Increased to \$900 from \$700

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

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

None

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

None

F. Source of Funding for Proposed Agreement:

1. Current Year

Funded with Excess Reserves(on schedule) and one-time funding(off schedule)

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

General Fund - Increases from LCFF funding

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit:

Unrepresented

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ 38,100,990		\$ -	\$ 38,100,990
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 656,759		\$ -	\$ 656,759
Other Local Revenue	8600-8799	\$ 986,125		\$ -	\$ 986,125
TOTAL REVENUES		\$ 39,743,874		\$ -	\$ 39,743,874
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 16,167,081	\$ 155,142	\$ -	\$ 16,322,223
Classified Salaries	2000-2999	\$ 5,572,833	\$ 61,031	\$ 382,189	\$ 6,016,053
Employee Benefits	3000-3999	\$ 7,739,984	\$ 69,336	\$ 103,219	\$ 7,912,539
Books and Supplies	4000-4999	\$ 1,311,656		\$ -	\$ 1,311,656
Services and Other Operating Expenditures	5000-5999	\$ 2,250,424		\$ -	\$ 2,250,424
Capital Outlay	6000-6999	\$ 2,291,402		\$ -	\$ 2,291,402
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 65,369		\$ -	\$ 65,369
Transfers of Indirect Costs	7300-7399	\$ (362,594)		\$ -	\$ (362,594)
TOTAL EXPENDITURES		\$ 35,036,155	\$ 285,509	\$ 485,408	\$ 35,807,072
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 25,000	\$ -	\$ -	\$ 25,000
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ (6,427,023)	\$ -	\$ -	\$ (6,427,023)
OPERATING SURPLUS (DEFICIT)*		\$ (1,694,304)	\$ (285,509)	\$ (485,408)	\$ (2,465,221)
BEGINNING FUND BALANCE					
	9791	\$ 10,771,729			\$ 10,771,729
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 9,077,425	\$ (285,509)	\$ (485,408)	\$ 8,306,508
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 20,000	\$ -	\$ -	\$ 20,000
Restricted	9740				
Committed	9750-9760	\$ 3,200,000	\$ (300,000)	\$ (600,000)	\$ 2,300,000
Assigned	9780	\$ 4,099,366	\$ (837)	\$ 87,627	\$ 4,186,155
Reserve for Economic Uncertainties	9789	\$ 1,758,059	\$ 15,328	\$ 26,965	\$ 1,800,352
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit:

Unrepresented

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 8,000,824		\$ -	\$ 8,000,824
Other State Revenue	8300-8599	\$ 12,882,645		\$ -	\$ 12,882,645
Other Local Revenue	8600-8799	\$ 1,830,957		\$ -	\$ 1,830,957
TOTAL REVENUES		\$ 22,714,426		\$ -	\$ 22,714,426
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 6,604,314	\$ 90,353	\$ 339,693	\$ 7,034,360
Classified Salaries	2000-2999	\$ 3,447,732	\$ 69,020	\$ 73,745	\$ 3,590,497
Employee Benefits	3000-3999	\$ 5,477,282	\$ 51,905	\$ -	\$ 5,529,187
Books and Supplies	4000-4999	\$ 1,979,797		\$ -	\$ 1,979,797
Services and Other Operating Expenditures	5000-5999	\$ 3,488,207		\$ -	\$ 3,488,207
Capital Outlay	6000-6999	\$ 2,286,591		\$ -	\$ 2,286,591
Other Outgo (excluding Indirect Costs)	7100-7299	\$ -		\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 281,881		\$ -	\$ 281,881
TOTAL EXPENDITURES		\$ 23,565,804	\$ 211,278	\$ 413,438	\$ 24,190,520
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 6,427,023	\$ -	\$ -	\$ 6,427,023
OPERATING SURPLUS (DEFICIT)*		\$ 5,575,645	\$ (211,278)	\$ (413,438)	\$ 4,950,929
BEGINNING FUND BALANCE					
	9791	\$ 2,973,170			\$ 2,973,170
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 8,548,815	\$ (211,278)	\$ (413,438)	\$ 7,924,099
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 8,548,815	\$ (211,278)	\$ (413,438)	\$ 7,924,099
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit:

Unrepresented

	Object Code	Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 38,100,990		\$ -	\$ 38,100,990
Federal Revenue	8100-8299	\$ 8,000,824		\$ -	\$ 8,000,824
Other State Revenue	8300-8599	\$ 13,539,404		\$ -	\$ 13,539,404
Other Local Revenue	8600-8799	\$ 2,817,082		\$ -	\$ 2,817,082
TOTAL REVENUES		\$ 62,458,300		\$ -	\$ 62,458,300
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 22,771,395	\$ 245,495	\$ 339,693	\$ 23,356,583
Classified Salaries	2000-2999	\$ 9,020,565	\$ 130,051	\$ 455,934	\$ 9,606,550
Employee Benefits	3000-3999	\$ 13,217,266	\$ 121,241	\$ 103,219	\$ 13,441,726
Books and Supplies	4000-4999	\$ 3,291,453		\$ -	\$ 3,291,453
Services and Other Operating Expenditures	5000-5999	\$ 5,738,631		\$ -	\$ 5,738,631
Capital Outlay	6000-6999	\$ 4,577,993		\$ -	\$ 4,577,993
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 65,369		\$ -	\$ 65,369
Transfers of Indirect Costs	7300-7399	\$ (80,713)		\$ -	\$ (80,713)
TOTAL EXPENDITURES		\$ 58,601,959	\$ 496,787	\$ 898,846	\$ 59,997,592
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ 25,000	\$ -	\$ -	\$ 25,000
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 3,881,341	\$ (496,787)	\$ (898,846)	\$ 2,485,708
BEGINNING FUND BALANCE					
	9791	\$ 13,744,899			\$ 13,744,899
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 17,626,240	\$ (496,787)	\$ (898,846)	\$ 16,230,607
COMPONENTS OF ENDING FUND					
Nonspendable	9711-9719	\$ 20,000	\$ -	\$ -	\$ 20,000
Restricted	9740	\$ 8,548,815	\$ (211,278)	\$ (413,438)	\$ 7,924,099
Committed	9750-9760	\$ 3,200,000	\$ (300,000)	\$ (600,000)	\$ 2,300,000
Assigned	9780	\$ 4,099,366	\$ (837)	\$ 87,627	\$ 4,186,155
Reserve for Economic Uncertainties	9789	\$ 1,758,059	\$ 15,328	\$ 26,965	\$ 1,800,352
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit:

Unrepresented

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 2,472,391		\$ -	\$ 2,472,391
Other State Revenue	8300-8599	\$ 641,934		\$ -	\$ 641,934
Other Local Revenue	8600-8799	\$ 500		\$ -	\$ 500
TOTAL REVENUES		\$ 3,114,825		\$ -	\$ 3,114,825
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 720,712	\$ -	\$ -	\$ 720,712
Classified Salaries	2000-2999	\$ 308,877	\$ 6,759	\$ 48,938	\$ 364,574
Employee Benefits	3000-3999	\$ 939,600	\$ 3,457	\$ 14,145	\$ 957,202
Books and Supplies	4000-4999	\$ 32,500		\$ -	\$ 32,500
Services and Other Operating Expenditures	5000-5999	\$ -		\$ -	\$ -
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299	\$ -		\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 61,047		\$ -	\$ 61,047
TOTAL EXPENDITURES		\$ 2,062,736	\$ 10,216	\$ 63,083	\$ 2,136,035
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 1,052,089	\$ (10,216)	\$ (63,083)	\$ 978,790
BEGINNING FUND BALANCE					
	9791	\$ 864,474			\$ 864,474
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 1,916,563	\$ (10,216)	\$ (63,083)	\$ 1,843,264
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 1,916,563	\$ (10,216)	\$ (63,083)	\$ 1,843,264
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Fund 25**
Bargaining Unit: **Unrepresented**

