

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

Regular Board Meeting
Wednesday, January 20, 2016
5:45 p.m. Closed Session
7:00 p.m. Open Session

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

AGENDA

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. 5:45 p.m. – Closed Session: Galt City Hall Chambers Conference Room

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS,
Government Code §54956.8
Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION –
SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3)
OF SUBDIVISION (D), Government Code §54956.9
 - One potential case
3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano,
Tom Barentson
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
4. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,
Government Code §54957

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

D. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.

E. Reports

Superintendent

1. Bright Future for Galt Students Initiative
 - LCAP Goal 4: Providing safe, clean school facilities with the flexibility and infrastructure needed for high-level instruction
 - Recognition of Facilities Master Plan Committee Members

Business Services Director

1. School Services of California Governor's Pocket Budget 2016-17

F. Recommended Actions

1. Routine Matters/New Business

131.706 Consent Calendar

MOTION

a. Approval of the Agenda

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

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

b. Minutes: December 15, 2015 Regular Board Meeting

Minutes: December 16, 2015 Special Board Meeting

Minutes: January 7, 2016 Special Board Meeting

c. Payment of Warrants –

Certificated/Classified Payrolls Dated: 12/7/15, 12/16/15, 1/4/16

Vendor Warrant Numbers: 16356354-16356470, 16357066-16357109, 16357795-16357858, 16358618-1358652, 16359867-16359990

d. Personnel

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

e. Donations

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

CC
Items Removed

131.708 Board Consideration of Adoption of GJUESD Facilities Master Plan

MOTION

131.709 Board Consideration of Approval of 2014-2015 School Accountability Report Card (SARC) for Vernon E. Greer, Lake Canyon, Marengo Ranch, River Oaks and Valley Oaks Elementary Schools and Robert L. McCaffrey Middle School

MOTION

- | | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 131.710 | Board Consideration of Approval of Out-of-State Conference Attendance for Judith Hayes, Stefani Khan, Colleen Wilson, Linda Ekstrom, Michelle Woods, Valerie Seamons, and Elizabeth Barkowski to Attend Ron Clark Academy Educator Training in Atlanta, GA on May 19-21, 2016 | MOTION |
| 131.711 | Board Consideration of Approval of Out-of-State Conference Attendance for Pam Margiott, Mary Wordlaw, Donna Mullins and Maria West to Attend "I Teach Kinder" Conference in Las Vegas, NV on July 18-22, 2016 | MOTION |
| 131.712 | Public Hearing of GJUESD Sunshine Proposal for Fiscal Year 2015-16 with California Schools Employees Association (CSEA) | PUBLIC HEARING |
| 131.713 | Board Consideration of Approval of GJUESD Sunshine Proposal for Fiscal Year 2015-16 with California Schools Employees Association (CSEA) | MOTION |

G. Adjourn Open Session, Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS,
Government Code §54956.8
Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D), Government Code §54956.9
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4. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,
Government Code §54957

H. Adjourn Closed Session Announce Action Taken In Closed Session

I. Pending Agenda Items

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

J. Public Comments for topics not on the agenda

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

K. Adjournment

The next regular meeting of the GJUESD Board of Education: February 24, 2016

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

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

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



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

Superintendent

1. Bright Future for Galt Students Initiative

- LCAP Goal 4: Providing safe, clean school facilities with the flexibility and infrastructure needed for high-level instruction

- Recognition of Facilities Master Plan Committee Members

Blair Aas, Arianne Aguilera, Lydia Alarcon, Maria Alvarado, Karen Albert, Carina Anaya, Cathy Aschwanden, Carmela Baker, Sonja Behler, Monica Brixey, Cathy Burnett, Lynn Byerly, Christina Ceccarelli, Martha Chipana, Jennifer Collier, Lori Corona, Maria Cuevas, Krista Dawley, Claudia Del Toro-Anguiano, Myla Frantson, Gina Fuentes, Irma Garcia, Gayleen Gomez, John Gordon, Karen Gumm, Judith Hayes, Alice Henderson, Susan Hughes, Jamie Hughes, Julie Jennings, Leesa Klotz, Christine Lawrie, Melissa Leary, Kathy Lucchessi, Manuel Macias, Amy Mangili, Willie Marlin, Pam Margiott, Laura Marquez, Kathy Loesch, Cindy McCown, Brian Meddings, Teresa Michel, Michael Mikalonis, Robert Milligan, Tahnru Mort, Robert Nacario, Kirsten Patrick, Emily Peckham, Tammy Perry, Anya Peterson, Melissa Pruitt, Jessica Quezada, Ron Rammer, Devan Rappleye, Bonnie Rodriguez, Leann Salamy, Nikole Salinas, Debbie Schmidt, Robert Seagraves, Valerie Seamons, Kevin Sellstrom, Kitty Setberg, Stephanie Simonich, Fred Sheldon, Heather Trovinger, Alejandra Valencia, Craig Walton, Donna Whitlock, Stephen Wolfe, Barbara Woods, Lois Yount, Annel Perez

The 73 participants listed above contributed to the GJUESD Facilities Master Plan. These stakeholders have been invited to attend the board meeting to receive public recognition of their efforts to create this important planning and visionary roadmap for school facilities. Steve Newsom, Project Director for LPA, Inc. will join us in this recognition event.

Following the recognition ceremony and certificate presentation, the report will include next steps for community engagement to consider a potential general obligation bond.

The engagement sessions flyer description is included for board review for the February 3rd session at Valley Oaks Elementary school and February 17th session at River Oaks Elementary School.

Business Services Director

- #### 1. School Services of California Governor's Pocket Budget 2016-17



GJUESD Board of Trustees Community Engagement Sessions to Consider Facilities Improvement

THE PUBLIC IS INVITED TO ATTEND TWO COMMUNITY ENGAGEMENT SESSIONS WITH OUR BOARD OF TRUSTEES TO CONSIDER A POTENTIAL GENERAL OBLIGATION BOND

Date	Time	Location
Wednesday, February 3 rd	6:00-8:00 p.m.	Valley Oaks Elementary School Multi-purpose Room 21 C Street
Wednesday, February 17 th	6:00-8:00 p.m.	River Oaks Elementary School Multi-purpose Room 905 Vintage Oak Avenue

Childcare will be available at both sessions

In June 2015, GJUESD completed a comprehensive Facilities Master Plan. The average age of our schools is 28 years. This ten-year plan identified a range of facilities improvement needs for our school buildings from strengthening safety and security systems to modernization of classrooms.

The meeting will 1) provide information on facilities needs and costs information and 2) explore General Obligation Bond considerations. Participants will provide input and ideas for our board and staff to consider in making these important facilities funding decisions.

Thank you for your consideration in assisting us with this important work to preserve and improve our school facilities as neighborhood treasures for Galt's children and community.

**Attendance confirmation is appreciated by calling:
209-744-4545 EXT. 315**

effectively recognizing the various ways students can learn, engage with, and demonstrate mastery of academic content; (2) promoting behavioral interventions that reduce student referrals to special education or other isolated settings; and, (3) improving school climate by focusing on social and emotional learning.

Career Technical Education

The Governor’s Budget continues the planned \$300 million 2016-17 investment in the CTE Incentive Grant Program, established as part of the 2015-16 State Budget. In the community college budget, he proposes a \$48 million increase for the California Community College CTE Pathways Program and \$200 million in support of the Strong Workforce Program, which are designed to expand access to additional CTE courses and programs.

County Offices of Education

COEs receive funding under a similar LCFF, with funding provided in recognition of direct instructional services for pupils in juvenile court schools and community schools and an allocation for countywide services based on the number of school districts and total ADA within the county.

As of 2014-15, the LCFF for COEs is fully implemented and, therefore, LCFF increases for COEs in 2016-17 are provided through the estimated COLA only, with COEs that are at their LCFF target receiving a 0.47% increase. COEs that are more than 0.47% above their LCFF target will receive no additional funding through the formula in the budget year.

COE funding for 2016-17 is increased under the Governor’s Budget proposal by a net of \$1.7 million to account for a COLA on LCFF entitlements and changes in ADA.

Community-Funded School Districts

School districts with property tax revenues that exceed the formula funding levels will continue to

retain their local tax growth, and will receive a minimum state-aid allocation that is reduced by the cuts incurred during the recession which, under the LCFF, are carried forward into future years for these districts.

Charter Schools

The Governor’s Budget includes an increase of \$61 million in Proposition 98 funding to support the projected charter school ADA growth. In addition, the Budget includes an additional \$20 million in one-time Proposition 98 funds for charter school start up grants that will support operation startup for new charter schools in 2016 and 2017. The intent is to offset the loss of federal funding that was previously available.

School Facilities and Proposition 39 Energy Grants

Building on the two design tenets of local flexibility and targeting resources to areas of need that he discussed in his 2015-16 Budget proposal, Governor Brown commits to continuing a dialogue with the Legislature and education stakeholders to shape a future state school facilities program.

The Governor proposes \$365.4 million toward school district and charter school energy efficiency projects under the California Clean Energy Jobs Act program (Proposition 39), and \$73.9 million for community colleges.

Federal Programs

Congress and the President reached agreement on a 2016 Federal Budget that includes funding increases for both Title I and special education programs. California will receive an estimated \$50 million increase in Title I funding and an estimated \$42 million for special education programs. Several other federal programs will receive negligible funding increases, except for the School Improvement Grant. This program was eliminated in the recently enacted Every Student Succeeds Act; however, it is funded one

last time in 2016, but faces an 11% funding reduction from the 2015 level.

Another last minute agreement reached by Congress in 2015 was the reauthorization of the Elementary and Secondary Education Act, which overhauls many of the provisions contained in the No Child Left Behind Act. Now called the Every Student Succeeds Act, there are significant policy shifts encapsulated in the compromise. Chiefly, the act will provide states greater flexibility to design and implement a multiple measures accountability system that promotes continuous improvement in instructional practices and delivery to improve student learning and achievement.

Dartboard Factors

The SSC Financial Projection Dartboard factors presented below are developed by SSC with input from independent state agencies and private economic consulting firms based on the latest information available. These factors are provided to assist school agencies in preparing their upcoming budgets and multiyear projections.

Factor	2015-16	2016-17	2017-18	2018-19	
LCFF Planning Factors	SSC Simulator	SSC Simulator	SSC Simulator	SSC Simulator	
Statutory COLA	1.02%	0.47%	2.13%	2.65%	
Ten-Year Treasuries	2.21%	2.40%	2.75%	2.80%	
California Consumer Price Index	1.90%	2.22%	2.52%	2.62%	
Lottery	Base	\$140	\$140	\$140	\$140
	Prop. 20	\$41	\$41	\$41	\$41

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POCKET BUDGET 2016-17

A Summary Analysis of the Governor’s Proposed 2016-17 State Budget for California’s Schools

Prepared by



January 2016

Public Education’s Point of Reference for Making Educated Decisions

The 2016-17 State Budget Proposal

The Governor’s 2016-17 proposed State Budget continues to reflect his conservative attitude toward maintaining the fiscal progress that has been made since the end of the Great Recession. The State Budget proposal for 2016-17 continues to reflect both stability for and growth in education funding.

Proposition 98

For the current year, the Governor’s Budget acknowledges that the strengthening economy is boosting the minimum guarantee above the level adopted in the 2015-16 Budget Act. For the current year, the Proposition 98 guarantee is now estimated at \$69.2 billion, up \$766 million from the enacted level. This increase is based on rising state per-capita personal income (Test 2), which is consistent with a recovering state economy.

Proposition 98 also requires the state to account for state funding that falls below the long-term target established by Test 2 (i.e., adjustments required by annual changes in per-capita personal income). This cumulative shortfall is termed the Maintenance Factor. As of June 30, 2014, the state owed K-14 education approximately \$6.4 billion in Maintenance Factor payments. The Governor’s Budget indicates that the Maintenance Factor will be fully repaid by the end of the current fiscal year.

For 2016-17, the Governor’s Budget proposes a Proposition 98 guarantee of \$71.6 billion, an increase of \$2.4 billion, or 3.5%, from the revised current-year level. The guarantee is based on Test 3, the change in per-capita General Fund revenues, plus 0.5%, which is estimated at 2.88%, and the change in K-12 average daily attendance (ADA), which is expected to be flat in the budget year. The Budget also acknowledges that Maintenance Factor payments are again created in 2016-17, with \$548 million that will be owed to K-14 education.

According to the Governor’s Budget, K-12 Proposition 98 funding per pupil will rise from \$10,223 in the current year to \$10,591 in 2016-17, a 3.6% increase as compared to 11.85% growth in 2015-16.

Local Control Funding Formula

The Governor’s 2016-17 Budget continues implementation of the Local Control Funding Formula (LCFF) with an infusion of \$2.825 billion in additional Proposition 98 revenues, which equates to a gap funding rate of 49.08%. The LCFF provides funding to transition all school districts toward target funding levels and provides supplemental revenues through percentage weighting factors to increase or improve services for students who are not English language proficient, who are from low-income families, or who are in foster care.

The Governor is careful to point out that education funding has grown by 51% over the past five years. The increases have come through the growth in property taxes and not from the state’s General Fund. This is the case for 2015-16, the largest increase to education in history.

Coupled with the Governor’s proposal for 2016-17, this will continue to put the state years ahead of its planned implementation schedule for the LCFF and bring districts to within 95% of their full implementation targets.

Yet in the big picture, the Governor provides hefty amounts of both ongoing and one-time funding for schools. Education clearly marks another year of major funding recovery. And the discussion is turning, as it should, more toward education policy and student performance than district solvency.

LCFF Target Entitlements for School Districts and Charter Schools

The target base grants by grade span for 2016-17 are increased over 2015-16 by 0.47% to reflect the estimated statutory cost-of-living adjustment (COLA):

Grade Span	2015-16 Target Base Grant per ADA	0.47% COLA	2016-17 Target Base Grant per ADA
TK-3	\$7,083	\$33	\$7,116
4-6	\$7,189	\$34	\$7,223
7-8	\$7,403	\$35	\$7,438
9-12	\$8,578	\$40	\$8,618

In addition, the 2016-17 Transitional Kindergarten (TK)-3 grant increase for the class-size reduction (CSR) grade-span adjustment (GSA) is \$740 per ADA, and the grade 9-12 base grant per ADA is increased by \$224 in recognition of the need for career technical education (CTE) courses provided to students in the secondary grades.

LCFF Target Entitlements and Gap Funding

The difference between each local educational agency’s (LEA) current funding and its target entitlement is called the LCFF gap, and it is this gap that is funded with the additional dollars dedicated each year to implementation of the LCFF.

The following table shows the estimated new funding for the LCFF and corresponding gap closure percentages as reported by the Department of Finance (DOF) with the introduction of the 2016-17 Governor’s Budget:

District and Charter School LCFF Funding and Gap Closure Estimates (Dollars in Millions)					
	2015-16	2016-17	2017-18	2018-19	2019-20
LCFF Funding	\$5,994	\$2,825	\$1,839	\$222	\$1,667
DOF Gap Closure %	51.97%	49.08%	45.34%	6.15%	34.21%
COLA	1.02%	0.47%	2.13%	2.65%	2.72%

Pupil Transportation and Targeted Instructional Improvement Grants continue as separate add-ons to the LCFF allocations and do not receive a COLA.

Cost-of-Living Adjustments

The estimated statutory COLA for K-12 education programs in 2016-17 is 0.47%, and is applied to the LCFF base grant targets as well as to determine increases for other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and the American Indian Early Childhood Education

program, all of which are proposed to receive the statutory COLA. For special education, the estimated COLA is \$2.50 per ADA.

Discretionary Funding

The Governor’s Budget includes more than \$1.2 billion in one-time Proposition 98 funding for school districts, charter schools and county offices of education (COEs). The funds are unrestricted and the use of the dollars is discretionary. Funding is estimated at \$214 per ADA. Consistent with prior-year proposals, the funds provided will offset outstanding mandate reimbursement claims.

Preschool/Early Childhood Education

The Governor’s Budget proposal would establish a \$1.6 billion Early Education Block Grant by consolidating current Proposition 98 funding available for Preschool and TK Programs, and the Preschool Quality Rating and Improvement Grant.