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of Budget Revision Nov 2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 1,741		\$ -	\$ 1,741
Other Local Revenues	8600-8799	\$ 552,500		\$ -	\$ 552,500
TOTAL REVENUES		\$ 554,241		\$ -	\$ 554,241
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ 45,305	\$ 3,624	\$ -	\$ 48,929
Employee Benefits	3000-3999	\$ 20,497	\$ 1,317	\$ -	\$ 21,814
Books and Supplies	4000-4999	\$ -		\$ -	\$ -
Services and Other Operating Expenditures	5000-5999	\$ 60,278		\$ -	\$ 60,278
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299	\$ -		\$ -	\$ -
	7400-7499				
Transfers of Indirect Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ 126,080	\$ 4,941	\$ -	\$ 131,021
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 20,000	\$ -	\$ -	\$ 20,000
OPERATING SURPLUS (DEFICIT)*		\$ 408,161	\$ (4,941)	\$ -	\$ 403,220
BEGINNING FUND BALANCE					
	9791	\$ 1,529,185			\$ 1,529,185
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 1,937,346	\$ (4,941)	\$ -	\$ 1,932,405
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 1,937,346	\$ (4,941)	\$ -	\$ 1,932,405
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 485,408	Unapproved CSEA settlement
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 413,438	Unapproved CSEA settlement
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 63,083	Unapproved CSEA settlement
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

The CSEA settlement is not part of the last Board approved budget therefore is in the Other column to reflect the costs.

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: Unrepresented

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 38,100,990	\$ 38,750,752	\$ 39,857,629
Federal Revenue 8100-8299	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ 656,759	\$ 656,759	\$ 656,759
Other Local Revenue 8600-8799	\$ 986,125	\$ 433,165	\$ 433,165
TOTAL REVENUES	\$ 39,743,874	\$ 39,840,676	\$ 40,947,553
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 16,322,223	\$ 16,542,496	\$ 16,282,769
Classified Salaries 2000-2999	\$ 6,016,053	\$ 6,141,071	\$ 6,221,406
Employee Benefits 3000-3999	\$ 7,912,539	\$ 7,990,824	\$ 7,894,022
Books and Supplies 4000-4999	\$ 1,311,656	\$ 1,311,656	\$ 1,311,656
Services and Other Operating Expenditures 5000-5999	\$ 2,250,424	\$ 2,250,424	\$ 2,250,424
Capital Outlay 6000-6999	\$ 2,291,402	\$ 124,326	\$ 124,326
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 65,369	\$ 65,369	\$ 65,369
Transfers of Indirect Costs 7300-7399	\$ (362,594)	\$ (448,336)	\$ (434,174)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 35,807,072	\$ 33,977,830	\$ 33,715,798
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 25,000	\$ 25,000	\$ 25,000
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ (6,427,023)	\$ (6,561,186)	\$ (9,505,009)
OPERATING SURPLUS (DEFICIT)*	\$ (2,465,221)	\$ (673,340)	\$ (2,248,254)
BEGINNING FUND BALANCE			
9791	\$ 10,771,729	\$ 8,306,508	\$ 7,633,168
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 8,306,508	\$ 7,633,168	\$ 5,384,914
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 20,000	\$ 20,000	\$ 20,000
Restricted 9740			
Committed 9750-9760	\$ 2,300,000	\$ 1,800,000	\$ -
Assigned 9780	\$ 4,186,155	\$ 4,054,176	\$ 3,762,100
Reserve for Economic Uncertainties 9789	\$ 1,800,352	\$ 1,758,992	\$ 1,602,814
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit:

Unrepresented

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 8,000,824	\$ 2,152,681	\$ 2,152,681
Other State Revenue 8300-8599	\$ 12,882,645	\$ 6,483,512	\$ 6,483,512
Other Local Revenue 8600-8799	\$ 1,830,957	\$ 1,718,397	\$ 1,718,397
TOTAL REVENUES	\$ 22,714,426	\$ 10,354,590	\$ 10,354,590
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 7,034,360	\$ 4,618,733	\$ 4,478,490
Classified Salaries 2000-2999	\$ 3,590,497	\$ 3,675,577	\$ 3,667,806
Employee Benefits 3000-3999	\$ 5,529,187	\$ 4,980,331	\$ 4,909,091
Books and Supplies 4000-4999	\$ 1,979,797	\$ 5,385,000	\$ 2,069,741
Services and Other Operating Expenditures 5000-5999	\$ 3,488,207	\$ 5,050,979	\$ 3,655,776
Capital Outlay 6000-6999	\$ 2,286,591	\$ 576,979	\$ 576,979
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -	\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ 281,881	\$ 367,623	\$ 353,461
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 24,190,520	\$ 24,655,222	\$ 19,711,344
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 6,427,023	\$ 6,561,186	\$ 9,505,009
OPERATING SURPLUS (DEFICIT)*	\$ 4,950,929	\$ (7,739,446)	\$ 148,255
BEGINNING FUND BALANCE			
9791	\$ 2,973,170	\$ 7,924,099	\$ 184,653
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 7,924,099	\$ 184,653	\$ 332,908
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 7,924,099	\$ 184,653	\$ 332,908
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: Unrepresented

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 38,100,990	\$ 38,750,752	\$ 39,857,629
Federal Revenue 8100-8299	\$ 8,000,824	\$ 2,152,681	\$ 2,152,681
Other State Revenue 8300-8599	\$ 13,539,404	\$ 7,140,271	\$ 7,140,271
Other Local Revenue 8600-8799	\$ 2,817,082	\$ 2,151,562	\$ 2,151,562
TOTAL REVENUES	\$ 62,458,300	\$ 50,195,266	\$ 51,302,143
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 23,356,583	\$ 21,161,229	\$ 20,761,259
Classified Salaries 2000-2999	\$ 9,606,550	\$ 9,816,648	\$ 9,889,212
Employee Benefits 3000-3999	\$ 13,441,726	\$ 12,971,155	\$ 12,803,113
Books and Supplies 4000-4999	\$ 3,291,453	\$ 6,696,656	\$ 3,381,397
Services and Other Operating Expenditures 5000-5999	\$ 5,738,631	\$ 7,301,403	\$ 5,906,200
Capital Outlay 6000-6999	\$ 4,577,993	\$ 701,305	\$ 701,305
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 65,369	\$ 65,369	\$ 65,369
Transfers of Indirect Costs 7300-7399	\$ (80,713)	\$ (80,713)	\$ (80,713)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 59,997,592	\$ 58,633,052	\$ 53,427,142
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 25,000	\$ 25,000	\$ 25,000
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 2,485,708	\$ (8,412,786)	\$ (2,099,999)
BEGINNING FUND BALANCE			
9791	\$ 13,744,899	\$ 16,230,607	\$ 7,817,821
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 16,230,607	\$ 7,817,821	\$ 5,717,822
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 20,000	\$ 20,000	\$ 20,000
Restricted 9740	\$ 7,924,099	\$ 184,653	\$ 332,908
Committed 9750-9760	\$ 2,300,000	\$ 1,800,000	\$ -
Assigned 9780	\$ 4,186,155	\$ 4,054,176	\$ 3,762,100
Reserve for Economic Uncertainties 9789	\$ 1,800,352	\$ 1,758,992	\$ 1,602,814
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 59,997,592	\$ 58,633,052	\$ 53,427,142
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 59,997,592	\$ 58,633,052	\$ 53,427,142
d.	State Standard Minimum Reserve Percentage for this District Enter percentage	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 1,799,928	\$ 1,758,992	\$ 1,602,814

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 1,800,352	\$ 1,758,992	\$ 1,602,814
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 1,800,352	\$ 1,758,992	\$ 1,602,814
f.	Reserve for Economic Uncertainties Percentage	3.00%	3.00%	3.00%

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

2022-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

N/A

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES (CONTINUED)

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 511,944
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (496,787)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ -
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (10,216)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ (4,941)
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (511,944)

Variance \$ -

Variance Explanation:

N/A

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ 3,881,341	6.6%	
Current FY Surplus/(Deficit) after settlement(s)?	\$ 2,485,708	4.1%	
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (8,412,786)	(14.3%)	Restricted one-time grants expending
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (2,099,999)	(3.9%)	Inc. UR Contrib/Rest grants expending

Deficit Reduction Plan (as necessary):

Unrestricted deficit spending can occur with one-time use of reserves for commitments or assignments. Multi-year one-time restricted grants can continue to show deficit spending until fully spent.

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 8a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

J. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Galt Joint Union Elementary School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from 07/01/2022 to 06/30/2023.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Transfers In and Other Sources/Contributions
Expenditures/Transfers Out and Other Uses
Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	1,473,873
\$	(1,473,873)

Subsequent Years

Budget Adjustment Categories:

Revenues/Transfers In and Other Sources/Contributions
Expenditures/Transfers Out and Other Uses
Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	-
\$	-

Budget Revisions


If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.


Certifications

I hereby certify I am unable to certify


District Superintendent
(Signature)

12-13-22
Date

I hereby certify I am unable to certify


Chief Business Official
(Signature)

12-13-22
Date

Special Note: The Sacramento County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Galt Joint Union Elementary School District
Public Disclosure of Proposed Collective Bargaining Agreement

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

- Increase of LCFF and State Block Grant revenue
- Prior years multi-year grants continue to be expended

Concerns regarding affordability of agreement in subsequent years (if any):

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Galt Joint Union Elementary School District

District Name

**District Superintendent
(Signature)**

Date

Nicole Lorenz

Contact Person

209-744-4545 x311

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 18, 2023, took action to approve the proposed agreement with the GEFA Bargaining Unit(s).

**President (or Clerk), Governing Board
(Signature)**

Date

Special Note: The Sacramento County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

**GALT JOINT UNION SCHOOL DISTRICT
BEHAVIOR ANALYST
2022-2023**

CLASS/STEP	1	2	3	4	5
A	87,773	92,161	96,769	101,608	106,688

Associate's Degree \$250, Bachelor's Degree \$500, Master's Degree \$1,000

LONGEVITY

2.5% at 5 years

3% at 10 years

3.5% at 15 years

4% at 20 years

4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
CHIEF BUSINESS OFFICER
2022-2023**

Class/Step	Service Days	1	2	3	4	5	6	7	8	9	10
D	249	132,614	136,592	140,690	144,910	149,258	153,735	158,348	163,098	167,991	172,191

LONGEVITY

2.5% at 5 years

3% at 10 years

3.5% at 15 years

4% at 20 years

4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
 CERTIFICATED MANAGEMENT SALARY SCHEDULE
 2022-2023**

Range/Step	Service Days	1	2	3	4	5	6	7
Assistant Principal	205	96,102	100,907	105,952	111,250	116,812	122,653	128,786
Principal (Elementary)	210	106,912	112,258	117,870	123,764	129,952	136,450	143,272
Principal (Middle School)	213	108,439	113,861	119,554	125,532	131,809	138,399	145,319

MASTERS \$2,000
 EDD \$2,200

LONGEVITY
 2.5% at 5 years
 3% at 10 years
 3.5% at 15 years
 4% at 20 years
 4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
 CERTIFICATED MANAGEMENT DIRECTORS SALARY SCHEDULE
 2022-2023**

Range/Step	Service Days	1	2	3	4	5	6	7
Director of Ed Services Director of Curriculum	220	115,846	121,639	127,720	134,106	140,812	147,852	155,245

MASTERS \$2,000
 EDD \$2,200

LONGEVITY
 2.5% at 5 years
 3% at 10 years
 3.5% at 15 years
 5% at 20 years
 5.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
CLASSIFIED CONFIDENTIAL
2022-23**

POSITIONS	SALARY RANGE									
Administrative Assistant	K									
Executive Assistant to Superintendent	R									
CLASS/STEP	1	2	3	4	5	6	7	8	9	10
A	19.40	20.39	21.42	22.51	23.65	25.47	25.47	25.47	25.47	26.11
B	19.89	20.90	21.96	23.07	24.24	26.11	26.11	26.11	26.11	26.76
C	20.39	21.42	22.51	23.65	24.85	26.76	26.76	26.76	26.76	27.43
D	20.90	21.96	23.07	24.24	25.47	27.43	27.43	27.43	27.43	28.11
E	21.42	22.51	23.65	24.85	26.11	28.11	28.11	28.11	28.11	28.82
F	21.96	23.07	24.24	25.47	26.76	28.82	28.82	28.82	28.82	29.54
G	22.51	23.65	24.85	26.11	27.43	29.54	29.54	29.54	29.54	30.28
H	23.07	24.24	25.47	26.76	28.11	30.28	30.28	30.28	30.28	31.03
I	23.65	24.85	26.11	27.43	28.82	31.03	31.03	31.03	31.03	31.81
J	24.24	25.47	26.76	28.11	29.54	31.81	31.81	31.81	31.81	32.60
K	24.85	26.11	27.43	28.82	30.28	32.60	32.60	32.60	32.60	33.42
L	25.47	26.76	28.11	29.54	31.03	33.42	33.42	33.42	33.42	34.25
M	26.11	27.43	28.82	30.28	31.81	34.26	34.26	34.26	34.26	35.11
N	26.76	28.11	29.54	31.03	32.60	35.11	35.11	35.11	35.11	35.99
O	27.43	28.82	30.28	31.81	33.42	35.99	35.99	35.99	35.99	36.89
P	28.12	29.54	31.03	32.60	34.26	36.89	36.89	36.89	36.89	37.81
Q	28.82	30.28	31.81	33.42	35.11	37.81	37.81	37.81	37.81	38.76
R	29.54	31.03	32.60	34.26	35.99	38.76	38.76	38.76	38.76	39.72

Associate's Degree \$250, Bachelor's Degree \$500, Master's Degree \$1,000

LONGEVITY

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Board Approval Pending

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

POSITIONS	Salary Range
Expanded Learning District Coordinator	K
Expanded Learning Site Coordinator	C
Food Service Supervisor	K
Fiscal Services Supervisor	O
Human Resources Coordinator	K
Transportation Supervisor	M
Bilingual Community Outreach Coordinator (BCOC)	B

CLASS/STEP	1	2	3	4	5	6
A	43,862	46,056	48,360	50,784	53,328	54,661
B	46,056	48,360	50,784	53,328	55,992	57,396
C	48,360	50,784	53,328	55,992	58,788	60,264
D	50,784	53,328	55,992	58,788	61,728	63,276
E	53,328	55,992	58,788	61,728	64,812	66,444
F	55,992	58,788	61,728	64,812	68,052	69,768
G	58,788	61,728	64,812	68,052	71,460	73,260
H	61,728	64,812	68,052	71,460	75,036	76,920
I	64,812	68,052	71,460	75,036	78,792	80,772
J	68,052	71,460	75,036	78,792	82,728	84,816
K	71,460	75,036	78,792	82,728	86,868	89,052
L	75,036	78,792	82,728	86,868	91,212	93,504
M	78,792	82,728	86,868	91,212	95,772	98,184
N	82,728	86,868	91,212	95,772	100,560	103,092
O	86,868	91,212	95,772	100,560	105,588	108,252
P	91,212	95,772	100,560	105,588	110,868	113,664
Q	95,772	100,560	105,588	110,868	116,412	119,352

Associate's Degree \$250, Bachelor's Degree \$500, Master's Degree \$1,000

LONGEVITY

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
TECHNOLOGY COORDINATOR
CLASSIFIED MANAGEMENT SALARY SCHEDULE
2022-2023**

Class/Step	Service Days	1	2	3	4	5	6	7
C	256	106,820	112,161	117,769	123,658	129,841	136,333	143,149

Associate's Degree \$250, Bachelor's Degree \$500, Master's Degree \$1,000

LONGEVITY

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
SCHOOL COUNSELOR
SALARY SCHEDULE
2022-2023**