The Governor cites the need to reduce the administrative and programmatic challenges inherent in these programs so his intent is to give LEAs greater financial and program flexibility to allow them to establish more targeted programs to address the needs of individual communities and the lowest-income and most at-risk children. The Governor notes that no LEA would receive less funding than was received under prior funding models and indicates he will convene a stakeholder group to work out the details, with a proposal unveiled in May 2016.

Systems of Learning and Behavioral Supports

The Governor proposes \$30 million in one-time funding to expand last year’s \$10 million Systems of Learning and Behavioral Supports initiative. These funds are intended to be used by school districts to provide academic and behavioral supports in a coordinated and systematic way with an emphasis on (1) improving student outcomes by more



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: 131.706 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:

a. Approval of the Agenda

- b.** Minutes: December 15, 2015 Regular Board Meeting
Minutes: December 16, 2015 Special Board Meeting
Minutes: January 7, 2016 Special Board Meeting

c. Payment of Warrants:

Certificated/Classified Payrolls Dated: 12/7/15, 12/16/15, 1/4/16

Vendor Warrant Numbers: 16356354-16356470, 16357066-16357109, 16357795-16357858, 16358618-1358652, 16359867-16359990

d. Personnel: see attachment

e. Donations

Marengo Ranch Elementary

- Justin Reich, D.D.S. Inc. donated \$100.00 towards school site use
- Steven S. Sanford, DDS, Inc. donated \$100.00 towards school site use
- Dorothy Schmidt donated a Spinnet Piano valued at \$400.00

Fairsite School Readiness Center

- Galt Seniors donated \$200.00 towards school site use
- Real Life Church donated indoor recreation items and teacher supplies valued at over \$300.00

River Oaks Elementary

- Eli Yount and Hemma Ochoa made a monetary donation for school site use
- Margo Aguirre donated \$135.59 towards Ms. Sunseri's class and \$135.59 towards Ms. Wildermuth's class

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

Regular Board Meeting
Board of Education
Galt Joint Union Elementary School District

Tuesday, December 15, 2015
Galt City Hall Chambers
380 Civic Drive, Galt, CA 95632

Board Members Present

John Gordon
Kevin Papineau
Wesley Cagle
Grace Malson

Administrators Present

Karen Schauer	Claudia Del Toro-Anguiano
Robert Nacario	Jamie Hughes
Thomas Barentson	Donna Whitlock
Lois Yount	Emily Peckham
Ron Rammer	Laura Marquez
Judith Hayes	Jim Freeman

MINUTES

- A. Closed Session** was called to order at 5:48 p.m. by John Gordon.
Blair Aas and Addison Covert entered closed session at 5:48 p.m.
Wesley Cagle entered closed session at 5:56 p.m.

Blair Aas and Addison Covert exited closed session at 6:38 p.m.

1. PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957
 - Business Services Director
2. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8
 - Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
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 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
4. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

- B. Closed Session Adjourned** at 7:13 p.m. The open meeting was called to order at 7:15 p.m. by John Gordon followed by the flag salute. He announced action taken in closed session regarding Public Employee Appointment, Government Code §54957

The Board voted to approve the Public Employee Appointment of Tom Barentson to the position of Business Services Director by a unanimous vote of 4 Ayes by John Gordon, Kevin Papineau, Grace Malson and Wesley Cagle. There was no further action taken in closed session.

C. Public Comment

1. There was no public comment.

D. Recognition of Board President

Karen Schauer recognized John Gordon's service as Board President in 2015.

E. Governance Team Update

Karen Schauer reported that Matthew Giblin submitted his resignation from the GJUESD Board of Trustees on November 23, 2015 due to a move outside of Galt's jurisdiction. Dr. Schauer shared the process for appointing another Board member.

F. 131.684 Annual Organization of the Board/Election of Officers

1. A motion was made by Wesley Cagle to appoint Kevin Papineau President, seconded by Grace Malson and unanimously carried.
2. A motion was made by Kevin Papineau to approve Wesley Cagle as Vice President, seconded by John Gordon and unanimously carried.
3. A motion was made by John Gordon to approve Grace Malson as Clerk, seconded by Kevin Papineau and unanimously carried.
4. John Gordon, Board Representative

G. 131.685 Board Committee Member Reorganization for 2016

A motion was made by John Gordon to approve the following Board Committee Member Appointments for 2016, seconded by Grace Malson and unanimously carried.

City And Schools Together (CAST): John Gordon and Grace Malson
Alternate: Wesley Cagle

Joint Powers Authority (JPA): Kevin Papineau and Grace Malson
Alternate: Wesley Cagle

Transportation: Wesley Cagle and Kevin Papineau
Alternate: John Gordon

Sacramento County School Board Association (SCSBA): John Gordon
Alternate: Grace Malson

Board Policy: John Gordon

H. Reports

Superintendent

1. Karen Schauer reported on Galt High School District articulation efforts. She indicated that both district administrators and directors will meet on January 5th to discuss district alignment efforts. Additionally, GJUESD is coordinating with GHSD to apply for a Career Technical Grant.

Jamie Hughes reported on chromebook home access pilot beginning January 2016. She indicated that the district has received 100 T-mobile hotspot devices for student use at home. All school sites are participating in the pilot. The District will hold a technology information event for participating families to provide technology use information prior to allowing hotspot devices to be checked out. The Hotspots will be available in the BFLC's during the summer.

Karen Schauer stated that in our effort to better assure our kids are career ready we are redefining what we measure as we look at personalized learning with a growth mindset. She referenced Gallup student polls. This year the Gallup student poll has evolved and two new areas are being assessed, Entrepreneurial Aspiration and Career Readiness/Financial Literacy. Next steps include conversations with each principal to strategically plan how to intentionally use and roll out this information.

John Gordon indicated his concern with the reduced number of students feeling engaged in 2015 versus 2014. He indicated disappointment that Gallup took out a question related to students having an adult in their lives that care for them. Additionally, if the district can get results faster that would be better.

Karen Schauer stated that Listening Circles will go deeper related to these measurements. In addition, GALLUP is recommending districts look at these results as baseline due to assessment changes.

Kevin Papineau stated that assessment information may be more useful to teachers if they could have results at the beginning of the school year versus October.

Karen Schauer responded; these results come back at district/school level and not individual child level.

Educational Services Director

1. Robert Nacario reported that during the data collection/submission process for the Race To The Top Annual Progress Reporting (APR) the US Department of Education directed the district to perform a Root Cause Analysis to find out the causes for disparity in expulsion for Hispanic students for the Civil Rights Data Collection (CRDC) reporting years 2009-10 and 2011-12. He indicated that a team of GJUESD administrators, Sacramento County Office Court and Community Schools Director, Galt police department representatives examined data trends and recommended improvement steps based upon research and other district models.

Mr. Nacario stated that the disparity only occurred in the two years noted above. However, additional information surfaced at the site level while conducting the analysis, including a suspension rate that is below the county and state but an expulsion rate that

is higher than the county and state. These findings point to other potential problems. John Gordon and Kevin Papineau indicated that they do not recall expelling for anything that wasn't required in education code or was a safety concern. The district has always made every effort to consider other options.

Robert Nacario stated that it is really important to have social workers as part of our team and questioned whether or not we are providing enough mental health services.

John Gordon would like to see what kind of recommendations come back to address these concerns.

Karen Schauer responded; the District will develop action steps for Board review at a future meeting.

I. Recommended Actions

1. Routine Matters/New Business

131.686 Wesley Cagle requested to pull item d. Personnel from the consent calendar. Consent Calendar

A motion was made by John Gordon to pull item d. Personnel from the Consent Calendar and approve all other items, seconded by Grace Malson and unanimously carried.

a. Approval of the Agenda

b. Minutes: November 18, 2015

c. Certificated/Classified Payrolls Dated: 11/30/15, 12/10/15
Vendor Warrant Numbers: 16353066-16353105, 16353627-16353632, 16354232-16354287. 16355288-16355301

d. Personnel

1. Resignations/Retirement
2. Leave of Absence Request
3. New Hires

e. Greer

- PG&E donated \$1,000.00 toward Science Camp fund
 - Greer Partners in Education donated \$3,844.35 towards the purchase of LEGO robots
 - Wal-Mart donated \$1,000 in gift cards, approximately 80 binders, 300 composition notebooks and multiple student incentive prizes for site use
- Lake Canyon
- Raley's donated \$289.24 towards site use
 - Kelton Crawford donated \$602.00 through the PG&E Corporation Campaign for the Community Program for site use

- Katie Sickels donated \$250.02 through the PG&E Corporation Campaign for the Community Program for site use
- Jon Adams made a monetary donation through the PG&E Corporation Campaign for the Community Program for site use

Marengo Ranch

- Mandy Garner made a monetary donation for site use

River Oaks

- Schoola Fundraiser raised \$46.51 for site use
- Wal-Mart donated \$1,000.00 for Ms. Swars' classroom

Valley Oaks

- McDonalds donated 10 gift cards valued at \$100.00 for site use
- Wal-Mart donated 4 gift cards valued at \$100.00 for site use

McCaffrey

- Save Mart donated \$221.85 for site use
- Raley's donate \$181.87 for site use
- Volunteer Tack donations resulted in \$44.00 through Twin Cities Tack & Consignment towards the Galt Horse Assisted Leaning Program (GALEP)

f. **Parker & Covert LLP Legal Services Agreement**

g. **Dannis Woliver Kelley Legal Services Agreement**

131.687	Consent Calendar (continued) – Items Removed for Later Consideration: No motion was made to approve Item d. Personnel. This item will be considered at a future meeting.	CC Items Removed
131.688	A motion was made by Wesley Cagle to approve Single Plans for Student Achievement for: <ol style="list-style-type: none"> 1. Lake Canyon Elementary School 2. Marengo Ranch Elementary School 3. River Oaks Elementary School 4. Valley Oaks Elementary School 5. Vernon E. Greer Elementary School 6. Robert L. McCaffrey Middle School Seconded by Grace Malson and unanimously carried.	Single Plans
131.689	A motion was made by John Gordon to approve 2015/16 First Period Interim Report and Budget Revisions, seconded by Grace Malson and unanimously carried.	1st Interim Budget
131.690	John Durand provided an overview of Every Kid In A Park Transportation Grants Program. A motion was made by Grace Malson to approve 2015-16 Every Kid In A Park Transportation Grants Program, seconded by Wesley Cagle and unanimously carried.	Every Kid Park Grant
131.691	A motion was made by Wesley Cagle to approve 2015-16 Yard Supervisor Salary Schedule, seconded by John Gordon	Yard Sup Salary Sch

and unanimously carried.

- | | | |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 131.692 | A motion was made by Grace Malson to approve Resolution #8 Creation of Senior Manager of the Classified Service Position, seconded by Wesley Cagle and unanimously carried. | Res 8 Sen Mgr
Class Ser |
| 131.693 | A motion was made by John Gordon to approve Director of Business Services Contract, seconded by Grace Malson and unanimously carried. | Bus Ser Dir
Contract |
| 131.694 | A motion was made by Grace Malson to approve Resolution #7 Authorized Signatories for the Galt Joint Union School District, seconded by Wesley Cagle and unanimously carried. | Res 7
Signatories |
| 131.695 | A motion was made by John Gordon to Declare Bus as Bus Surplus, seconded by Wesley Cagle and unanimously carried. | Bus Surplus |
| 131.696 | Galt Elementary Faculty Association (GEFA) Sunshine Proposal for Fiscal Year 2015-16 with Galt Joint Union Elementary School District (GJUESD) was announced by Kathy Loesch. The announcement included:

Article 16: Grievance Procedures | GEFA
Sunshine w/
GJUESD |
| 131.697 | Galt Joint Union Elementary School District (GJUESD) Sunshine Proposal for Fiscal Year 2015-16 with Galt Elementary Faculty Association (GEFA) was announced by Karen Schauer. The announcement included:

Article XXII: Early Retirement Incentives | GJUESD
Sunshine w/
GJUESD |

Wesley Cagle requested to add Language Arts and Social Studies to pending agenda items.

Grace Malson would like to add Compass Odyssey software to pending agenda items.

J. Pending Agenda Items

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

K. Adjournment

The meeting adjourned at 8:43 p.m.

Grace Malson, Clerk

Date

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Special Board Meeting & Study Session
Board of Education
Galt Joint Union Elementary School District

Tuesday, December 16, 2015
Vernon E. Greer Bright Future Learning Center
248 West A Street, Galt, CA 95632

Board Members Present

John Gordon
Kevin Papineau
Wesley Cagle
Grace Malson

Administrators Present

Karen Schauer Claudia Del Toro-Anguiano
Robert Nacario Tom Barentson
Donna Whitlock

MINUTES

A. Recommended Actions

1. Routine Matters/New Business

- | | | |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 131.698 | A Public Hearing of Galt Joint Union Elementary School District (GJUESD) Sunshine Proposal for Fiscal Year 2015-16 with Galt Elementary Faculty Association (GEFA) was held. There was no public comment. | Public Hearing
GJUESD
Sunshine
w/GEFA |
| 131.699 | A motion was made by John Gordon to approve Galt Joint Union Elementary School District (GJUESD) Sunshine Proposal for Fiscal Year 2015-16 with Galt Elementary Faculty Association (GEFA), seconded by Wesley Cagle and unanimously carried. | GJUESD
Sunshine
w/GEFA |

B. Study Session

GJUESD Facilities Master Plan Priorities

Karen Schauer stated that GJUESD Goal #4 is to provide safe, clean school facilities with the flexibility and infrastructure needed for high-level instruction. One way to address this goal is a Facilities Master Plan (FMP). She indicated that the Board provided feedback that more feedback from the community was needed in Fall 2015 prior to finalizing the FMP. In August and September, the District conducted seven Back-to-School Night sessions and administered a community survey.

Steve Newsom, LPA Associate/Managing Director, recapped the FMP process to date. He indicated the project scope categories focuses on needs and shows where dollars would be spent. He indicated that it is important to note that project scope categories are independent of each other.

Tom Barentson stated that the FMP identifies a vision for the next 10-15 years. He shared what GJUESD could accomplish in the next 3 years, including:

- Safety and Security

- Modernize Schools
- Existing Building Systems
- 21st Century Learning Environments

Mr. Barentson shared resources that are available or could potentially be available to fund the FMP. They include:

- Potential General Obligation Bond
- Proposition 39 Awards: \$500,000
- Developer Fees: \$600,000
- Deferred Maintenance
- State Facilities Bond
- Other Financing Vehicles

Board members acknowledged the facilities needs in the FMP and came to a consensus to move forward with formal adoption of the FMP with the scope of work prioritization. In addition, Board members agreed in January to consider a facilities general obligation bond election in February for a possible June or November election.

If the Board decides to proceed with a General Obligation Bond, Richard Malone, Governmental Financial Services, stated that a June election may be preferable to a November election due to numerous state propositions and bonds being considered along with the presidential election in November.

Karen Schauer stated that the District can seek feedback from stakeholders to determine the best time to go for a general election bond. (June or November)

Mr. Malone stated that the first step in this process is to build understanding in the community as it relates to needs, prioritizing, funding and next steps.

Grace Malson stated her concern with the perception of the community towards the district. She indicated that since the district received \$10M for Race To The Top, community members don't understand why the district is asking us for more money.

Mr. Malone stated that a general obligation bond survey administered to the community was positive for a bond.

The Board provided direction to move forward in considering a General Obligation Bond.

Karen Schauer stated next steps:

1. Move to adopt Facilities Master Plan in January.
2. The District will work with Government Financial Services to finalize a community engagement process for January and February.
3. Schedule special board meetings in February prior to regular board meeting.
4. Bring information to the February 24th board meeting for Board decision.

Addison Covert, Parker & Covert LLP, shared information on resolution requirements. He Suggested including a comprehensive list of needs.

C. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8

- Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA

2. CONFERENCE WITH LABOR NEGOTIATOR, §54957.6

Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson

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

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

D. Closed Session Adjourned at 8:20 p.m. John Gordon announced no action taken in closed session.

E. Pending Agenda Items

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

F. Adjournment

The meeting adjourned at 8:22 p.m.