STEPS	CLASS I BA	CLASS II BA+30	CLASS III BA+45	CLASS IV BA+60	CLASS V BA+75	CLASS VI BA+90
1	50,601	52,625	54,730	56,919	59,196	
2	52,625	54,730	56,919	59,196	61,564	
3	54,730	56,919	59,196	61,564	64,026	
4	56,919	59,196	61,564	64,026	66,587	
5	59,196	61,564	64,026	66,587	69,251	
6	61,564	64,026	66,587	69,251	72,021	
7		66,587	69,251	72,021	74,902	
8		69,251	72,021	74,902	77,898	
9			74,902	77,898	81,014	
10			77,898	81,014	84,254	
11				84,254	87,624	
12				87,624	91,129	
13						98,565
15						99,797
18						101,045
21						102,308

MASTERS \$2,000

LONGEVITY

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT'
PROGRAM SPECIALIST SALARY SCHEDULE
2022-2023**

STEPS	BA + 45	BA + 90
1	77,994	83,454
2	83,454	89,296
3	89,296	95,547
4	95,547	102,235
5	102,235	109,391

MASTERS \$2,000

LONGEVITY

2.5% at 5 years
3% at 10 years
3.5% at 15 years
4% at 20 years
4.5% at 25 years

Board Approval Pending

**GALT JOINT UNION SCHOOL DISTRICT
SCHOOL SOCIAL WORKER SALARY SCHEDULE
2022-2023**

Steps	Class I BA+45	Class II BA+60	Class III BA+90
1	52,944	55,326	57,816
2	55,326	57,816	60,418
3	57,816	60,418	63,136
4	60,418	63,136	65,978
5	63,136	65,978	68,947
6	65,978	68,947	72,049
7	68,947	72,049	75,291
8	72,049	75,291	78,679
9	75,291	78,679	82,220
10	78,679	82,220	85,920
12	82,220	85,920	89,786
14	85,920	89,786	93,827

Masters \$1,000

LONGEVITY

- 2.5% at 5 years
- 3% at 10 years
- 3.5% at 15 years
- 4% at 20 years
- 4.5% at 25 years

Board Approval Pending



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.404 Board Consideration of Approval of the 2023-2024 School Calendar
Presenter: Nicole Lorenz	Action Item: XX Information Item:

In collaboration with GEFA and in consultation with CSEA, a calendar for the 2023-2024 school year has been drafted for your review. The tentative calendar has been approved by the GEFA union membership.

The tentative calendar includes the following:

1. Start date of Thursday, August 17th
2. Three professional development days
3. Two minimum days for progress monitoring
4. Five minimum days for parent conferences
5. End date of Friday, June 7th

The calendar also reflects two new teacher training days and three professional development days for all teachers- all taking place prior to the first day of school.

Board approval is recommended.

Fiscal Impact: None

Galt Joint Union Elementary School District 2023-2024 SCHOOL CALENDAR

Board Approved:

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

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

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

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

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

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

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

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

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

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

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

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

New Teacher Work Days-August 10 & 11

Teacher Work Days - August 14, 15 & 16

Professional Development - October 12* & 13, & March 4

**Includes Classified*

First Day of School - August 17, 2023

Last Day of School - June 7, 2024 (Minimum Day)

Minimum Days:

Legal Holidays - July 4, Sept. 4,
Nov. 10 & 23, Dec. 25, Jan. 1 & 15,
Feb. 12 & 19, May 27, & June 19

School not in session - Nov. 20-24, Dec. 22-Jan. 5
Dec. 22-Jan. 5, March 25-April 1 & 26

12:30 Elem/1:15 MMS dismissal - Parent Conference/Academic Progress days
October 16-20, Nov. 30 & Dec. 1

1:00 Elem/1:15 MMS dismissal - Other minimum days
Nov. 3, Dec. 21, Mar. 1

**Galt Joint Union Elementary School District
2023-2024 SCHOOL CALENDAR**

District Office & School Sites	Dates To Remember	
<p align="center">District Office 1018 C Street, Suite 210 Galt, CA 95632 (209) 744-4545</p>	<p>August 10 & 11, 2023 August 14-16, 2023 August 17, 2023 September 4, 2023 October 12 & 13, 2023 October 16-20, 2023</p>	<p>New Teacher Workdays Teacher Workdays First Day of School Labor Day - School Not in Session Professional Development Day - School Not in Session Parent Conferences</p>
<p>Fairsite Elementary & Early Readiness 902 Caroline Street Galt, CA 95632 (209) 745-2506</p>	<p>November 3, 2023 November 10, 2023 November 20-24, 2023 November 30 - December 1, 2023</p>	<p>- Minimum Days (Grades Full-day K, 1st-8th) End of 1st Trimester - Minimum Day (Grades PK-8th) Veterans Day observance - School Not in Session Thanksgiving Break - School Not in Session Academic Progress Check-in</p>
<p>Lake Canyon Elementary School 800 Lake Canyon Avenue Galt, CA 95632 (209) 744-5200</p>	<p>December 21, 2023 December 22 - January 5, 2024 January 15, 2024 February 12, 2024 February 19, 2024</p>	<p>- Minimum Days (Grades Full-day K, 1st-8th) Minimum Day (Grades PK-8th) Winter Break Martin Luther King Jr. Day - School Not in Session Lincoln's Birthday - School Not in Session President's Day - School Not in Session</p>
<p>Marengo Ranch Elementary School 1000 Elk Hills Drive Galt, CA 95632 (209) 745-5470</p>	<p>March 1, 2024 March 4, 2024 March 25-April 1, 2024 April 26, 2024 May 27, 2024</p>	<p>End of 2nd Trimester - Minimum Day (Grades PK-8th) Professional Development Day - School Not in Session Spring Break School Not in Session Memorial Day - School Not in Session</p>
<p>River Oaks Elementary School 905 Vintage Oak Avenue Galt, CA 95632 (209) 745-4614</p>	<p>June 7, 2024 June 7, 2024 June 19, 2024</p>	<p>End of 3rd Trimester Last Day of School - Minimum Day (Grades TK-8th) Juneteenth National Independence Day observance</p>
<p>Robert L. McCaffrey Middle School 997 Park Terrace Drive Galt, CA 95632 (209) 745-5462</p>		
<p>Valley Oaks Elementary School 21 C Street Galt, CA 95632 (209) 745-1564</p>		
<p>Vernon E. Greer Elementary School 248 West A Street Galt, CA 95632 (209) 745-2641</p>		



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.405 Board Consideration of Approval of Job Description for Alternative Education Teacher
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:
<p>GJUESD has the need to provide a self-contained setting with individual student attention as part of GJUESD's intervention systems. Students could be included in the school's elective and physical education courses and could participate in extracurricular activities. The program will use the school district's adopted curriculum and follow the course of study outlined by GJUESD.</p> <p>A job description for the Alternative Education (AE) Teacher has been created. Under the supervision of the site administrator, the AE Teacher will provide instructional services to individuals and groups of students enrolled in an alternative classroom setting. The AE Teacher shall be the liaison between the students, parents, and staff, provide a continuum of academic, behavioral, and social-emotional support to students and collaborate with colleagues as part of the site's Multi-Tiered System of Support (MTSS) Team.</p> <p>Key job duties include:</p> <ul style="list-style-type: none"> • Preparing lesson plans and delivering instruction for group and individual instruction, • determining student academic deficiencies and selecting instructional materials and teaching techniques to meet individual or group needs, and • working with school counselors to respond to students' personal, academic, discipline, and/or attendance-related issues and provide additional support services to students in need. <p>Fiscal Impact: Approximately \$120,000 Funding source: LCFF- Supplemental Concentration and Title I</p>	

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: Teacher, Alternative Education

DESCRIPTION OF BASIC RESPONSIBILITIES:

Under general supervision, the Alternative Education (AE) Teacher provides instructional services to individuals and groups of students enrolled in an alternative education classroom setting. The AE Teacher shall be the liaison between the students, parents, staff and provide a continuum of academic, behavioral, social emotional support to students and collaborate with colleagues as part of the site's Multi-Tiered System of Support (MTSS) Team.

SUPERVISOR: Site Administrator

MAJOR DUTIES & RESPONSIBILITIES

- Prepares lesson plans and selects instructional materials meeting State Standards for group and individual instruction;
- Provide standards-based instruction in an alternative education classroom;
- Determines or interprets student academic deficiencies and selects instructional materials and teaching techniques to meet individual or group needs;
- Administers all required District and State assessments;
- Documents, evaluates, and reports student progress;
- Recommends changes in student classroom assignments to meet individual educational needs;
- Provides specialized assistance and devises special instructional aids to meet individual educational needs;
- Researches, develops and implements appropriate curriculum;
- Maintains classroom discipline;
- Seeks to develop socially acceptable attitudes in students;
- Counsels and encourages students toward higher educational and transition goals;
- Works with school counselors to respond to students' personal, academic, discipline, and/or attendance-related issues and provide additional support services to students in need;
- Participate in school activities including but not limited to in-services, back-to-school nights, parent conferences, school projects and student activities;
- Provide lesson plans, including emergency lesson plans, for substitutes;
- Maintains appropriate student records and track necessary information such as assignments/grades, parent outreach, interventions provided, etc.;
- Participate in early release days and other professional development opportunities.

KNOWLEDGE, ABILITIES & OTHER CHARACTERISTICS:

Knowledge of:

- The principles and methods of developing an instructional and behavior management system and teaching elementary and secondary level subjects;
- Assessment methods, techniques, and tools for supporting all students;

- Current trends in educational methods and procedures;
- Environmental and social/emotional issues that impact student success.

Ability to:

- Evaluate student abilities and deficiencies and adjust instructional techniques accordingly;
- Gain the interest, respect, and cooperation of students;
- Maintain classroom discipline and positive behavioral supports;
- Coordinate services to support student success;
- Develop and maintain positive working relationships with students, staff, parents and others;
- Speak and write effectively; analyze situations accurately and adopt an effective course of action.

Other Characteristics:

- Willingness to work in nontraditional school settings with students who may require additional individualized support to be successful;
- Willingness to work in nontraditional school settings with students who may require additional individualized support to be successful.

EDUCATION & EXPERIENCE

- California Multiple Subjects Credential
- Hold appropriate certification for teaching English Language Learners
- Criminal Justice Fingerprint clearance
- Bilingual (English/Spanish) preferred
- Possess a valid California Driver's License

ESSENTIAL PHYSICAL CHARACTERISTICS:

- Appropriate level of vision to be able to review research materials, to observe student and teacher interactions;
- Appropriate level of voice control to be able to speak with parents, staff, administrators, supervisor, and district representatives in person and by telephone;
- Appropriate level of mobility to sit, stand and walk;
- Sufficient manual dexterity to write, use telephone and operate office equipment.



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.406 Board Consideration of Approval of Revised Job Description for School Counselor
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

The School Counselor job description has been updated and broadened to include an elementary focus. The K-8 School Counselor is the liaison between the students, parents, staff and resources of the school and the community. School Counselors provide students support in three major domains: academic, social-emotional, college, and career readiness. School counselors will provide a continuum of behavioral, academic, and mental health interventions and collaborate with colleagues as part of the site's Multi-Tiered System of Support (MTSS) Team.

Fiscal Impact: None

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: School Counselor

DESCRIPTION OF BASIC RESPONSIBILITIES:

The School Counselor shall be the liaison between the students, parents, staff and resources of the school and community. School counselors provide students support in three major domains: academic, social-emotional and college and career readiness. School counselors will provide a continuum of behavioral, academic, and mental health interventions and collaborate with colleagues as part of the site's Multi-Tiered System of Support (MTSS) Team.

SUPERVISOR: Site Administrator, Director of Educational Services or Designee

MAJOR DUTIES & RESPONSIBILITIES

- Support and crisis counseling for individuals and small groups of students serving as the first line for on campus crisis intervention as well as a referring agent for continuing counseling when indicated;
- Provide individual counseling and group counseling services to students that require the support to address behavioral, social emotional, mental health or other personal challenges. School Counselors also support students at-risk of becoming LTEL, being suspended, or expelled from school.
- Serve as a conduit to other services and agencies inside and outside the system which have the capability of providing services at the level and intensity needed;
- Collaborate with teachers and school staff to develop strategies to support students and families experiencing various challenges.
- Help coordinate school clubs and programs that promote a positive school climate.
- Coordinate and/or facilitate presentations and provide feedback to staff on topics such as trauma-informed practices, suicide prevention, social emotional learning, early childhood and pre-adolescent development, etc.
- Respond to concerns about students' personal, academic, discipline, and/or attendance-related issues and provide additional support services to students in need (i.e. Multi-Tiered Systems of Support (MTSS) Student Success Team (SST), 504 Plans, Student Attendance Review Team Meetings);
- Communicate and conduct parent meetings and trainings as appropriate
- Maintain appropriate student records and track necessary information such as counseling notes, parent outreach, interventions provided, etc.;
- Participate in early release days and other professional development opportunities;
- Work collaboratively with school staff and leadership using data to understand reform issues and work towards providing equitable access and opportunities for all students;
- Provide counseling to and facilitate individuals and small groups with at-risk students;
- Perform other duties as assigned by the principal;

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of counseling objectives, principles and procedures appropriate to age group;
- Knowledge of elementary and/or middle school school curriculum;
- Knowledge of Restorative Practices and PBIS;
- Ability to establish and maintain effective relationships with staff, students, parents, the public, and community agencies contacted in the performance of duties;
- Ability to speak and write effectively;
- Experience providing professional development specific to Trauma Informed Practices & Restorative Practices;
- Experience in case management, facilitating groups, and delivering school counseling interventions in a school setting;
- Excellent interpersonal skills, experience in working with multidisciplinary teams in an educational setting;
- Ability to organize time, energies and workloads efficiently;
- Multi-cultural competency

EDUCATION & EXPERIENCE

- California Pupil Personnel Services Credential
- Masters in School Counseling preferred
- Experience in a school setting preferred
- Experience in case management, facilitating student groups and crisis counseling
- Criminal Justice Fingerprint clearance
- Valid California driver's license
- Bilingual (English/Spanish) preferred

ESSENTIAL PHYSICAL CHARACTERISTICS:

With or without the use of aids: sufficient vision to read and interpret printed materials; sufficient hearing to hear a student's voice; sufficient capacity to speak in an understandable voice with sufficient volume to be heard in normal conversations; sufficient manual dexterity to write, use telephone and operate office equipment.

Adopted by Board on May 23, 2007

Revised July 15, 2016

Revised: January 18, 2023

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: School Counselor

SUMMARY OF POSITION:

Under the immediate direction of the Principal, provides a range of services to students families and community agencies. Services are based on needs of the school site, students and families.

SUPERVISOR: Site Administrator/Director of Ed Services

CREDENTIALS AND/OR SKILLS AND ABILITIES:

Knowledge of counseling techniques, strategies and parenting skills; legal mandates regarding provision of services; classroom instructional interventions and behavioral management techniques; Student Study Teams and the IEP team process; resources and agencies providing services to students; and cultural diversity. Ability to effectively provide individual and group counseling; provide staff development activities on pertinent topics of special interest; communicate effectively with students, parents, teachers, administrators, community, staff and problem solve and provide assistance in areas requiring conflict resolution.

ESSENTIAL FUNCTIONS:

Essential functions may include, but are not limited to:

- A. Involvement with students
 1. Provides individual and group counseling to high needs students relative to academic, social, behavioral, vocational or other personal problems to specifically include students at-risk of becoming an LTEL or being suspended or expelled:
 - the academic and department records of the pupil
 - the pupil's personal learning plan (PLP)
 - the coursework and academic progress necessary for the pupil's satisfactory transition from elementary to middle school to high school
 - the pupil's options in career technical education and postsecondary plans, to include Regional Occupation Programs and other alternatives within the District
 2. Develops recommendations and interventions for classroom teachers, aides and parents.