Clerk

Date

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

Special Board Meeting & Study Session
Board of Education
Galt Joint Union Elementary School District

Thursday, January 7, 2016
Galt Joint Union Elementary School District Office
1018 C Street, Suite 210, Galt, CA 95632

Board Members Present

John Gordon
Kevin Papineau
Wesley Cagle
Grace Malson

Administrators Present

Karen Schauer
Robert Nacario
Claudia Del Toro-Anguiano
Tom Barentson

MINUTES

- A. Open Session:** Open session began at 5:52 p.m. followed by the flag salute.
- B. Recommended Actions**
 - 1. Routine Matters/New Business**

Tom Barentson introduced Michelle Hanson from Goodell, Porter, Sanchez & Bright, LLP to review the audit report.

Ms. Hanson reported that GJUESD complied in all material respects with the types of compliance required by the state of CA. There were no findings or recommendations considered reportable conditions determined as a result of our audit of Galt Joint Union Elementary School District for the year ended June 30, 2014.

131.700 A motion was made by John Gordon to approve the GJUESD **Audit Report**
2014-15 Audit Report by Goodell, Porter, Sanchez & Bright,
LLP, seconded by Grace Malson and unanimously approved.

GJUESD Board of Trustees interviewed the following Board candidates to fill the vacancy left by Matthew Giblin:

- Kathleen Amos
- Matthew Felix
- Suzanne Souigny
- Lawrence Wakefield

A Recess was taken at 7:10 p.m. The meeting reconvened at 7:21 p.m.

131.701 Wesley Cagle made a motion to Appoint Matthew Felix to Fill **Board Member**
Board Member Vacancy Position from January 2016 to **Appt**
December 2016, seconded by Kevin Papineau and
unanimously carried

131.702 Karen Schauer Administered the Oath of Office to Matthew Felix.

Oath of Office

C. Pending Agenda Items

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

D. Adjournment

The meeting adjourned at 7:44 p.m.

Grace Malson, Clerk

Date

Resignations/Retirements

Name	Position	Effective Date
Coleman, Carol	Preschool IA	12/30/15
Figuroa, Richard	Psychologist	10/14/15
Hall, John	Yard Supervisor	11/5/15
Jara, Denise	Yard Supervisor	11/3/15
Martinez, Kristie	Preschool IA	12/7/15
Quitter, Dana	Special Ed IA	11/20/15
Velasquez Garcia, Blanca	Yard Supervisor	1/18/16
Salas, Sandra	Yard Supervisor	1/7/16
Coon, Jared	Behavior Analyst	1/8/16

Leave of Absence Requests

Name	Position	Effective Date
Carillo, Courtney	Teacher	1/6/16 – 2/24/16
Dickinson, Theresa	Bus Driver	8/21/15 - 1/19/16
Gomez, Lorena	Yard Supervisor	11/9/15 – 12/21/15
Holbrook, Robert	Maintenance Worker	8/21/15 – 12/1/2015
Hyske, Hillary	Speech Therapist	8/19/15 – 1/4/16
Jauregui, Kathleen	Special Ed IA	9/21/15 – 1/15/16
Martinez, Kristie	IA	8/25/15 – 12/24/15
Mendoza, Norma	BIA	10/19/15 – 1/6/16
Peters, Sheena	Psychologist	12/19/15 – 6/29/16
Sanchez, Maria	Custodian	11/4/15 – 1/28/16
Valle, Gabriela	BIA	8/24/15 – 6/14/16
Whitford, Jamie	Special Ed IA	1/4/16 – 6/14/16
Wittman, Cassandra	Teacher	9/8/15 – 1/4/16
Daluz, Jill	Teacher	12/15/15 - 1/30/2016
Evans, LisaMarie	Teacher	11/30/15 - 1/19/2016
Harris, Marissa	Teacher	03/28/16 - 6/14/2016
Hernandez, Rachel	ASES IA	02/15/16 - 4/28/2016
Usher, Lorraine	Sp Ed IA	01/06/16 - 4/8/2016

New Hires

Name	Position	Site
Okolo, Chioma	Substitute Teacher	NA
Maclennon, Noelle	Substitute Teacher	NA
Henirquez, Rebecca	ASES IA	GES
Martindale, Chad	Special Ed IA	RO
Dettmann, Ellen	Classified Substitute	NA

Weeks, Ivan	Classified Substitute	NA
Munoz Velazquez, Jose S	Classified Substitute	NA
Russell, Michelle	Classified Substitute	NA
Devoogd, Kristen	Classified Substitute	NA
Cowey, Troy	Classified Substitute	NA
Hibbard, Debra	Classified Substitute	NA
Valencia, Krystal	Classified Substitute	NA
Rojas, Joe	Custodian	VO
Laporte, Vicki	Food Service Worker	MMS
Wirth, Brandon	Classified Substitute	NA
Denier, Cathy	Classified Substitute	NA
Noack, Kris	Special Ed IA	RO
Henriquez, Evelyn	Bilingual IA	VO
Ocampo, Danielle	Bilingual IA	VO
Bryce, Rebecca	Yard Supervisor	RO
Suarez, Rosy	Special Ed IA	RO
Cuison, Agnes	Speech Therapist	MMS/GES
Vogt, Cynthia	Cashier	MMS
Floyd, Jeanine	Food Service Worker	RO
Cooley, Matt	Yard Supervisor	VO
Henrandez, Veronica	ASES IA (Transfer)	GES
Blighton, Jennifer	Yard Supervisor (Transfer)	MMS
Newman, Ryan	Tech Assistant (Additional Hours)	DO
Cortes, Mirian	Yard Supervisor	VO
Garcia, Miguel	Yard Supervisor	VO
Castillo, Estefani	Class Sub	NA
Salim, Shameem	Special Ed IA (Transfer)	RO
Cooley, Matt	Yard Supervisor	MMS
Richardson, Jason	Substitute Teacher	NA
Padilla, Susan	District Clerk (Additional Hours)	DO
Johnson, Patrick	Yard Supervisor	GES
Ceja, Carina	ASES IA	GES
Henriquez, Rebecca	ASES IA (Transfer)	VO



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: 131.707 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

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



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: 131.708 Board Consideration of Adoption of GJUESD Facilities Master Plan
Presenter: Karen Schauer, Tom Barentson	Action Item: XX Information Item:

In June 2015, the GJUESD Board of Trustees accepted the Facilities Master Plan with direction to the superintendent to further engage stakeholders and community citizens in fall 2015 so that the board could finalize plan priorities.

In August and September 2015, seven Back-to-School Night information and feedback sessions were conducted. In addition, a community facilities survey was administered to 400 citizens.

In December 2015, the board participated in a study session to examine, discuss and develop priorities. At the conclusion of the study session, the board determined that the January 20th board meeting would include board consideration to adopt the Facilities Master Plan given study session information and priorities.

To finalize the plan, the section 6 Appendix has been revised or edited to reflect the following:

1. Revision of the FMP Schedule (6.1) to include additional fall stakeholder activities, page 189
2. Addition of Appendix 6. 5 to include community survey information, page 223
3. Addition of Appendix 6.6 to include facilities prioritization slides, page 229

The remaining six sections of the Facilities Master Plan (accepted by the Board of Trustees in June 2015) remain the same and can be viewed on the GJUESD website Home Page at www.galt.k12.ca.us.

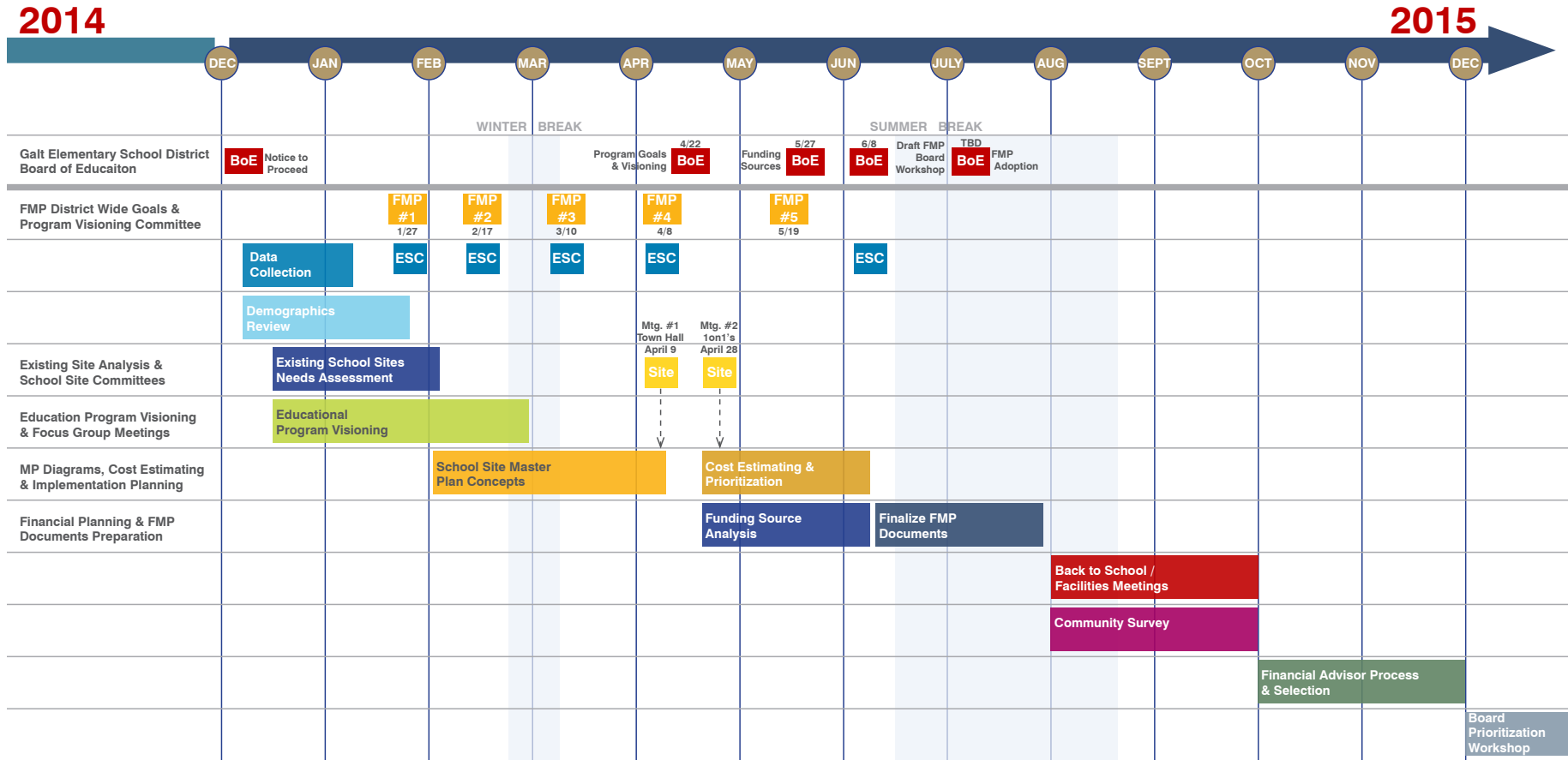


6



Galt Elementary School District
 Facilities Master Plan - Proposed Program Schedule
 TIMELINE 2014-2015

Galt Joint Union Elementary School District



KEY

FMP	Facilities Master Plan Committee
ESC	Executive Steering Committee
BoE	Meet w/ GESD Board of Education
Site	School Communities Committees

PROPOSED MEETINGS

Board of Education Program Goals & Visioning Funding Sources Draft FMP Board Workshop Final FMP Adoption <hr/> 4 TOTAL meetings	Facilities Master Plan Committee (Meets monthly during the FMP process) <hr/> 5 TOTAL meetings	School Site Communities Committees 7 School Sites 1 District Support Sites <hr/> 8 SITES Total Mtg. #1 - Process Overview & Draft Master Plans Mtg. #2 - 1on1 Mtg. w/ School Site Committees
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MEETING MINUTES #1: JANUARY 27, 2015



1548 Eureka Road, Suite 101, Roseville, California 95661

p. 916.772.4300 f. 916.772.4330
w. lpainc.com e. lpa@lpainc.com

February 10, 2015

MEETING MINUTES NO.1
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FACILITIES MASTER PLAN COMMITTEE
LPA PROJECT NO.14273.10

DATE: January 27, 2015
TIME: 6:00 p.m.
PLACE: District Board Room

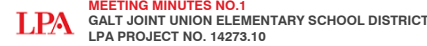
This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS
	All Present	(as indicated)

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	Introductions of FMP Committee
	1.02	Burt Lo Discussed Sharing of Information <ul style="list-style-type: none"> • District Google App – File share <ul style="list-style-type: none"> o Burt will set up Google Account
	1.03	LPA Team Introductions
	1.04	Master Planning Process Overview
	1.05	"If You Could Dream" Small Group Activity <ul style="list-style-type: none"> • Team Milky Way Dark <ul style="list-style-type: none"> o Centralized Food Prep o Better Traffic Patterns/More Locations o More Efficient Use of Outdoor Spaces o Less Acreage Needs o Ergonomic/Functional Adaptive Furniture o Sheltered Drop-Offs/Pick Up Areas o Minimize Environmental Footprint o Modernize/Update Building Systems <ul style="list-style-type: none"> ▪ Lighting/HVAC/Water/Solar/Low Voltage/Wind/Xeriscape o Larger Learning Spaces – Remove Walls o Shared Teacher Prep/Work Space o Adaptable, Cooperative Learning Spaces for Cross-Age Grades/Learning o Vocational Preparation/Education o Flexible Scheduling o Secure Campus – Focused Entry/Exit Locations

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February 10, 2015
Page 2 of 3

ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> o Business/Corporate Partnerships – Ag/Tech/Medical o Sustainability/Flexibility of Buildings & Environments o Utilize Walls & Ceiling Spaces More Efficiently o Parental Education Classrooms o Safety/Lockdown Efficiencies Considerations
		<ul style="list-style-type: none"> • Team Snickers <ul style="list-style-type: none"> o Improve Drop-Off, Pick Up, Bus Access, Parking and Staging Circulation for Different Types of Traffic o Coordinate with City on the Adjacent Roadway/Parking Circulation o Off Site Pick-Up/Drop Off and Walk In Along a Pathway o Digital Marquee Sign Communicating Events & Information o Solar Panels over Parking and Shading for Cars o A Bigger, Better Auditorium (Not a Multi-Purpose Room) at McCaffrey o Bring People from the Community into the School While Avoiding Overuse/Wear on Facilities o Return Arts and Shop Programs to Schools o Aesthetically Pleasing Spaces for Students o Functional Plazas & Landscaping with Native Plants o Better Maintenance System, Keeping Things Clean o Resolve High Groundwater & Moisture Percolating into Flooring and Foundations o Play Equipment Matching Student Interests – Ball Walls, Synthetic Turf Mini Soccer Field o Better, More Natural Lighting than Fluorescent o Provide a Jewel or Focus on the Campus o Incorporate Technology into the Buildings – Wireless, Smart Phones, iPads & Virtual Learning • Team Milky Way <ul style="list-style-type: none"> o Student/Parent Involvement in Grounds Beautification for Pride & Ownership, Service Learning o Easy, Safe, Separate Access for Cars, Busses & Pedestrians o Individual, Dedicated Server Rooms with AC at Each Site o Surveillance o Virtual Server Infrastructure in Classrooms o Additional Storage at Each Site for Books, Teachers, Custodians, etc. o Updated, Energy Efficient Kitchen Appliances, Lighting, HVAC & Insulation o Roofs that don't leak, Reflective Roof Surfaces o 21st Century Technology in the Hands of the Students o New Tables, More Room for Students o Better Point-of-Sale System for Food Services o Reorganization of Food Serving Areas o Breakfast in the Classroom o Food Recycling/"Share Tables"

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MEETING MINUTES #2: FEBRUARY 17, 2015



1548 Eureka Road, Suite 101, Roseville, California 95661

p. 916.772.4300 f. 916.772.4330
w. lpainc.com e. lpa@lpainc.com

March 17, 2015

MEETING MINUTES NO. 02
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FACILITIES MASTER PLAN MEETING
LPA PROJECT NO. 14273.10