3. Provides crisis intervention assistance to schools and students regarding emergencies (deaths, suicides, etc.).
 4. Attends and provides leadership at Student Study Team meetings as appropriate.
- B. Involvement with staff
1. Assists teachers in developing classroom group counseling/discussion skills through modeling of social skills and self-esteem building.
 2. Provides staff development training on pertinent topics of special interest to staff and students.
 3. Acts as a liaison between teachers, parents and administrators.
- C. Involvement with parents
1. Conducts parent meetings and trainings as appropriate.
- D. Program Development/Community Involvement
1. Takes part in crisis team involvement to any school site as needed.
 2. Services on committees to develop programs, program goals and objectives.
 3. Keeps current on available resources provided by community agencies.

MINIMUM QUALIFICATIONS - EDUCATION AND/OR TRAINING:

California Pupil Personnel Services Credential.

MINIMUM EXPERIENCE:

Field work; some experience in crisis and group counseling.
Leading/Facilitating pupil and parent group trainings and/or meetings

Adopted by Board on May 23, 2007
Revised July 15, 2016



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.407 Board Consideration of Approval of California Department of Education (CDE) Early Education Division (EED) Emergency Closure Request Form
Presenter: Nicole Lorenz	Action Item: XX Information Item:

On January 9, 2023, school was closed due to the weather conditions, resulting in the Governor issuing a State of Emergency effective 12/27/2022. Heavy rainfall, expected flooding, strong winds and wind gusts, falling debris, downed trees, widespread power outages, and staff/student evacuations in the Wilton area have all affected our district staff and students and the ability to transport students. The EC Section 8249 states that agencies that are unable to operate due to incomplete repairs and renovations that have been authorized by the CDE, or due to circumstances beyond their control, including earthquakes, fires, or floods, shall not be penalized for incurred program expenses, nor in subsequent annual budget allocations. The attached Early Education Division (EED) Emergency Closure Request Form is used to obtain approval of attendance credit for the District's preschool.

Board approval is recommended.

Early Education Division (EED) Emergency Closure Request

Section A: Agency Information:

Date

Contractor's Full Legal
Name

Contractor's Vendor
Number

Contact Person
(Name, Position)

Contact Person Telephone
Number

Contact Person Email
Address

Section B: CSPP Closure Information:

Governor issued a State of Emergency effective 12/27/2022, heavy rainfall, expected flooding, strong winds and wind gusts, falling debris, downed trees, widespread power outages, staff/student evacuations in the Wilton area all have affected our district staff and students and the ability to transport students.

Description of
Emergency

Please provide the following information for the CSPP that was closed due to an emergency.

Contract Type	Start Date	End Date	Number of Sites Closed	Number of Children Effected
---------------	------------	----------	---------------------------	--------------------------------

Section C: Certification of closure:

I am the authorized representative and certify that the above information is true, correct and approved by the authorized entity.

Signature

First Name, Last Name

Title or Position

For EED Use Only:

This Emergency Closure Request above has been approved. The contractor is credited:

Days of Operation or Attendance for the CSPP contract.

Signature

First Name, Last Name

Title or Position

Instructions for Completing the EED Emergency Closure Request Form:

Contractors should submit one (1) EED Emergency Closure Request Form per emergency closure incident. An emergency closure request must be submitted if any site/classroom is closed due to circumstances beyond the contractor's control.

Required Agency Information:

Enter the following information on the form:

Section A: Agency Information:

1. Date of emergency closure request.
2. Contractor full legal name. Full spelling of legal name only.
3. Contractor four-digit vendor number (i.e. 1234).
4. Enter the name of the contact person along with their telephone number and email address

Section B: Site Closure Information:

5. The description of the emergency that required the closure of the program
6. Start date of closure request for the CSPP
7. End date of closure request for the CSPP
8. Number of sites/classrooms closed for the CSPP
9. Number of children effected by the closure for the CSPP

Section C: Certification of Closure:

10. Name and title of a contact person for the request
11. Contact person's telephone number
12. Contact person's email address (approvals will be sent to this email address)

13. Signature of an authorized representative for the contract(s). Either an electronic signature or a wet signature will be accepted. The Authorized Representative is the person who has the authority to sign and engage in a contractual relationship with the CDE.

Email the EED Emergency Closure Request Form to your assigned Program Quality Implementation (PQI) Office consultant. A directory of PQI office consultants can be accessed at: <https://www.cde.ca.gov/sp/cd/ci/assignments.asp>

If you have questions about filling out this form or the Emergency Closure Request process, please contact your assigned PQI office consultant.



Board Meeting Agenda Item Information

Meeting Date: January 18, 2023	Agenda Item: 212.408 Board Consideration of Approval of California Department of Education (CDE) Request For Allowance Of Attendance Due to Emergency Conditions, Form J-13A
Presenter: Nicole Lorenz	Action Item: XX Information Item:

On January 9, 2023, school was closed due to, heavy rainfall, expected flooding, strong winds and wind gusts, falling debris, downed trees, widespread power outages, and staff/student evacuations in the Wilton area have all affected our district's staff and students and the ability to transport students. On January 4, 2023 the Governor also issued a State of Emergency effective 12/27/2022. Under Education Code Section 41422, this school closure meets the criteria for allowance of attendance due to emergency conditions. The attached Form J-13A is used to obtain approval of attendance and instructional time credit for the District's elementary and middle schools.

Board approval is recommended.

**REQUEST FOR ALLOWANCE OF ATTENDANCE
DUE TO EMERGENCY CONDITIONS**

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC) Section 41422*.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC Section 46392* and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC Section 46391*.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
 - Declaration of a State of Emergency
 - News articles
 - E-mails
 - Invoices

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- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
 - Number and street
 - County name
 - City
 - State
 - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
 - Name
 - Title
 - Phone number
 - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
 - Charter School
 - Community Day
 - Continuation School
 - County Community
 - Juvenile Court School

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- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

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- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
 - Witnessed date
 - Name
 - Signature
 - Title
 - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

SECTION B: SCHOOL CLOSURE

- Not Applicable (Proceed to Section C)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

SECTION C: MATERIAL DECREASE

- Not Applicable (Proceed to Section D)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
Total:							

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
Total:							

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

Certification Form for Independent Study Plan

Local Educational Agency:	CDS Code:
Fiscal Year:	County:

This form shall accompany Form J-13A submittals beginning with fiscal year 2022 23. Instructions on how to complete this form are provided on page 2.

Independent Study Plan Certification

Pursuant to *Education Code (EC)* Section 46393, for Form J-13A submissions due to a school closure and/or material decrease in attendance occurring after September 1, 2021, a school district, county office of education, or charter school that provides a Form J-13A affidavit to the Superintendent, pursuant to *EC* Section 41422 (school closure) or *EC* Section 46392 (material decrease), shall certify that it has a plan for which independent study will be offered to students, pursuant to Article 5.5 (commencing with *EC* Section 51745) of Chapter 5 of Part 28 of Division 4. The independent study plan shall comply with all of the following:

- (1) Independent study is offered to any student impacted by any of the conditions listed in *EC* Section 46392 within 10 days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs pursuant to paragraph (9) of subdivision (a) of *EC* Section 56345 and may participate in an independent study program.
- (2) Require reopening for in-person instruction as soon as possible unless prohibited under the direction of the local or state health officer.
- (3) Notwithstanding subdivision (c) of *EC* Section 51745 or subparagraph (F) of paragraph (9) of subdivision (g) of Section 51747, include information regarding establishing independent study master agreements in a reasonable amount of time.

A copy of the independent study plan, and if applicable, the state or local public health or public safety order that required school closure shall accompany the Form J-13A submitted to the California Department of Education.

I hereby certify that the independent study plan accompanying this Form J-13A submission meets the requirements described above and is true and correct to the best of my knowledge and belief.

School District Superintendent, Charter School Administrator, or County Superintendent (or designee):

Name:	Title:
Wet Signature:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION

SCHOOL FISCAL SERVICES DIVISION

September 2022

Certification Form for Independent Study Instructions

The Independent Study Certification and independent study plan is an annual requirement that must be submitted with the local educational agency's (LEA's) first Form J-13A submission in a FY. To the extent that there are no changes to the LEA's certified plan for the FY, all subsequent Form J-13A submissions for the FY do not need to include the certification and certified plan.