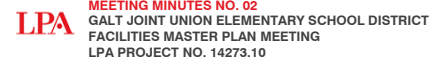
DATE: February 17, 2015
TIME: 6:00pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	PRESENT - Continued	DISTRIBUTION (as indicated)
Gina Fuentes, GJUESD Burt Lo, GJUESD Clare Raboy, GJUESD Myla Frantson, GJUESD Scott Sutton, GJUESD Jamie Hughes, GJUESD Kevin Sellstrom, GJUESD Deb Kenneweg, GJUESD John Gordon, GJUESD Amy Mangilli, GJUESD Robert Nacario, GJUESD	Donna Whitlock, GJUESD Nicholas Picazo, GJUESD Theresa Michel, GJUESD Robert Milligan, GJUESD Jacob Cade, GJUESD Chris Elias, City of Galt Monica Lopez, City of Galt Tim Denham, Wood Rogers Steve Newsom, LPA Lindsay Hayward, LPA	

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	2.01	April 8 th – 4 th meeting (moved date due to Spring Break)
		<ul style="list-style-type: none"> Update schedule!
	2.02	Guiding principles – review as a group
	2.03	Safety of students approaching sites.
	2.04	RED/GREEN – See images the committee placed dots on. <ul style="list-style-type: none"> Too distracting (too many windows) – red dot Outdoor space that is functional – with shade Furniture flexibility Environmentally focused – water table Space for all types of learners (tactile/ auditory/ sensory etc.) Indoor/outdoor learning Darker images didn't respond well Skylights that can be controlled Space for hands-on vocational type programs Natural light (high) without distracting Gardens -> hands on -> near main campus (not out in the boondocks) Cramped spaces (computer image) Acoustical concerns at MPR



March 17, 2015
Page 2 of 2

ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Good flooring at green gym, MPR Computer labs don't work
	2.05	STEM/STEAM <ul style="list-style-type: none"> Maker spaces for each grade (ideal) or groups of grades Interactive learning boards Engineering center Spaces geared toward student interests and different learning styles Students able to move at their own pace
	2.06	BFLC <ul style="list-style-type: none"> Local help to the neighborhoods rather than regional or District Centers Center located at the front of campus Arts and crafts Potential for a workout room – engage the seniors Home Ec. – cooking – again, engage the seniors Versatile Primarily for students but secondarily Parent resource center located here Computer labs for city use.
	2.07	FLP <ul style="list-style-type: none"> Open space, flexible <ul style="list-style-type: none"> Have the ability to move around more often Engage the students Blending types of learners/learning styles Access to resources Teaching students to teach themselves Flexible furniture to promote learning styles.

Submitted by: Lindsay Hayward

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MEETING MINUTES #3: MARCH 10, 2015



1548 Eureka Road, Suite 101, Roseville, California 95661

p. 916.772.4300 f. 916.772.4330
w. lpainc.com e. lpa@lpainc.com

March 17, 2015

MEETING MINUTES NO. 03
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FACILITIES MASTER PLAN MEETING
LPA PROJECT NO. 14273.10

DATE: March 10, 2015
TIME: 6:00 – 8:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Gina Fuentes, GJUESD
Leesa Klotz, GJUESD
Ron Rammer, GJUESD
Abby Partridge, GJUESD
Debbie Schmidt, Retired
Burt Lo, GJUESD
John Gordon, GJUESD
Karen Schauer, GJUESD
Scott Sutton, GJUESD
Clare Raboy, GJUESD
Anne Perez, GJUESD
Kevin Sellstrom, GJUESD
Deb Kenneweg, GJUESD
Myla Frantson, GJUESD
Willie Marlin, GJUESD
Amy Mangili, GJUESD

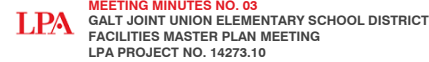
Robert Nacario, GJUESD
Jamie Hughes, GJUESD
Sabrina Fry, GJUESD
Heather Trovinger, GJUESD
Robert Seagraves, GJUESD
Barbara Woods, GJUESD
Cathy Burnett, GJUESD
Kirsten Patrick, GJUESD
Monica Lopez, City of Galt
Blair Aas, SCI
Leeann McCabe, SCI
Gayleen Gomez, VO
Timothy Denham, Wood Rogers
Steve Newsom, LPA
Lindsay Hayward, LPA

DISTRIBUTION

All Present

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	3.01	Blair presented the enrollment projections and the rationale behind them.
	3.02	New residential development is the #1 factor in District growth.
	3.03	Blair showed the factors affecting the projections and that the FMP should be flexible to accommodate low, medium and high growth projections.
	3.04	From '96 to '06, Galt produced an average of about 200 homes per year. That dropped dramatically in '07 due to the recession.
	3.05	Also, birthrates dropped during the recession.



March 17, 2015

Page 2 of 3

ACTION	ITEM NO.	DUE DATE
	3.06	High growth projection is based on 250 houses per year. Medium is 200 and low is 100 per year.
	3.07	He discussed buildout, when all land zoned for residential is built.
	3.08	Guiding Principles discussion: <ul style="list-style-type: none"> Guiding Principle #1 is fine as is Guiding Principle #2 should be revised to: 'Building – upon past success to engage GJUESD students, staff, parents and community in the envisioning process.' Guiding Principle #3 should be revised to: 'Promoting – learner focused programs and facilities with equity of opportunities for all students to reach their full potential.' Guiding Principle #4 should be revised to: 'Developing – a sustainable plan that is achievable and able to grow and adapt with the GJUESD community.' Guiding Principle #5 should be revised to: 'Communicating – identifiable needs and sharing short and long term goals with GJUESD stakeholders and community to promote future investment.' Eliminate Guiding Principle #6 Scot would like the last Principle to be 'Enhancing – our neighborhoods by creating learning centers in our schools.'
	3.09	Lindsay presented the Educational Program Vision.
	3.10	BFLC Comments: <ul style="list-style-type: none"> Need to consider line of sight and supervision. Change Innovation Lab to Innovation Center. Change Creativity Lab to Creativity Center. Library area may be too small.
	3.11	John Gordon questioned if a 960 sf classroom for grades 4-6 is too small. Should it be 1,200 sf? As portables are replaced, new construction could accommodate the larger rooms.
	3.12	Operable walls between classrooms are desirable in order to teach to larger groups.
	3.13	Middle School classroom diagram - two Colabs should connect to each other.
	3.14	Classrooms next to restrooms are very noisy. Separate restroom building is preferred.
	3.15	Supervision of students entering restrooms is important.
	3.16	Admin should be clearly identifiable.
	3.17	Consider partnerships, etc. with the City for the Arts & Music.
	3.18	At playground areas, provide shaded reading/writing/drawing area.

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MEETING MINUTES #3: MARCH 10, 2015



MEETING MINUTES NO. 03
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FACILITIES MASTER PLAN MEETING
LPA PROJECT NO. 14273.10

March 17, 2015

Page 3 of 3

ACTION	ITEM NO.	DUE DATE
	3.19	Running track at schools for kids to release energy.
	3.20	Primary classrooms would ideally be adjacent to the primary play area.
	3.21	Potential for turf at the outdoor commons.

Submitted by: Steve Newsom

MEETING MINUTES #4: APRIL 8, 2015



1548 Eureka Road, Suite 101, Roseville, California 95661

p. 916.772.4300 l. 916.772.4330
 w. lpainc.com e. lpa@lpainc.com

April 13, 2015

MEETING MINUTES NO. 04
 GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 FACILITIES MASTER PLAN – FACILITIES MASTER PLAN MEETING
 LPA PROJECT NO. 14273.10

DATE: April 8, 2015
 TIME: 6:00 – 8:00 pm
 PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT See sign-in sheet
DISTRIBUTION All Present
CONSULTANTS (as indicated)

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	4.01	Guiding Principles are approved by the group.
	4.02	District's loading standards differ from what we show. TK-3 is 20:1, not 24:1. Grades 4-6 are 30:1, not 27:1. Grades 7-8 are 32:1. Site capacities need to be updated to reflect these loading standards.
	4.03	Site Plan Presentation: <ul style="list-style-type: none"> • Lake Canyon <ul style="list-style-type: none"> ○ Add parent drop-off in front of MPR, and possibly extend it to West on hardcourts. Add storage to the site, centrally located. Typ. at each site. • Marengo Ranch <ul style="list-style-type: none"> ○ Scot asked if projected students are from the Eastview Specific Plan or other. We need info on this from Blair. ○ Provide lower and upper grade hard court areas...the new building sits on the existing lower grade hard court. ○ Show a running track on each site, typ. ○ For SH classrooms, move closer to pick up/drop off. ○ Parking and drop-off needs to be addressed for the increased enrollment. ○ Add another lunch shelter near MPR, and covered walk to area under second floor of new building.



MEETING MINUTES NO. 04
 GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 FACILITIES MASTER PLAN – FACILITIES MASTER PLAN MEETING
 LPA PROJECT NO. 14273.10

April 13, 2015
 Page 2 of 2

ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> • River Oaks <ul style="list-style-type: none"> ○ Possible parking/drop-off in front of MPR near DOH trailer. • Valley Oaks <ul style="list-style-type: none"> ○ Existing pedestrian access comes from neighborhood to NE corner of hard court. Need to maintain this, but have a gate that is locked during the day. • Greer <ul style="list-style-type: none"> ○ General question: Are we providing spaces for A.S.E.S. or S.O.A.R. at each campus that currently has it? ○ When an event happens on campus, SOAR has to move to another space. They feel like they're being shuffled too often. • McCaffrey <ul style="list-style-type: none"> ○ Change property lines....baseball fields are City owned. ○ Delete extra dashed lines on zoomed in proposed plan. ○ Use B49 enrollment (current) in lieu of projected lower enrollment. ○ New construction area between MPR and Gym is currently used by students during lunch.....need to address this. ○ Scot is concerned about projected decrease in enrollment here, since the ES's are increasing in enrollment, and the Eastview Specific Plan will bring more kids. If enrollment does increase, need to look at drop-offs. • Fairsite <ul style="list-style-type: none"> ○ Make sure storage is accommodated. Need workroom and science workroom to compile curriculum. Should have a check-out location near BFCL to issue science equipment, etc. 	
	4.04	Need a "chapter" in the MP that covers the new school. There is a site selected that is getting CDE approval. Timeline related to development of houses needed, too.
	4.05	April 28 - Principal interviews
	4.06	May 19 - Prioritization Meeting

Submitted by: Steve Newsom

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MEETING MINUTES #5: MAY 19, 2015



1548 Eureka Road, Suite 101, **Roseville**, California 95661



MEETING MINUTES NO. 5
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FACILITIES MASTER PLAN – FACILITIES MASTER PLAN PRIORITIZATION MEETING
LPA PROJECT NO. 14273.10

June 1, 2015

June 1, 2015

MEETING MINUTES NO. 05
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
FACILITIES MASTER PLAN – FACILITIES MASTER PLAN PRIORITIZATION MEETING
LPA PROJECT NO. 14273.10

DATE: May 19, 2015
TIME: 6:00 – 8:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS
See sign-in sheet	All Present	(as indicated)

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	5.01	District Sites: Valley Oaks is in the worst condition. Fairsite is in poor conditions, but houses fewer students, and they're pre-school only. Fairsite no longer has a CDS code, so it is not able to function as an ES. These are the three oldest sites.
	5.02	Scopes of Work: Attention is needed in the modernization scopes most. Even though BFLCs are important, there are other scopes that should occur first. Creativity Center got a lot of votes, but is an augmentation of the BFLC. The fact that these are separated (Scope 5 vs. 10) was confusing. We should combine votes for these two scopes. Also, Science Labs and Electives are classrooms, at the MS, but the Creativity Center isn't. Need to clarify these. The 6 th grade should have its own Science Lab that is separate from the Creativity Lab or BFLC.
	5.03	Need to look at different shapes of rooms that create interesting areas (nooks alcoves, etc.).
	5.04	School site priorities in the PowerPoint presentation are NOT in ranked order. We need to show the ranking.
	5.05	Food Service: Desire to move toward "scratch" cooking. A lot of equipment is outdated, kids don't have enough time to eat. More storage for food will be needed if they move toward scratch cooking. Valley Oaks is a community gathering space, and needs to be able to serve the kids while parents participate. There's an outdoor freezer which presents a vandalism issue. Some of the equipment is obsolete. Moving away from pre-packaged food requires more refrigeration space. At newer facilities, like McCaffrey, it still is not adequately designed to operate based on

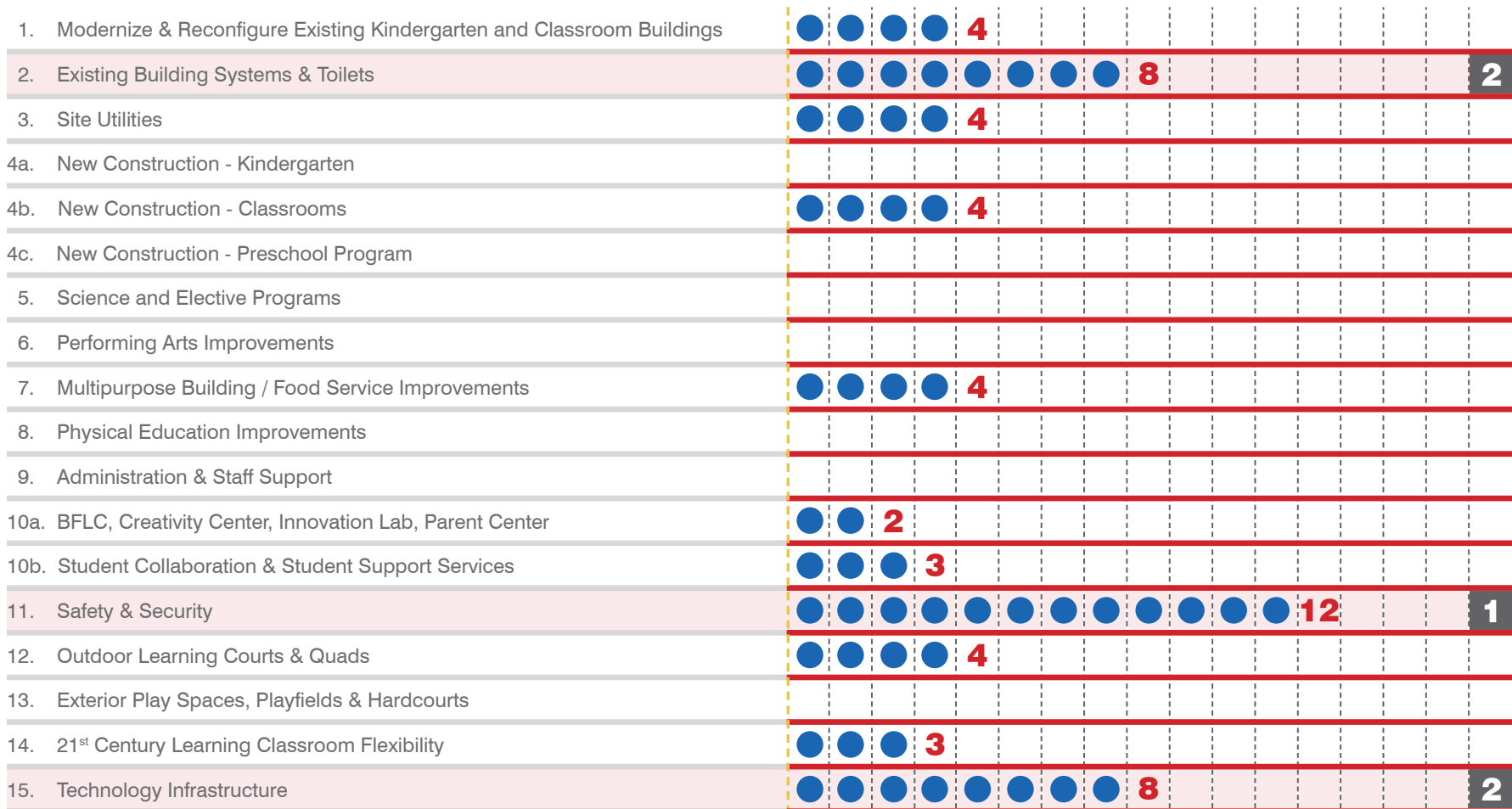
ACTION	ITEM NO.	DUE DATE
		today's needs and nutrition requirements. Kitchens and MPRs are important to parents and the community. Outdoor lunch shelters would help too.
	5.06	Safety & Security: Being able to access playfields on weekends would be good, while securing the campus.
	5.07	Professional development space is needed that can house about 50-60 people. The District Office doesn't even have adequate space for this.

Submitted by: Steve Newsom, AIA, LEED AP B,D+C Associate

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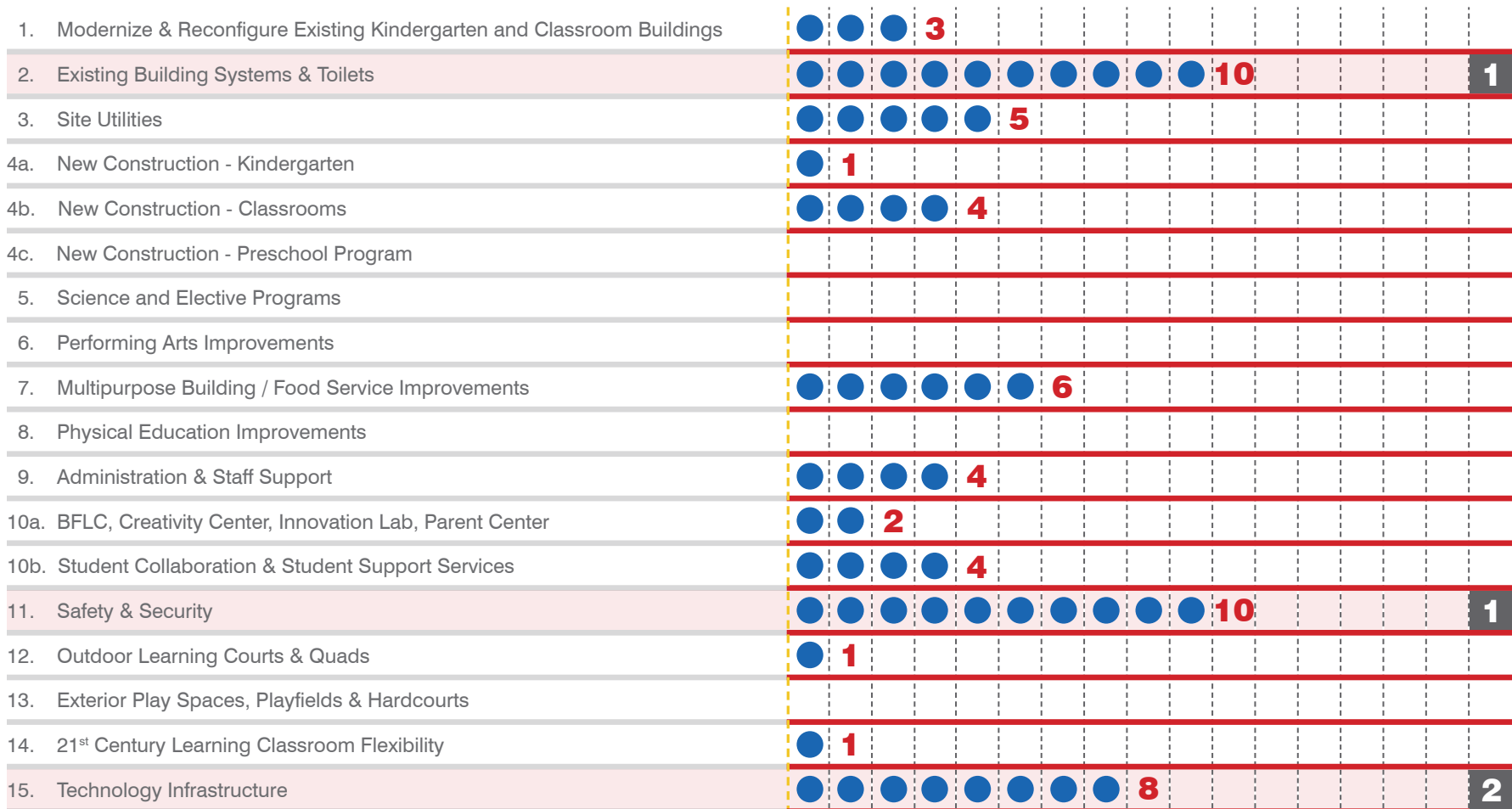
MARENGO RANCH ELEMENTARY SCHOOL

● = 1 Dot
1 = Top Three Priorities



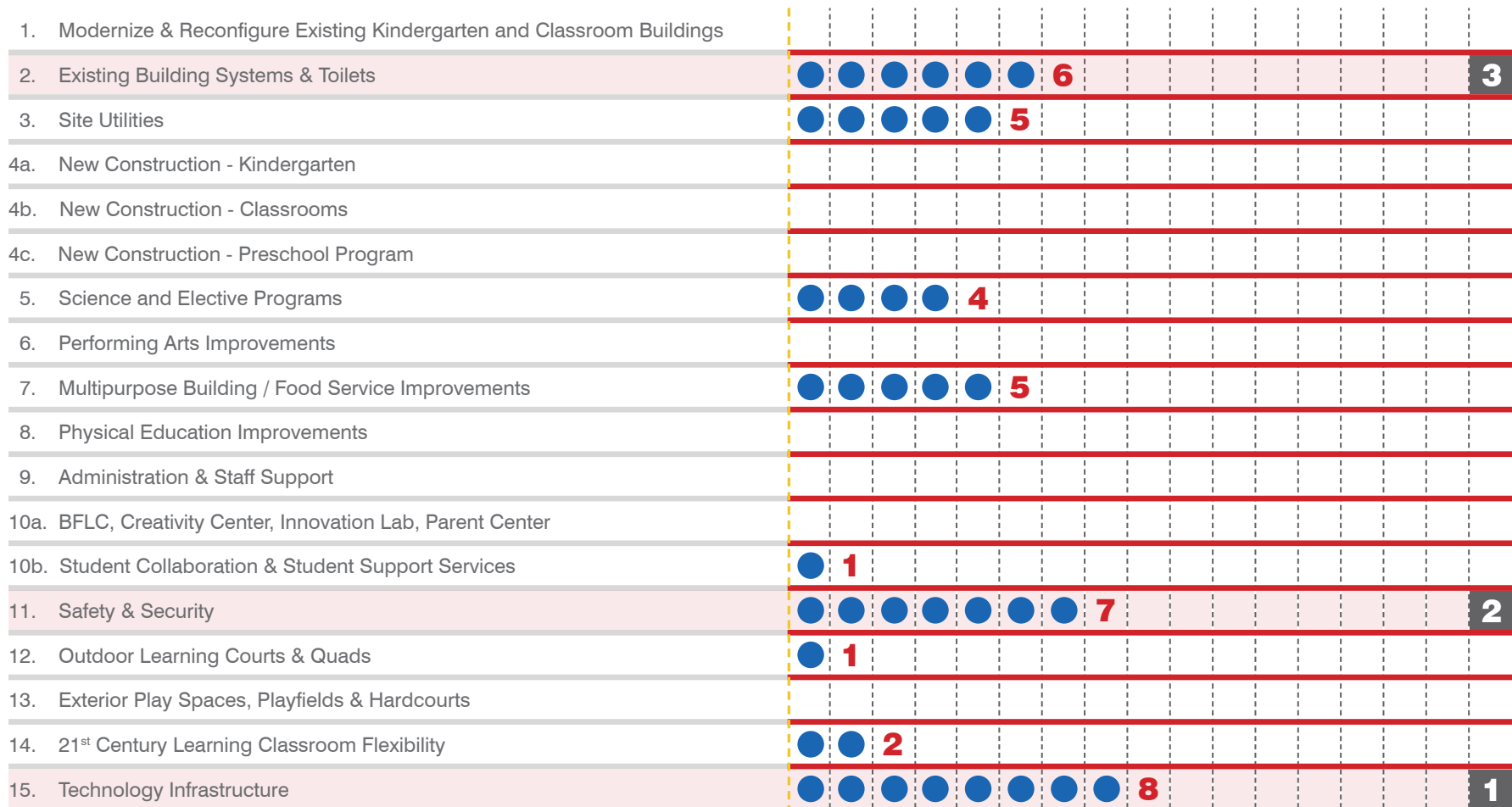
RIVER OAKS ELEMENTARY SCHOOL

● = 1 Dot
1 = Top Three Priorities



McCAFFREY MIDDLE SCHOOL

● = 1 Dot
1 = Top Three Priorities





**Galt Joint Union Elementary School District
Facilities Master Plan - Total Program Cost
Galt, California**

Opinion of Probable Cost
May 31, 2015

Prepared for LPA, Inc.

130 VANTIS, SUITE 110 • ALISO VIEJO • CALIFORNIA • 92656
PHONE: 949-900-0440 • FAX: 949-900-0450

**Galt Joint Union Elementary School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost**

May 31, 2015

INTRODUCTION

The information provided by the District is considered to be budgetary for estimating purposes, and a 5% design contingency has been included. The following items are excluded from this budget:

The following items excluded from scope of work:

- 1 Utility hook-up fees & City connection fees.
- 2 Offsite work and traffic signals.
- 3 Land acquisition costs.
- 4 Hazardous material surveys, abatement, and disposal.
- 5 Escalation (Costs are in 2015\$ calculated to the end of the year)

Each of the unit costs includes the following mark-ups:

A General Contractor GC, OH&P	15.00%
B Escalation	3.00%
C Bonds & Insurance	2.00%
D Design/Phasing Contingency	10.00%

At the category summary level, soft costs are added to each scope portion. Soft costs include the following:

A AE Design Fee	10.00%
B DSA Plan Check Fee	0.75%
C Printing/Advertising	0.05%
E Test/Survey	1.25%
F Inspection	1.25%
G Project Management Fees	5.00%
H Project/Construction Contingency	5.00%
I Relocation Costs	0.80%
J Labor Compliance	0.25%
K Builders Risk Insurance	0.80%
L Legal	0.03%
M Comissioning	0.08%
N FF&E (Other than Classroom)	4.00%
O Other Miscellaneous Consultants	4.00%
Total Soft Cost Multiplier	33.26%

We recommend the client review this statement, and that any interpretations contrary to those intended by the design documents be fully addressed. The statement is based on a detailed measurement of quantities when possible, and reasonable allowance for items not clearly defined in the documents.

The statement reflects probable construction costs obtainable in the currently stable bidding market. The present estimate is based on a minimum of four to five competitive bids from general contractors, bidding to a minimum of four (4) subcontractors per trade. This statement is a determination of current market value for the construction of the project, not a prediction of low bid. Experience indicates that a fewer number of bidders may result in higher bid amount, and more bidders may result in a lower bid result. It is our understanding that projects will be procured through a traditional competitive design-bid-build basis.

Galt Joint Union Elementary School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$)

Campus	Subtotal Project Cost (2015\$)	Total Project Cost (2015\$)
A Elementary Schools		\$156,189,000
1 Greer Elementary School	\$26,175,000	
2 Lake Canyon Elementary School	\$11,018,000	
3 Marengo Ranch Elementary School	\$23,725,000	
4 River Oaks Elementary School	\$26,306,000	
5 Valley Oaks Elementary School	\$29,845,000	
6 McCaffrey Middle School	\$23,901,000	
7 Fairsite Preschool	\$15,219,000	
Total Construction/Project Cost (2015\$)		\$156,189,000

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees.
- Offsite work and traffic signals.
- Land acquisition costs.
- Escalation (Costs are in 2015\$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost
Project Cost Summary (2015\$)
31-May-15

Category	1 Greer ES	2 Lake Canyon ES	3 Marengo Ranch ES	4 River Oaks ES	5 Valley Oaks ES	6 McCaffrey MS	7 Fairsite Preschool
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings	1,451,000	-	1,172,000	1,990,000	2,500,000	492,000	1,039,000
2 Existing Building Systems & Toilets	854,000	267,000	831,000	2,339,000	1,873,000	622,000	724,000
3 Site Utilities	229,000	-	-	-	-	-	-
4a New Construction - Kindergarten	-	1,459,000	299,000	1,459,000	-	-	-
4b New Construction - Classrooms	13,466,000	2,649,000	13,027,000	8,108,000	9,253,000	56,239,000	-
4c New Construction - Preschool Classrooms	-	-	-	-	-	-	57,806,000
5 Science and Elective Programs	-	-	-	-	-	3,036,000	-
6 Performing Arts Improvements	850,000	-	218,000	850,000	850,000	-	-
7 Multipurpose/Food Service Improvements	1,131,000	787,000	835,000	948,000	1,132,000	617,000	726,000
8 Physical Education Improvements	773,000	773,000	787,000	773,000	773,000	1,017,000	-
9 Administration & Staff Support	303,000	43,000	580,000	1,342,000	2,673,000	795,000	438,000
10a BFLC - Innovation, Creativity Center, BFLC	980,000	2,035,000	898,000	3,173,000	3,814,000	1,092,000	932,000
10b Student Collaboration & Student Support Services	2,814,000	689,000	2,723,000	1,838,000	2,703,000	5,168,000	144,000
11 Safety & Security	1,242,000	1,091,000	505,000	1,301,000	1,256,000	1,076,000	1,693,000
12 Outdoor Learning Quads	182,000	132,000	620,000	231,000	603,000	454,000	144,000
13 Exterior Play Spaces, Playfields & Hardcourts	1,019,000	86,000	384,000	892,000	1,314,000	1,664,000	1,004,000
14 21st Century Learning Classroom Flexibility	310,000	340,000	370,000	360,000	390,000	460,000	150,000
15 Technology Infrastructure	591,000	667,000	474,000	702,000	715,000	1,169,000	419,000
Total Project Cost (2015\$)	26,175,000	11,018,000	23,725,000	26,306,000	29,845,000	23,901,000	15,219,000

Prepared by: LPA, Inc. / Cumming

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost
Project Cost Summary (2015\$)
31-May-15

Category	Total Project Cost (2015\$)
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings	\$ 8,644,000
2 Existing Building Systems & Toilets	\$ 7,512,000
3 Site Utilities	\$ 229,000
4a New Construction - Kindergarten	\$ 3,217,000
4b New Construction - Classrooms	\$ 52,742,000
4c New Construction - Preschool Classrooms	\$ 7,806,000
5 Science and Elective Programs	\$ 3,036,000
6 Performing Arts Improvements	\$ 2,768,000
7 Multipurpose/Food Service Improvements	\$ 6,176,000
8 Physical Education Improvements	\$ 4,896,000
9 Administration & Staff Support	\$ 6,174,000
10a BFLC - Innovation, Creativity Center, BFLC	\$ 12,924,000
10b Student Collaboration & Student Support Services	\$ 16,077,000
11 Safety & Security	\$ 8,164,000
12 Outdoor Learning Quads	\$ 2,344,000
13 Exterior Play Spaces, Playfields & Hardcourts	\$ 6,363,000
14 21st Century Learning Classroom Flexibility	\$ 2,380,000
15 Technology Infrastructure	\$ 4,737,000
Total Project Cost (2015\$)	\$156,189,000