How to file:

The Certification Form for Independent Study is available at <https://www.cde.ca.gov/fg/aa/pa/j13aforms.asp>. All sections of the form must be completed. The executed certification form and certified independent study plan must be attached to the entire Form J-13A package and mailed to the California Department of Education.

Signature:

The school district superintendent, charter school administrator, county superintendent, or a designee must sign the form. Only an original wet signature is acceptable for the Certification Form for Independent Study.

Where to file:

Mail the entire Form J-13A package to:

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

Questions:

Please send questions about the completion and submittal of this form to attendanceaccounting@cde.ca.gov



Board Meeting Agenda Item Information

<p>Meeting Date: January 18, 2023</p>	<p>Agenda Item: 212.409 First Reading of the Following Board Policies, Administrative Regulations, and Bylaw</p> <p><u>Superintendent</u></p> <ol style="list-style-type: none"> 1. BP/AR 5131.7 – Weapons and Dangerous Instruments 2. BB 9323 – Meeting Conduct <p><u>Educational Services</u></p> <ol style="list-style-type: none"> 3. BP/AR 0430 – Comprehensive Local Plan for Special Education 4. AR 5141.3 Health Examinations 5. BP/AR 5148.2 Before/After School Programs 6. BP/AR 5148.3 Preschool/Early Childhood Education
<p>Presenter: Lois Yount Donna Mayo-Whitlock</p>	<p>Action Item: Information Item: XX</p>

The Policy Update Guide Sheet and listed board policies, administrative regulations, and bylaw are attached for a first reading.

POLICY UPDATE GUIDE SHEET
FIRST READING: JANUARY 18, 2022

1. Board Policy 5131.7 - Weapons and Dangerous Instruments

Mandate- CSBA October 2022

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guar.

Administrative Regulation 5131.7 - Weapons and Dangerous Instruments

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

2. Board Bylaw 9323 - Meeting Conduct

Mandate- CSBA October 2022

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

3. Board Policy 0430 - Comprehensive Local Plan for Special Education

Conditional Mandate- CSBA October 2022

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

4. Administrative Regulation 5141.3 - Health Examinations

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

5. Board Policy 5148.2 - Before/After School Programs

Mandate- CSBA October 2022

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

Administrative Regulation 5148.2 - Before/After School Programs

Mandate- CSBA October 2022

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

6. Board Policy 5148.3 - Preschool/Early Childhood Education

Mandate- CSBA October 2022

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Mandate- CSBA October 2022

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Policy 5131.7: Weapons And Dangerous Instruments

Status: DRAFT

Original Adopted Date: 07/28/2010

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon is possessed or used inappropriately.

Possession of Pepper Spray

OPTION 1: (Districts that allow students to bring tear gas or tear gas weapons)

When accompanied by a parent/guardian or with the written consent of a parent/guardian, students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, such students shall be subject to suspension and/or expulsion if such items are used inappropriately or for any purpose other than self-defense.

OPTION 2: (Districts that prohibit students from bringing tear gas or tear gas weapons)

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 07/28/2010

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from psychological and physical harm and desires to protect them from the dangers presented by firearms and other weapons.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

(cf. 3515.3 - District Police/Security Department)

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board may set an earlier date for readmission on a case-by-case basis, in accordance with Board policy and administrative regulation. (20 USC 7151; Education Code 48915)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff, and the public, any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any student on school grounds.

(cf. 4158/4258/4358 - Employee Security)

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other dangerous weapon or instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (20 USC 7151; Education Code 48902; Penal Code 245, 626.9, 626.10)

(cf. 3515.2 - Disruptions)

Advance Permission for Possession of a Weapon for Educational Use

A student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall request prior permission from the principal at least five school days in advance of the planned possession. The student's parent/guardian shall provide written permission explaining the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

On a case-by-case basis, the principal shall determine whether to grant permission for such possession when necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of

all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

(cf. 5138 - Conflict Resolution/Peer Mediation)

Regulation 5131.7: Weapons And Dangerous Instruments

Status: DRAFT

Original Adopted Date: 07/28/2010

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17360, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Regulation 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 07/28/2010

Weapons and dangerous instruments include, but are not limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Education Code 48915; Penal Code 626.10)
3. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
4. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)
5. Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
6. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (Education Code 48900)

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

(cf. 5145.12 - Search and Seizure)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District/Police Security Department)

(cf. 4158/4258/4358 - Employee Security)

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Bylaw 9323: Meeting Conduct

Status: DRAFT

Original Adopted Date: 02/27/2008

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
 - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.
7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 02/27/2008

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the open and closed session Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

If a Board consists of seven members and not more than two vacancies occur on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, if a vacancy exists on the Board, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall be not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5, Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. 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. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of district employees.

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement.

Recording by the Public

The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Policy 0430: Comprehensive Local Plan For Special Education

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

OPTION 1: (Single-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction (SPI). (Education Code 56195.1, 56195.3)

OPTION 1 ENDS HERE

OPTION 2: (Districts that participate in a multi-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a multi-district Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the county office of education and the SPI. (Education Code 56195.1, 56195.3)

OPTION 2 ENDS HERE

OPTION 3: (Districts that participate in a multi-district SELPA with the county office of education)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the SPI. (Education Code 56195.1)

OPTION 3 ENDS HERE

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they

represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Policy 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/27/2008

The Governing Board desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the SELPA.

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the SELPA plan specifically authorizes the district to operate under its own policies and regulations.

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Regulation 0430: Comprehensive Local Plan For Special Education

Status: DRAFT

Original Adopted Date: 02/27/2008

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

Elements of the Local Plan

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
 - a. Free appropriate public education
 - b. Full educational opportunity
 - c. Child find and referral
 - d. Individualized education programs, including development, implementation, review, and revision
 - e. Least restrictive environment
 - f. Procedural safeguards
 - g. Annual and triennial assessments
 - h. Confidentiality
 - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
 - j. Children in private schools
 - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
 - l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
 - m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)

- n. Performance goals and indicators
 - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
 - p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
 - q. Maintenance of financial effort
 - r. Opportunities for public participation before adoption of policies and procedures
 - s. Suspension and expulsion rates
 - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
 - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
 - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each LEA within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures
 3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.
 4. Beginning July 1, 2027, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:
 - a. Support the governing board of the SELPA will provide to participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans
 - b. The ways in which the governing board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support
 - c. The services, technical assistance, and support the governing board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
 5. A description of programs for early childhood special education from birth through five years of age
 6. A description of the method by which members of the public, including parents/guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
 7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
 8. Verification that the plan has been reviewed by the community advisory committee in accordance with

Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE

9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

Regulation 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/27/2008

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for children between the ages of 3 and 21; and are provided in conformity with the student's individualized education program (IEP) that meets the requirement of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104)

The right to FAPE extends to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, be educated with children who are nondisabled, including the provision of nonacademic and extracurricular services and activities. (34 CFR 300.107, 300.114, 300.117)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian, that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with disabilities in the least restrictive environment. (Education Code 56031)

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.4 - Appointment of Surrogate Parent for Special Education)

Regulation 5141.3: Health Examinations

Status: DRAFT

Original Adopted Date: 02/23/2011

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities, including scoliosis screening, when the Budget Act does not provide reimbursement during that fiscal year. As a result, districts should determine whether the Budget Act for the current fiscal year allows for the suspension of these requirements, and if so, suspend certain provisions of the following administrative regulation related to scoliosis screening. For more information, the district should consult CSBA's District and County Offices of Education Legal Services or district legal counsel.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement withholding consent to the child's physical examination. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

Vision Tests

Each student's vision shall be appraised, by the school nurse or other personnel authorized under Education Code 49452, during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested once for color vision in grade 1 or later and the results of the appraisal shall be entered in the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived under either of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from a physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision.
2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

Eye Examinations for the Purpose of Eyeglasses

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses. (Education Code 49455.5)

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include

a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. (Education Code 49455.5)

Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456. (Education Code 49455.5)

Hearing Tests

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

Scoliosis Screening

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Type 1 Diabetes Information

The Superintendent or designee shall provide parents/guardians of children enrolled in elementary school for the first time, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by the California Department of Education (CDE) regarding type 1 diabetes as specified in Education Code 49452.6.