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Greer Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Greer Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings				\$ 1,091,000		\$ 1,451,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	40,544	sf	\$ 21.60	\$ 876,000		
1b Replacement or repair of walls						
1b.2 Repair walls	4,320	sf	\$ 4.70	\$ 20,000		
1c Replacement or repair of windows						
1c.2 Repair windows	4,320	sf	\$ 2.70	\$ 12,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	4,320	sf	\$ 1.70	\$ 7,000		
1e Replacement or repair of floors						
1e.2 Repair floors	4,320	sf	\$ 4.00	\$ 17,000		
1f Replacement or repair of ceilings						
1f.2 Repair ceilings	4,320	sf	\$ 3.05	\$ 13,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	4,320	sf	\$ 1.80	\$ 8,000		
1g.2 Patch & paint exterior	40,544	sf	\$ 3.40	\$ 138,000		
2 Existing Building Systems & Toilets				\$ 642,000		\$ 854,000
2b Lighting upgrades - new interior lighting & controls	4,320	sf	\$ 11.00	\$ 48,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	4,320	sf	\$ 3.35	\$ 14,000		
2d Plumbing system upgrades	4,320	sf	\$ 8.00	\$ 35,000		
2e.1 Modernize Existing Restroom	444	sf	\$ 63.00	\$ 28,000		
2e.2 Reconfigure Existing Restroom	2,048	sf	\$ 167.00	\$ 342,000		
2f Energy-efficient building systems and controls (EMS syst	40,544	sf	\$ 4.32	\$ 175,000		
3 Site Utilities				\$ 172,000		\$ 229,000
3b Updated sewer service lines	344,124	sf	\$ 0.50	\$ 172,000		
4 New Construction Classrooms				\$ 10,125,000		\$ 13,466,000
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	27	ea	\$ 8,000.00	\$ 216,000		
4b.4 New Elementary Classroom Building (1-story)	9,600	sf	\$ 304.00	\$ 2,918,000		
4b.5 New Elementary Classroom Building (2-story)	19,152	sf	\$ 337.00	\$ 6,454,000		
4b.10 Sitework & Site Improvements	19,176	sf	\$ 28.00	\$ 537,000		
5 Science and Elective Programs				\$ -		\$ -
Not included in this Facilities Needs Assessment						

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Greer Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Greer Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
6 Performing Arts Improvements						
6b Music/Drama/Dance/Support Space					\$ 639,000	\$ 850,000
6b.4 New Drama/Music/Dance	1,750	sf	\$ 337.00	\$ 590,000		
6b.8 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
7 Multipurpose/Food Service Improvements						
7a Elementary/Middle School multipurpose rooms					\$ 850,000	\$ 1,131,000
7a.2 Modernize Multipurpose Room	7,730	sf	\$ 37.00	\$ 286,000		
7c Food service areas						
7c.3 Reconfigure Food Service	1,340	sf	\$ 236.70	\$ 317,000	Includes new food service equipment	
7c.4 New Food Service	350	sf	\$ 306.60	\$ 107,000	Includes restroom / refrigerator and	
7c.7 Sitework & Site Improvements	350	sf	\$ 28.00	\$ 10,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
8 Physical Education Improvements						
8c Middle School/High School Fitness/Aerobics Labs					\$ 581,000	\$ 773,000
8c.4 New Fitness/Aerobics Labs	1,750	sf	\$ 304.00	\$ 532,000		
8c.5 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
9 Administration & Staff Support						
9a Expanded, reorganized or relocated administration spaces					\$ 228,000	\$ 303,000
9a.2 Modernize Administration	5,184	sf	\$ 44.00	\$ 228,000		
10 Student Collaboration & Student Support Services						
10a BFLC - Innovation, Creativity Center, BFLC					\$ 737,000	\$ 980,000
10a.3 Modernize BFLC - Innovation, Creativity Center, BFLC	4,554	sf	\$ 68.25	\$ 311,000		
10a.4 Reconfigure BFLC - Innovation, Creativity Center, BFLC	3,881	sf	\$ 109.80	\$ 426,000		
10b Student Collaboration & Student Support Services					\$ 2,116,000	\$ 2,814,000
10d.2 New Learning Center / RSP	1,915	sf	\$ 297.00	\$ 569,000		
10d.4 Reconfigure Learning Center / RSP	1,600	sf	\$ 106.80	\$ 171,000		
10d.5 Sitework & Site Improvements	1,915	sf	\$ 28.00	\$ 54,000		
10e.1 Student Collaboration Lab, 1- Story	1,200	sf	\$ 297.00	\$ 356,000		
10e.2 Student Collaboration Lab, 2-Story	2,554	sf	\$ 337.00	\$ 861,000		
10e.5 Student Collaboration Lab, site work	3,754	sf	\$ 28.00	\$ 105,000		

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Greer Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Greer Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
11 Safety & Security						
11b.1 New Parking Lot	34,400	sf	\$ 12.00	\$ 413,000		\$ 934,000
11b.10 Slurry Coat & Stripe Existing Paving	16,350	sf	\$ 2.00	\$ 33,000		
11d Exterior lighting to ensure student safety	1	ls	\$ 10,000.00	\$ 10,000		
11e Safety locks at classroom doors	31	ea	\$ 337.00	\$ 10,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	325	lf	\$ 189.00	\$ 61,000		
11h.3 Rolling Decorative Metal Gate	2	ea	\$ 20,000.00	\$ 40,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	40,544	sf	\$ 4.00	\$ 162,000		
11j New public address/emergency communication systems	40,544	sf	\$ 2.85	\$ 116,000		
11l Security cameras and other security systems	40,544	sf	\$ 1.60	\$ 65,000		
12 Outdoor Learning Quads						
12b Learning Courts					\$ 122,000	\$ 162,000
12b.2 New Learning Court	6,763	sf	\$ 18.00	\$ 122,000		
13 Exterior Play Spaces, Playfields & Hardcourts						
13a Kindergarten Play Yard					\$ 766,000	\$ 1,019,000
13a.3 Shade Structure	1,200	sf	\$ 54.00	\$ 65,000		
13b PE Play Yard & Hardcourts						
13b.1 New Play Pad Surface	3,200	sf	\$ 24.00	\$ 77,000		
13b.2 Elementary Play Apparatus	1	ea	\$ 47,000.00	\$ 47,000		
13b.5 Resurface & Repair Hardcourts	14,950	sf	\$ 4.00	\$ 60,000		
13b.6 New Hardcourts	19,200	sf	\$ 9.00	\$ 173,000		
13c Playfields						
13c.2 New natural grass turf area	44,225	sf	\$ 7.00	\$ 310,000		
13l Fitness Course	1	ea	\$ 34,000.00	\$ 34,000		
14 21st Century Learning Classroom Flexibility						
14a Flexible furniture (Per Classroom, Direct Cost)	31	ea	\$ 10,000.00	\$ 310,000	\$ 310,000	\$ 310,000
15 Technology Infrastructure						
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	40,544	sf	\$ 4.43	\$ 179,000		\$ 591,000
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	40,544	sf	\$ 4.43	\$ 179,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	31	ea	\$ 7,500.00	\$ 233,000		
Total Construction/Project Cost (2014\$)					\$ 19,904,000	\$ 26,175,000

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Greer Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Greer Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	

The following items are excluded from this budget:
 Utility hook-up fees & City connection fees.
 Offsite work and traffic signals.
 Land acquisition costs.
 Hazardous material surveys, abatement, and disposal.
 Escalation (Costs are in 2015\$ calculated to the end of the year)

Galt Joint Union Elementary School District
Lake Canyon Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Lake Canyon Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings Not included in this Facilities Needs Assessment				\$ -	\$ -	\$ -
2 Existing Building Systems & Toilets 2f Energy-efficient building systems and controls (EMS system)	46,575	sf	\$ 4.32	\$ 201,000	\$ 201,000	\$ 267,000
3 Site Utilities Not included in this Facilities Needs Assessment				\$ -	\$ -	\$ -
4 New Construction Classrooms					\$ 1,097,000	\$ 1,459,000
4a New Construction - Kindergarten					\$ 1,002,000	
4a.2 New Kindergarten Building	3,375	sf	\$ 297.00	\$ 1,002,000		
4a.4 Kindergarten Sitework & Site Imprvmts	3,375	sf	\$ 28.00	\$ 95,000		
4b New Construction - Classrooms				\$ 1,992,000	\$ 2,649,000	
4b.4 New Elementary Classroom Building (1-story)	6,000	sf	\$ 304.00	\$ 1,824,000		
4b.10 Sitework & Site Improvements	6,000	sf	\$ 28.00	\$ 168,000		
5 Science and Elective Programs Not included in this Facilities Needs Assessment				\$ -	\$ -	\$ -
6 Performing Arts Improvements Not included in this Facilities Needs Assessment				\$ -	\$ -	\$ -
7 Multipurpose/Food Service Improvements				\$ 592,000	\$ 787,000	
7c Food service areas						
7c.3 Reconfigure Food Service	1,350	sf	\$ 236.70	\$ 320,000	Includes new food service equipment for	
7c.4 New Food Service	400	sf	\$ 328.50	\$ 131,000	Includes restroom/office and refrigerate	
7c.7 Sitework & Site Improvements	400	sf	\$ 28.00	\$ 11,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
8 Physical Education Improvements				\$ 581,000	\$ 773,000	
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	1,750	sf	\$ 304.00	\$ 532,000		
8c.5 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
9 Administration & Staff Support				\$ 32,000	\$ 43,000	
9b Staff Collaboration/Work Rooms						
9b.2 Modernize Staff Collaboration/Work Rooms	720	sf	\$ 44.00	\$ 32,000		

Galt Joint Union Elementary School District
Lake Canyon Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Lake Canyon Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
10 Student Collaboration & Student Support Services						
10a BFLC - Innovation, Creativity Center, BFLC					\$ 1,530,000	\$ 2,035,000
10a.2 New BFLC - Innovation, Creativity Center, BFLC Bui	3,600	sf	\$ 305.00	\$ 1,098,000		
10a.4 Reconfigure BFLC - Innovation, Creativity Center, BF	3,016	sf	\$ 109.80	\$ 331,000		
10a.5 Sitework & Site Improvements	3,600	sf	\$ 28.00	\$ 101,000		
10b Student Collaboration & Student Support Services					\$ 518,000	\$ 689,000
10d.4 Reconfigure Learning Center / RSP	1,200	sf	\$ 106.80	\$ 128,000		
10e.1 Student Collaboration Lab, 1- Story	1,200	sf	\$ 297.00	\$ 356,000		
10e.5 Student Collaboration Lab, site work	1,200	sf	\$ 28.00	\$ 34,000		
11 Safety & Security						
11b Safety improvements to and/or new parent/bus drop-off areas and parking					\$ 820,000	\$ 1,091,000
11b.1 New Parking Lot	34,215	sf	\$ 12.00	\$ 411,000		
11b.6 New Access Road	9,100	sf	\$ 12.10	\$ 110,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	890	lf	\$ 189.00	\$ 168,000		
11h.3 Rolling Decorative Metal Gate	1	ea	\$ 20,000.00	\$ 20,000		
11i Security cameras and other security systems	46,575	sf	\$ 1.60	\$ 75,000		
11m New guardrail at auditorium	70	lf	\$ 169.00	\$ 12,000		
12 Outdoor Learning Quads						
12c Student Amphitheatre					\$ 99,000	\$ 132,000
12c.2 New Student Amphitheatre	3,300	sf	\$ 30.00	\$ 99,000		
13 Exterior Play Spaces, Playfields & Hardcourts						
13a Kindergarten Play Yard					\$ 65,000	\$ 86,000
13a.3 Shade Structure	1,200	sf	\$ 54.00	\$ 65,000		
14 21st Century Learning Classroom Flexibility						
14a Flexible furniture (Per Classroom, Direct Cost)	34	ea	\$ 10,000.00	\$ 340,000	\$ 340,000	\$ 340,000
15 Technology Infrastructure						
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	46,575	sf	\$ 4.43	\$ 206,000		
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	46,575	sf	\$ 4.43	\$ 206,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	34	ea	\$ 7,500.00	\$ 255,000		
Total Construction/Project Cost (2014\$)					\$ 8,534,000	\$11,018,000

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Lake Canyon Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Lake Canyon Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2015\$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Marengo Ranch Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Marengo Ranch Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings				\$ 881,000		\$ 1,172,000
1a Replacement or repair of roofs						
1a.2 Repair roofs	39,897	sf	\$ 12.10	\$ 483,000		
1b Replacement or repair of walls						
1b.2 Repair walls	14,592	sf	\$ 4.70	\$ 69,000		
1c Replacement or repair of windows						
1c.2 Repair windows	14,592	sf	\$ 2.70	\$ 39,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	14,592	sf	\$ 1.70	\$ 25,000		
1e Replacement or repair of floors						
1e.2 Repair floors	14,592	sf	\$ 4.00	\$ 58,000		
1f Replacement or repair of ceilings						
1f.2 Repair ceilings	14,592	sf	\$ 3.05	\$ 45,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	14,592	sf	\$ 1.80	\$ 26,000		
1g.2 Patch & paint exterior	39,897	sf	\$ 3.40	\$ 136,000		
2 Existing Building Systems & Toilets				\$ 626,000		\$ 833,000
2a HVAC system upgrades	900	sf	\$ 22.00	\$ 20,000	Based on kitchen SF to replace swamp c	
2b Lighting upgrades - new interior lighting & controls	14,592	sf	\$ 11.00	\$ 161,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	14,592	sf	\$ 3.35	\$ 49,000		
2d Plumbing system upgrades	14,592	sf	\$ 8.00	\$ 117,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,700	sf	\$ 63.00	\$ 107,000		
2f Energy-efficient building systems and controls (EMS syste	39,897	sf	\$ 4.32	\$ 172,000		
3 Site Utilities				\$ -		\$ -
Not included in this Facilities Needs Assessment						
4 New Construction Classrooms				\$ 225,000		\$ 299,000
4a New Construction - Kindergarten						
4a.2 New Kindergarten Building	900	sf	\$ 222.75	\$ 200,000		
4a.4 Kindergarten Sitework & Site Imprvmts	900	sf	\$ 28.00	\$ 25,000		
4b New Construction - Classrooms				\$ 9,795,000		\$ 13,027,000
4b.1 Remove Portable Classrooms	20	ea	\$ 8,000.00	\$ 160,000		
4b.5 New Elementary Classroom Building (2-story)	27,451	sf	\$ 337.00	\$ 9,251,000		
4b.10 Sitework & Site Improvements	13,726	sf	\$ 28.00	\$ 384,000		
5 Science and Elective Programs				\$ -		\$ -
Not included in this Facilities Needs Assessment						

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Marengo Ranch Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Marengo Ranch Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
6 Performing Arts Improvements				\$ 164,000		\$ 218,000
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	1,620	sf	\$ 101.00	\$ 164,000		
7 Multipurpose/Food Service Improvements				\$ 628,000		\$ 835,000
7a Elementary/Middle School multipurpose rooms						
7a.2 Modernize Multipurpose Room	6,350	sf	\$ 37.00	\$ 235,000		
7c Food service areas						
7c.3 Reconfigure Food Service	900	sf	\$ 236.70	\$ 213,000	Includes new food service equipment fo	
7c.4 New Food Service	200	sf	\$ 219.00	\$ 44,000	Includes just refrigerator and freezer	
7c.7 Sitework & Site Improvements	200	sf	\$ 28.00	\$ 6,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
8 Physical Education Improvements				\$ 592,000		\$ 787,000
8c Middle School/High School Fitness/Aerobics Labs	1,862	sf	\$ 304.00	\$ 566,000		
8c.5 New Fitness/Aerobics Labs	931	sf	\$ 28.00	\$ 26,000		
9 Administration & Staff Support				\$ 436,000		\$ 580,000
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	2,030	sf	\$ 44.00	\$ 89,000		
9b Staff Collaboration/Work Rooms						
9b.3 Reconfigure Staff Collaboration/Work Rooms	1,700	sf	\$ 88.00	\$ 150,000		
9b.4 New Staff Collaboration/Work Rooms	638	sf	\$ 294.00	\$ 188,000		
9b.5 Sitework & Site Improvements	319	sf	\$ 28.00	\$ 9,000		
10 Student Collaboration & Student Support Services				\$ 675,000		\$ 898,000
10a BFLC - Innovation, Creativity Center, BFLC						
10a.4 Reconfigure BFLC - Innovation, Creativity Center, BFLC	6,144	sf	\$ 109.80	\$ 675,000		
10b Student Collaboration & Student Support Services				\$ 2,047,000		\$ 2,723,000
10d.2 New Learning Center / RSP	3,254	sf	\$ 237.60	\$ 773,000		
10d.4 Reconfigure Learning Center / RSP	700	sf	\$ 106.80	\$ 75,000		
10d.5 Sitework & Site Improvements	1,660	sf	\$ 28.00	\$ 46,000		
10e.2 Student Collaboration Lab, 2-Story	3,192	sf	\$ 337.00	\$ 1,076,000		
10e.3 Student Collaboration Lab, modernize	720	sf	\$ 44.00	\$ 32,000		
10e.5 Student Collaboration Lab, site work	1,596	sf	\$ 28.00	\$ 45,000		
Not anticipated						
Not included in this Facilities Needs Assessment						

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Marengo Ranch Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Marengo Ranch Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
11 Safety & Security					\$ 380,000	\$ 505,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.10 Slurry Coat & Stripe Existing Paving	35,940	sf	\$ 2.00	\$ 72,000		
11d Exterior lighting to ensure student safety	1	ls	\$ 10,000.00	\$ 10,000		
11e Safety locks at classroom doors	37	ea	\$ 337.00	\$ 12,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	940	lf	\$ 189.00	\$ 178,000		
11h.3 Rolling Decorative Metal Gate	1	ea	\$ 20,000.00	\$ 20,000		
11i Security cameras and other security systems	39,897	sf	\$ 1.60	\$ 64,000		
12 Outdoor Learning Quads					\$ 466,000	\$ 620,000
12b Learning Courts						
12b.2 New Learning Court	25,900	sf	\$ 18.00	\$ 466,000		
13 Exterior Play Spaces, Playfields & Hardcourts					\$ 289,000	\$ 384,000
13a Kindergarten Play Yard						
13a.3 Shade Structure	1,200	sf	\$ 54.00	\$ 65,000		
13b PE Play Yard & Hardcourts						
13b.1 New Play Pad Surface	2,400	sf	\$ 24.00	\$ 58,000		
13b.2 Elementary Play Apparatus	1	ea	\$ 47,000.00	\$ 47,000		
13b.6 New Hardcourts	3,200	sf	\$ 9.00	\$ 29,000		
13b.7 Slurry Coat & Stripe Existing Hardcourts	28,000	sf	\$ 2.00	\$ 56,000		
13i Fitness Course	1	ea	\$ 34,000.00	\$ 34,000		
14 21st Century Learning Classroom Flexibility					\$ 370,000	\$ 370,000
14a Flexible furniture (Per Classroom, Direct Cost)	37	ea	\$ 10,000.00	\$ 370,000		
15 Technology Infrastructure					\$ 474,000	\$ 474,000
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	39,897	sf	\$ 4.43	\$ 177,000		
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	39,897	sf	\$ 4.43	\$ 177,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	16	ea	\$ 7,500.00	\$ 120,000		
Total Construction/Project Cost (2014\$)					\$ 18,048,000	\$23,725,000

The following items are excluded from this budget:
 Utility hook-up fees & City connection fees.
 Offsite work and traffic signals.
 Land acquisition costs.
 Hazardous material surveys, abatement, and disposal.
 Escalation (Costs are in 2015\$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
River Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2014\$) - River Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings					\$ 1,496,000	\$ 1,990,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	48,718	sf	\$ 21.60	\$ 1,052,000		
1b Replacement or repair of walls						
1b.2 Repair walls	15,558	sf	\$ 4.70	\$ 73,000		
1c Replacement or repair of windows						
1c.2 Repair windows	15,558	sf	\$ 2.70	\$ 42,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	15,558	sf	\$ 1.70	\$ 26,000		
1e Replacement or repair of floors						
1e.2 Repair floors	15,558	sf	\$ 4.00	\$ 62,000		
1f Replacement or repair of ceilings						
1f.2 Repair ceilings	15,558	sf	\$ 3.05	\$ 47,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	15,558	sf	\$ 1.80	\$ 28,000		
1g.2 Patch & paint exterior	48,718	sf	\$ 3.40	\$ 166,000		
2 Existing Building Systems & Toilets					\$ 1,759,000	\$ 2,339,000
2a HVAC system upgrades	48,718	sf	\$ 22.00	\$ 1,072,000		
2b Lighting upgrades - new interior lighting & controls	15,558	sf	\$ 11.00	\$ 171,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	15,558	sf	\$ 3.35	\$ 52,000		
2d Plumbing system upgrades	15,558	sf	\$ 8.00	\$ 124,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,060	sf	\$ 63.00	\$ 130,000		
2f Energy-efficient building systems and controls (EMS systems)	48,718	sf	\$ 4.32	\$ 210,000		
3 Site Utilities					\$ -	\$ -
Not included in this Facilities Needs Assessment						
4 New Construction Classrooms					\$ 1,097,000	\$ 1,459,000
4a New Construction - Kindergarten						
4a.2 New Kindergarten Building	3,375	sf	\$ 297.00	\$ 1,002,000		
4a.4 Kindergarten Sitework & Site Imprvmts	3,375	sf	\$ 28.00	\$ 95,000		
4b New Construction - Classrooms					\$ 6,096,000	\$ 8,108,000
4b.1 Remove Portable Classrooms	15	ea	\$ 8,000.00	\$ 120,000		
4b.4 New Elementary Classroom Building (1-story)	18,000	sf	\$ 304.00	\$ 5,472,000		
4b.10 Sitework & Site Improvements	18,000	sf	\$ 28.00	\$ 504,000		
5 Science and Elective Programs					\$ -	\$ -

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
River Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (20145) - River Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
6 Performing Arts Improvements						
6b Music/Drama/Dance/Support Space					\$ 639,000	\$ 850,000
6b.4 New Drama/Music/Dance	1,750	sf	\$ 337.00	\$ 590,000		
6b.8 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
7 Multipurpose/Food Service Improvements						
7a Elementary/Middle School multipurpose rooms					\$ 713,000	\$ 948,000
7a.2 Modernize Multipurpose Room	6,720	sf	\$ 37.00	\$ 249,000		
7c Food service areas						
7c.3 Reconfigure Food Service	1,200	sf	\$ 236.70	\$ 284,000	Includes new food service equipment fo	
7c.4 New Food Service	200	sf	\$ 219.00	\$ 44,000	Includes just refrigerator and freezer	
7c.7 Sitework & Site Improvements	200	sf	\$ 28.00	\$ 6,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
8 Physical Education Improvements						
8c Middle School/High School Fitness/Aerobics Labs					\$ 581,000	\$ 773,000
8c.4 New Fitness/Aerobics Labs	1,750	sf	\$ 304.00	\$ 532,000		
8c.5 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
9 Administration & Staff Support						
9a Expanded, reorganized or relocated administration spaces					\$ 1,009,000	\$ 1,342,000
9a.2 Modernize Administration	2,100	sf	\$ 44.00	\$ 92,000		
9a.3 Reconfigure Administration	685	sf	\$ 88.00	\$ 60,000		
9b Staff Collaboration/Work Rooms						
9b.3 Reconfigure Staff Collaboration/Work Rooms	960	sf	\$ 88.00	\$ 84,000		
9b.4 New Staff Collaboration/Work Rooms	2,400	sf	\$ 294.00	\$ 706,000		
9b.5 Sitework & Site Improvements	2,400	sf	\$ 28.00	\$ 67,000		
10 Student Collaboration & Student Support Services						
10a BFCL - Innovation, Creativity Center, BFCL					\$ 2,386,000	\$ 3,173,000
10a.2 New BFCL - Innovation, Creativity Center, BFCL Buil	6,405	sf	\$ 305.00	\$ 1,954,000		
10a.4 Reconfigure BFCL - Innovation, Creativity Center, BF	2,302	sf	\$ 109.80	\$ 253,000		
10a.5 Sitework & Site Improvements	6,405	sf	\$ 28.00	\$ 179,000		
10b Student Collaboration & Student Support Services					\$ 1,382,000	\$ 1,838,000
10d.2 New Learning Center / RSP	1,200	sf	\$ 297.00	\$ 356,000		
10d.3 Modernize Learning Center / RSP	960	sf	\$ 44.50	\$ 43,000		
10d.4 Reconfigure Learning Center / RSP	1,280	sf	\$ 106.80	\$ 137,000		
10d.5 Sitework & Site Improvements	1,200	sf	\$ 28.00	\$ 34,000		
10e.1 Student Collaboration Lab, 1- Story	2,400	sf	\$ 297.00	\$ 713,000		
10e.3 Student Collaboration Lab, modernize	720	sf	\$ 44.00	\$ 32,000		
10e.5 Student Collaboration Lab, site work	2,400	sf	\$ 28.00	\$ 67,000		

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
River Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (20145) - River Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
11 Safety & Security						
11b Safety improvements to and/or new parent/bus drop-off areas and parking					\$ 978,000	\$ 1,301,000
11b.1 New Parking Lot	29,900	sf	\$ 12.00	\$ 359,000		
11b.10 Slurry Coat & Stripe Existing Paving	13,675	sf	\$ 2.00	\$ 27,000		
11d Exterior lighting to ensure student safety	1	ls	\$ 10,000.00	\$ 10,000		
11e Safety locks at classroom doors	36	ea	\$ 337.00	\$ 12,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	605	lf	\$ 189.00	\$ 114,000		
11h.3 Rolling Decorative Metal Gate	1	ea	\$ 20,000.00	\$ 20,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	48,718	sf	\$ 4.00	\$ 195,000		
11j New public address/emergency communication systems	48,718	sf	\$ 2.85	\$ 139,000		
11l Security cameras and other security systems	48,718	sf	\$ 1.60	\$ 78,000		
12 Outdoor Learning Quads						
12b Learning Courts					\$ 174,000	\$ 231,000
12b.2 New Learning Court	9,675	sf	\$ 18.00	\$ 174,000		
13 Exterior Play Spaces, Playfields & Hardcourts						
13a Kindergarten Play Yard					\$ 671,000	\$ 892,000
13a.1 New Play Pad Surface	1,344	sf	\$ 24.00	\$ 32,000		
13a.2 Kindergarten Play Apparatus	1	ea	\$ 47,000.00	\$ 47,000		
13a.3 Shade Structure	1,200	sf	\$ 54.00	\$ 65,000		
13a.5 Resurface & Repair Hardcourts	6,100	sf	\$ 4.00	\$ 24,000		
13b PE Play Yard & Hardcourts						
13b.5 Resurface & Repair Hardcourts	34,900	sf	\$ 4.00	\$ 140,000		
13c Playfields						
13c.1 Repair Playfields	164,400	sf	\$ 2.00	\$ 329,000		
13l Fitness Course	1	ea	\$ 34,000.00	\$ 34,000		
14 21st Century Learning Classroom Flexibility						
14a Flexible furniture (Per Classroom, Direct Cost)	36	ea	\$ 10,000.00	\$ 360,000	\$ 360,000	\$ 360,000
15 Technology Infrastructure						
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	48,718	sf	\$ 4.43	\$ 216,000		\$ 702,000
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	48,718	sf	\$ 4.43	\$ 216,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	36	ea	\$ 7,500.00	\$ 270,000		
Total Construction/Project Cost (20145)					\$ 20,043,000	\$ 26,306,000

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
River Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (20145) - River Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project
				Subtotal	Total	Cost 25% (x 1.33)

The following items are excluded from this budget:
 Utility hook-up fees & City connection fees.
 Offsite work and traffic signals.
 Land acquisition costs.
 Hazardous material surveys, abatement, and disposal.
 Escalation (Costs are in 2015\$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Valley Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Valley Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project
				Subtotal	Total	Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings					\$ 1,880,000	\$ 2,500,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	36,815	sf	\$ 21.60	\$ 795,000		
1b Replacement or repair of walls						
1b.2 Repair walls	15,714	sf	\$ 4.70	\$ 74,000		
1c Replacement or repair of windows						
1c.1 Replace windows	15,714	sf	\$ 13.50	\$ 212,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	15,714	sf	\$ 10.10	\$ 159,000		
1e Replacement or repair of floors						
1e.1 Replace floors	15,714	sf	\$ 10.80	\$ 170,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	15,714	sf	\$ 20.20	\$ 317,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	15,714	sf	\$ 1.80	\$ 28,000		
1g.2 Patch & paint exterior	36,815	sf	\$ 3.40	\$ 125,000		
2 Existing Building Systems & Toilets					\$ 1,408,000	\$ 1,873,000
2a HVAC system upgrades	36,815	sf	\$ 22.00	\$ 810,000		
2b Lighting upgrades - new interior lighting & controls	15,714	sf	\$ 11.00	\$ 173,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	15,714	sf	\$ 3.35	\$ 53,000		
2d Plumbing system upgrades	15,714	sf	\$ 8.00	\$ 126,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,374	sf	\$ 63.00	\$ 87,000		
2f Energy-efficient building systems and controls (EMS systems)	36,815	sf	\$ 4.32	\$ 159,000		
3 Site Utilities					\$ -	\$ -
Not included in this Facilities Needs Assessment						
4 New Construction Classrooms					\$ 6,957,000	\$ 9,253,000
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	23	ea	\$ 8,000.00	\$ 184,000		
4b.4 New Elementary Classroom Building (1-story)	20,400	sf	\$ 304.00	\$ 6,202,000		
4b.10 Sitework & Site Improvements	20,400	sf	\$ 28.00	\$ 571,000		
5 Science and Elective Programs					\$ -	\$ -
6 Performing Arts Improvements					\$ 639,000	\$ 850,000
6b Music/Drama/Dance/Support Space						
6b.4 New Drama/Music/Dance	1,750	sf	\$ 337.00	\$ 590,000		
6b.8 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
7 Multipurpose/Food Service Improvements					\$ 851,000	\$ 1,132,000

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Valley Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Valley Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
7a Elementary/Middle School multipurpose rooms						
7a.2 Modernize Multipurpose Room	5,244	sf	\$ 37.00	\$ 194,000		
7c Food service areas						
7c.3 Reconfigure Food Service	880	sf	\$ 236.70	\$ 208,000	Includes new food service equipment for	
7c.4 New Food Service	800	sf	\$ 328.50	\$ 263,000	Includes dry storage/kitchen expansion	
7c.6 New Trash Enclosure	1	ea	\$ 34,000.00	\$ 34,000		
7c.7 Sitework & Site Improvements	800	sf	\$ 28.00	\$ 22,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
8 Physical Education Improvements				\$ 581,000		\$ 773,000
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	1,750	sf	\$ 304.00	\$ 532,000		
8c.5 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
9 Administration & Staff Support				\$ 2,010,000		\$ 2,673,000
9a Expanded, reorganized or relocated administration spaces						
9a.1 Demolish Existing Buildings	3,015	sf	\$ 16.00	\$ 48,000		
9a.4 New Administration	3,693	sf	\$ 294.00	\$ 1,086,000		
9a.5 Sitework & Site Improvements	3,693	sf	\$ 28.00	\$ 103,000		
10 Student Collaboration & Student Support Services				\$ 2,868,000		\$ 3,814,000
10a BFLC - Innovation, Creativity Center, BFLC						
10a.1 Demolish Existing Buildings	4,440	sf	\$ 16.00	\$ 71,000		
10a.2 New BFLC - Innovation, Creativity Center, BFLC Build	8,400	sf	\$ 305.00	\$ 2,562,000		
10a.5 Sitework & Site Improvements	8,400	sf	\$ 28.00	\$ 235,000		
10b Student Collaboration & Student Support Services						
10d.2 New Learning Center / RSP	2,700	sf	\$ 297.00	\$ 802,000		
10d.3 Modernize Learning Center / RSP	960	sf	\$ 53.40	\$ 51,000		
10d.5 Sitework & Site Improvements	2,700	sf	\$ 28.00	\$ 76,000		
10e.1 Student Collaboration Lab, 1- Story	3,000	sf	\$ 297.00	\$ 891,000		
10e.4 Student Collaboration Lab, reconfigure	960	sf	\$ 132.00	\$ 127,000		
10e.5 Student Collaboration Lab, site work	3,000	sf	\$ 28.00	\$ 84,000		