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if the child has type 2 diabetes or pre-diabetes.

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Regulation 5141.3: Health Examinations

Status: ADOPTED

Original Adopted Date: 02/23/2011

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually file a written statement with the principal withholding consent to the physical examination of his/her child. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.26 - Tuberculosis Testing)

Vision and Hearing Tests

Students shall have their vision and hearing tested by qualified personnel authorized by the district. (Education Code 49452, 49454)

(cf. 5141.6 - School Health Services)

All students shall be tested for visual acuity when they first enroll in elementary school and at least every three years thereafter until they complete grade 8. Gross external observation of the student's eyes, visual performance, and perception shall be made by the school nurse and the classroom teacher. (Education Code 49455)

For male students, color vision shall be tested one time, after the student reaches grade 1. Results of the test shall be entered into the student's health record. (Education Code 49455)

Evaluation of a student's vision may be waived at the parent/guardian's request if the parent/guardian presents a certificate from an authorized health care provider specifying the results of an examination of the student's vision, including visual acuity, and, in male students, color vision. (Education Code 49455)

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. (Education Code 49456)

Such reports shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

Scoliosis Screening

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. This screening shall comply with California Department of Education (CDE) standards and shall be performed by qualified personnel as specified in law. (Education Code 49452.5)

Persons performing the screening shall not solicit, encourage, or advise treatment of the student for scoliosis or any other condition discovered in the course of the screening. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation

of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she has diabetes or pre-diabetes.

(cf. 5030 - Student Wellness)

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7 with an information sheet developed by the CDE regarding type 2 diabetes, which includes a description of the disease and its risk factors and warning signs, a recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease, a description of the different types of diabetes screening tests available, and a description of treatments and prevention methods. The information sheet may be provided with the parental notifications required pursuant to Education Code 48980. (Education Code 49452.7)

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Policy 5148.2: Before/After School Programs

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 04/27/2022

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

Each program offered by the district shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75, 46120)

To the extent feasible, the district shall give priority to establishing expanded learning opportunities beyond the regular school day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), Expanded Learning Opportunities Program (ELO) or any other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, or 46120, shall be approved by the Board.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's expanded learning opportunity programs possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

OPTION 1: (For districts that do not charge family fees)
No fee shall be charged for participation in the program.

~~**OPTION 2:** (For districts that charge permissible family fees)
A family fee may be charged to participating families based on the actual cost of services.~~

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ASES, 21st CCLC, and/or ELO s programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

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

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

and observations of program activities.

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

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 04/27/2022 | **Last Reviewed Date:** 04/27/2022

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

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

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

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

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

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

No fee shall be charged for participation in the program.

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

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

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

Regulation 5148.2: Before/After School Programs

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 04/27/2022

Definitions

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

Offer access, with regard to an Expanded Learning Opportunities (ELO) program, means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

Provide access, with regard to an ELO program, means to register or enroll a student in an ELO program. (Education Code 46120)

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

Grades TK-9

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

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

The district's ELO program shall serve students in grades TK-6. (Education Code 46120)

The district's programs shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies, including city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8482.5, 8484.75, 46120)

For the 2022-23 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-6 and provide access to such programs to at least 50 percent of enrolled unduplicated students. (Education Code 46120)

~~OPTION 1: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of at least 75 percent)~~

~~Commencing with the 2023-24 school year, the district shall offer access to the ELO program to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO program.~~

~~OPTION 2: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of less than 75 percent)~~

The district shall offer access to the ELO program to all classroom-based unduplicated students in grades TK-6. The district shall provide access to any unduplicated student whose parent/guardian requests placement in an ELO program.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

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

1. Program Elements

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

2. Nutrition

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

3. Location of Program

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

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

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)
- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance

requirements in law and Board policy. (Education Code 8483.4, 8484.75)

- c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

5. Hours of Operation

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

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, 8484.75)
- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
 - i. First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals. (Education Code 8483, 8483.1, 8484.75)

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

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

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

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates. An ELO program offered pursuant to Education Code 46120 does not have an attendance requirement, but the district may track student attendance for safety and continuous quality improvement purposes.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

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

Grades 9-12

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

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

The program shall be operated in accordance with the following guidelines:

1. Program Elements

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)
 - i. Tutoring
 - ii. Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
 - iii. Homework assistance
 - iv. College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460
- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)
 - i. Community service

- ii. Career and technical education
 - iii. Job readiness
 - iv. Opportunities for mentoring and tutoring younger students
 - v. Service learning
 - vi. Arts
 - vii. Computer and technology training
 - viii. Physical fitness
 - ix. Recreation activities
- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)
 - d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)
 - e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)

2. Location of Program

- a. The district's program may operate on one or multiple school sites or at another location approved by CDE. (Education Code 8421)
- b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)

3. Hours of Operation

- a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
- b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

Volunteers

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

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

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

Reports

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

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual

basis

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards
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Regulation 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 04/27/2022 | **Last Reviewed Date:** 04/27/2022

Definitions

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

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

Grades K-9

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

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

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

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

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

1. Program Elements

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

2. Nutrition

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

3. Location of Program

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

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

4. Staffing

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

5. Hours of Operation

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

6. Admissions

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

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

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

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

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

7. Attendance/Early Release

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

8. Summer/Intersession/Vacation Programs

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

Volunteers

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

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

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

Reports

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

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
 2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards
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Policy 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 04/27/2022

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

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

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

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

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

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

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

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

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

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

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

skills and knowledge.

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

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

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

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

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

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

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

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

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

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

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 04/27/2022 | **Last Reviewed Date:** 04/27/2022

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

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

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

District Preschool Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regulation 5148.3: Preschool/Early Childhood Education

Status: DRAFT

Original Adopted Date: 05/25/2011 | **Last Revised Date:** 04/27/2022

Children with exceptional needs means either of the following:

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations. These children include an infant or toddler with a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. These children shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. These children shall have an active individualized education program (IEP) and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.

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

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

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

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

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

The district's preschool program shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

However, a part-day preschool program may also offer transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

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

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

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

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

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
 - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP Programs

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

1. A current aid recipient
2. Income eligible
3. Homeless
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One who has children with exceptional needs, as defined in Education Code 8205
6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

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

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

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

The district shall certify eligibility and enroll families into the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP program for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP Programs

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

1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.
2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to all three- and four-year old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.
3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child from a family in which the primary home language is a language other than English shall be enrolled first. If there are no children from such a family, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the 10 percent of funded enrollment set aside pursuant to Education Code 8208, then to four-year old children before three-year-old children without exceptional needs.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:
 - a. A CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.
 - b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

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

1. The child's family is one of the following:
 - a. A current aid recipient, income eligible, or homeless
 - b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited
 - c. One who has children with exceptional needs, as defined in Education Code 8205
 - d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

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

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

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

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-#4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.
2. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:
 - a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children

- b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

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

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

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the

fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

However, for the 2022-2023 school year, family fees shall not be collected as specified in Education Code 8252.

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

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

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

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the sections "Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program
2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child
3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as

soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

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

Notice of Action

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

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 05/25/2011 | **Last Revised Date:** 04/27/2022 | **Last Reviewed Date:** 04/27/2022

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

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

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

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

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

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

Minimum Hours/Days of Operation

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

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

Staffing

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

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

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

Family Literacy Services

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

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

Eligibility and Enrollment Priorities for Part-Day CSPP Programs

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

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

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

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

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

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

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

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

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

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

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

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

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

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

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

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

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

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

Notice of Action

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

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

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

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

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

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

Combined Preschool/Transitional Kindergarten Classroom

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

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

Fees and Charges

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

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

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

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

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

Disenrollment Based on Reduced Funding

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

Expulsion/Unenrollment Based on Behavior

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

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

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

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

Parent Hearing

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

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