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Valley Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Valley Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
11 Safety & Security					\$ 944,000	\$ 1,256,000
11a Remaining asbestos removal	36,815	sf	\$ 3.00	\$ 110,000		
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	27,225	sf	\$ 12.00	\$ 327,000		
11b.10 Slurry Coat & Stripe Existing Paving	9,900	sf	\$ 2.00	\$ 20,000		
11d Exterior lighting to ensure student safety	1	ls	\$ 10,000.00	\$ 10,000		
11e Safety locks at classroom doors	39	ea	\$ 337.00	\$ 13,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	575	lf	\$ 189.00	\$ 109,000		
11h.3 Rolling Decorative Metal Gate	1	ea	\$ 20,000.00	\$ 20,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	36,815	sf	\$ 4.00	\$ 147,000		
11j New public address/emergency communication systems	36,815	sf	\$ 2.85	\$ 105,000		
11l Security cameras and other security systems	36,815	sf	\$ 1.60	\$ 59,000		
12 Outdoor Learning Quads					\$ 452,000	\$ 601,000
12a Main Student Quad						
12a.2 New Main Student Quad	13,650	sf	\$ 18.00	\$ 246,000		
12b Learning Courts						
12b.2 New Learning Court	11,432	sf	\$ 18.00	\$ 206,000		
13 Exterior Play Spaces, Playfields & Hardcourts					\$ 988,000	\$ 1,314,000
13a Kindergarten Play Yard						
13a.1 New Play Pad Surface	1,320	sf	\$ 24.00	\$ 32,000		
13a.2 Kindergarten Play Apparatus	1	ea	\$ 47,000.00	\$ 47,000		
13a.3 Shade Structure	1,200	sf	\$ 54.00	\$ 65,000		
13a.5 Resurface & Repair Hardcourts	4,500	sf	\$ 4.00	\$ 18,000		
13a.6 New Hardcourts	3,360	sf	\$ 9.00	\$ 30,000		
13b PE Play Yard & Hardcourts						
13b.1 New Play Pad Surface	4,000	sf	\$ 24.00	\$ 96,000		
13b.2 Elementary Play Apparatus	2	ea	\$ 47,000.00	\$ 94,000		
13b.5 Resurface & Repair Hardcourts	32,125	sf	\$ 4.00	\$ 129,000		
13b.6 New Hardcourts	14,550	sf	\$ 9.00	\$ 131,000		
13c Playfields						
13c.1 Repair Playfields	156,000	sf	\$ 2.00	\$ 312,000		
13l Fitness Course	1	ea	\$ 34,000.00	\$ 34,000		
14 21st Century Learning Classroom Flexibility					\$ 390,000	\$ 390,000
14a Flexible furniture (Per Classroom, Direct Cost)	39	ea	\$ 10,000.00	\$ 390,000		

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Valley Oaks Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Valley Oaks Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
15 Technology Infrastructure					\$ 715,000	\$ 715,000
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	36,815	sf	\$ 4.43	\$ 163,000		
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	36,815	sf	\$ 4.43	\$ 163,000		
15c MDF and IDF data rooms with environmental control (direct cost only)	4	ea	\$ 24,000.00	\$ 96,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	39	ea	\$ 7,500.00	\$ 293,000		
Total Construction/Project Cost (2014\$)				\$ 22,714,000	\$ 29,845,000	

The following items are excluded from this budget:
 Utility hook-up fees & City connection fees.
 Offsite work and traffic signals.
 Land acquisition costs.
 Hazardous material surveys, abatement, and disposal.
 Escalation (Costs are in 2015\$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
McCaffrey Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - McCaffrey Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings					\$ 370,000	\$ 492,000
1b Replacement or repair of walls						
1b.2 Repair walls	2,880	sf	\$ 4.70	\$ 14,000		
1c Replacement or repair of windows						
1c.2 Repair windows	2,880	sf	\$ 2.70	\$ 8,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	2,880	sf	\$ 1.70	\$ 5,000		
1e Replacement or repair of floors						
1e.2 Repair floors	2,880	sf	\$ 4.00	\$ 12,000		
1f Replacement or repair of ceilings						
1f.2 Repair ceilings	2,880	sf	\$ 3.05	\$ 9,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	2,880	sf	\$ 1.80	\$ 5,000		
1g.2 Patch & paint exterior	93,175	sf	\$ 3.40	\$ 317,000		
2 Existing Building Systems & Toilets					\$ 468,000	\$ 622,000
2b Lighting upgrades - new interior lighting & controls	2,880	sf	\$ 11.00	\$ 32,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	2,880	sf	\$ 3.35	\$ 10,000		
2d Plumbing system upgrades	2,880	sf	\$ 8.00	\$ 23,000		
2f Energy-efficient building systems and controls (EMS systems)	93,175	sf	\$ 4.32	\$ 403,000		
3 Site Utilities					\$ -	\$ -
4 New Construction Classrooms					\$ 4,691,000	\$ 6,239,000
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	12	ea	\$ 8,000.00	\$ 96,000		
4b.4 New Elementary Classroom Building (1-story)	13,840	sf	\$ 304.00	\$ 4,207,000		
4b.10 Sitework & Site Improvements	13,840	sf	\$ 28.00	\$ 388,000		
5 Science and Elective Programs					\$ 2,283,000	\$ 3,036,000
5a Science Lab Classrooms						
5a.4 Modernize Science Classroom Building	5,120	sf	\$ 89.25	\$ 457,000		
5a.5 Reconfigure Science Classroom Building	2,560	sf	\$ 163.80	\$ 419,000		
5b Middle School Electives						
5b.4 Reconfigure Middle School Electives Classrooms	2,240	sf	\$ 163.80	\$ 367,000		
5b.6 New Middle School Electives Classroom Building	3,200	sf	\$ 297.00	\$ 950,000		
5b.7 Sitework & Site Improvements	3,200	sf	\$ 28.00	\$ 90,000		
6 Performing Arts Improvements					\$ -	\$ -
Not included in this Facilities Needs Assessment						
7 Multipurpose/Food Service Improvements					\$ 464,000	\$ 617,000

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
McCaffrey Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - McCaffrey Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
7c Food service areas						
7c.3 Reconfigure Food Service	1,200	sf	\$ 236.70	\$ 284,000	Includes new food service equipment for	
7c.4 New Food Service	200	sf	\$ 219.00	\$ 44,000	Includes just refrigerator and freezer	
7c.7 Sitework & Site Improvements	200	sf	\$ 28.00	\$ 6,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
				\$ 765,000		\$ 1,017,000
8 Physical Education Improvements						
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	5,700	sf	\$ 32.20	\$ 184,000	Includes replacing the flooring	
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	1,750	sf	\$ 304.00	\$ 532,000		
8c.5 Sitework & Site Improvements	1,750	sf	\$ 28.00	\$ 49,000		
				\$ 598,000		\$ 795,000
9 Administration & Staff Support						
9a Expanded, reorganized or relocated administration spaces						
9a.3 Reconfigure Administration	216	sf	\$ 88.00	\$ 19,000		
9b Staff Collaboration/Work Rooms						
9b.4 New Staff Collaboration/Work Rooms	1,800	sf	\$ 294.00	\$ 529,000		
9b.5 Sitework & Site Improvements	1,800	sf	\$ 28.00	\$ 50,000		
				\$ 821,000		\$ 1,092,000
10 Student Collaboration & Student Support Services						
10a BFLC - Innovation, Creativity Center, BFLC						
10a.4 Reconfigure BFLC - Innovation, Creativity Center, BFLC	7,475	sf	\$ 109.80	\$ 821,000		
10b Student Collaboration & Student Support Services				\$ 3,886,000		\$ 5,168,000
10d.2 New Learning Center / RSP	9,840	sf	\$ 297.00	\$ 2,922,000		
10d.4 Reconfigure Learning Center / RSP	960	sf	\$ 106.80	\$ 103,000		
10d.5 Sitework & Site Improvements	9,840	sf	\$ 28.00	\$ 276,000		
10e.1 Student Collaboration Lab, 1- Story	1,800	sf	\$ 297.00	\$ 535,000		
10e.5 Student Collaboration Lab, site work	1,800	sf	\$ 28.00	\$ 50,000		
Not anticipated						
Not included in this Facilities Needs Assessment						
				\$ 809,000		\$ 1,076,000
11 Safety & Security						
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	21,000	sf	\$ 12.00	\$ 252,000		
11b.6 New Access Road	2,400	sf	\$ 12.10	\$ 29,000		
11d Exterior lighting to ensure student safety	1	ls	\$ 10,000.00	\$ 10,000		
11e Safety locks at classroom doors	46	ea	\$ 337.00	\$ 16,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	1,530	lf	\$ 189.00	\$ 289,000		
11h.3 Rolling Decorative Metal Gate	2	ea	\$ 20,000.00	\$ 40,000		
11i Security cameras and other security systems	93,175	sf	\$ 1.60	\$ 149,000		

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
McCaffrey Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - McCaffrey Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
12 Outdoor Learning Quads						
12b Learning Courts						
12b.2 New Learning Court	9,500	sf	\$ 18.00	\$ 171,000		
12c Student Amphitheatre						
12c.2 New Student Amphitheatre	5,656	sf	\$ 30.00	\$ 170,000		
Not included in this Facilities Needs Assessment						
				\$ 341,000		\$ 454,000
13 Exterior Play Spaces, Playfields & Hardcourts						
13b PE Play Yard & Hardcourts						
13b.4 Shade Structure	1,200	sf	\$ 135.00	\$ 162,000		
13b.6 New Hardcourts	1,200	sf	\$ 9.00	\$ 11,000		
13b.9 Ball Walls	4	ea	\$ 7,000.00	\$ 28,000		
13c Playfields						
13c.2 New natural grass turf area	101,841	sf	\$ 7.00	\$ 713,000		
13e Synthetic Track & Field						
13e.2 Synthetic running track	19,800	sf	\$ 17.00	\$ 337,000		
				\$ 1,251,000		\$ 1,664,000
14 21st Century Learning Classroom Flexibility						
14a Flexible furniture (Per Classroom, Direct Cost)	46	ea	\$ 10,000.00	\$ 460,000		
				\$ 460,000		\$ 460,000
15 Technology Infrastructure						
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	93,175	sf	\$ 4.43	\$ 412,000		
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	93,175	sf	\$ 4.43	\$ 412,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (I.e Items attached to the building, direct cost only)	46	ea	\$ 7,500.00	\$ 345,000		
				\$ 1,169,000		\$ 1,169,000
Total Construction/Project Cost (2014\$)				\$ 18,376,000		\$23,901,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2015\$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Fairsite Preschool
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Fairsite Preschool

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
1 Modernize & Reconfigure Existing Kindergarten & Classroom Buildings					\$ 781,000	\$ 1,039,000
1a Replacement or repair of roofs	23,780	sf	\$ 21.60	\$ 514,000		
1a.1 Replace roofs						
1b Replacement or repair of walls	2,800	sf	\$ 9.40	\$ 26,000		
1b.2 Repair walls						
1c Replacement or repair of windows	2,800	sf	\$ 13.50	\$ 38,000		
1c.1 Replace windows						
1d Replacement or repair of doors (other than safety locks @ classroom doors)	2,800	sf	\$ 10.10	\$ 28,000		
1d.1 Replace doors & hardware						
1e Replacement or repair of floors	2,800	sf	\$ 10.80	\$ 30,000		
1e.1 Replace floors						
1f Replacement or repair of ceilings	2,800	sf	\$ 20.20	\$ 57,000		
1f.1 Replace ceilings						
1g Patch & Paint Interior/Exterior	2,800	sf	\$ 2.40	\$ 7,000		
1g.1 Patch & paint interior						
1g.2 Patch & paint exterior	23,780	sf	\$ 3.40	\$ 81,000		
2 Existing Building Systems & Toilets					\$ 544,000	\$ 724,000
2a HVAC system upgrades	23,780	sf	\$ 11.00	\$ 262,000		
2b Lighting upgrades - new interior lighting & controls	2,800	sf	\$ 11.00	\$ 31,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	2,800	sf	\$ 3.35	\$ 9,000		
2d Plumbing system upgrades	2,800	sf	\$ 4.00	\$ 11,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	360	sf	\$ 63.00	\$ 23,000		
2e.2 Reconfigure Existing Restroom	630	sf	\$ 167.00	\$ 105,000		
2f Energy-efficient building systems and controls (EMS systems)	23,780	sf	\$ 4.32	\$ 103,000		
3 Site Utilities					\$ -	\$ -
Not included in this Facilities Needs Assessment						
4 New Construction Classrooms					\$ 5,869,000	\$ 7,806,000
4c New Construction - Preschool Classrooms						
4c.1 Remove Portable Classrooms	14	ea	\$ 8,000.00	\$ 112,000		
4c.2 Relocate Portable Classrooms	5	ea	\$ 16,000.00	\$ 80,000		
4c.4 New Classroom Building - Preschool	17,100	sf	\$ 304.00	\$ 5,198,000		
4c.5 Sitework & Site improvements	17,100	sf	\$ 28.00	\$ 479,000		
5 Science and Elective Programs					\$ -	\$ -
Not included in this Facilities Needs Assessment						
6 Performing Arts Improvements					\$ -	\$ -

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Fairsite Preschool
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Fairsite Preschool

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
7 Multipurpose/Food Service Improvements					\$ 546,000	\$ 726,000
7a Elementary/Middle School multipurpose rooms						
7a.2 Modernize Multipurpose Room	2,200	sf	\$ 37.00	\$ 81,000		
7a.3 Reconfigure Multipurpose Room	800	sf	\$ 178.40	\$ 143,000		
7c Food service areas						
7c.3 Reconfigure Food Service	600	sf	\$ 236.70	\$ 142,000	Includes new food service equipment for	
7c.4 New Food Service	200	sf	\$ 219.00	\$ 44,000	Includes just refrigerator and freezer	
7c.7 Sitework & Site Improvements	200	sf	\$ 28.00	\$ 6,000		
7d New Lunch Shelters	2,400	sf	\$ 54.00	\$ 130,000		
8 Physical Education Improvements					\$ -	\$ -
Not included in this Facilities Needs Assessment						
9 Administration & Staff Support					\$ 329,000	\$ 438,000
9a Expanded, reorganized or relocated administration spaces						
9a.3 Reconfigure Administration	2,632	sf	\$ 88.00	\$ 232,000		
9b Staff Collaboration/Work Rooms						
9b.3 Reconfigure Staff Collaboration/Work Rooms	1,100	sf	\$ 88.00	\$ 97,000		
10 Student Collaboration & Student Support Services					\$ 701,000	\$ 932,000
10a BFLC - Innovation, Creativity Center, BFLC						
10a.4 Reconfigure BFLC - Innovation, Creativity Center, BFLC	6,380	sf	\$ 109.80	\$ 701,000		
10b Student Collaboration & Student Support Services					\$ 108,000	\$ 144,000
10d.4 Reconfigure Learning Center / RSP	1,008	sf	\$ 106.80	\$ 108,000		
11 Safety & Security					\$ 1,273,000	\$ 1,693,000
11a Remaining asbestos removal	23,780	sf	\$ 3.00	\$ 71,000		
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	46,005	sf	\$ 12.00	\$ 552,000		
11b.5 New Drop-off Area/Bus Loop	1,800	sf	\$ 13.00	\$ 23,000		
11b.9 Repair existing Parking Lot	20,040	sf	\$ 4.70	\$ 94,000		
11b.11 New concrete walkways	3,500	sf	\$ 11.00	\$ 39,000		
11d Exterior lighting to ensure student safety	1	ls	\$ 10,000.00	\$ 10,000		
11e Safety locks at classroom doors	20	ea	\$ 337.00	\$ 7,000		
11f Signage for emergency response and wayfinding	1	ls	\$ 24,000.00	\$ 24,000		
11h Fencing with controlled campus entrances						
11h.2 Decorative Metal Fencing & Gates	870	lf	\$ 189.00	\$ 164,000		
11h.3 Rolling Decorative Metal Gate	1	ea	\$ 20,000.00	\$ 20,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	23,780	sf	\$ 4.00	\$ 95,000		
11j New public address/emergency communication systems	23,780	sf	\$ 5.70	\$ 136,000		
11l Security cameras and other security systems	23,780	sf	\$ 1.60	\$ 38,000		

Prepared by: LPA, Inc. / Cumming

Galt Joint Union Elementary School District
Fairsite Preschool
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost

31-May-15

Project Cost Summary (2015\$) - Fairsite Preschool

Item	Quantity	Unit	Unit Cost	Construction Costs		Total Project Cost 25% (x 1.33)
				Subtotal	Total	
12 Outdoor Learning Quads					\$ 108,000	\$ 144,000
12b Learning Courts						
12b.2 New Learning Court	6,000	sf	\$ 18.00	\$ 108,000		
13 Exterior Play Spaces, Playfields & Hardcourts					\$ 755,000	\$ 1,004,000
13a Kindergarten Play Yard						
13a.1 New Play Pad Surface	4,000	sf	\$ 24.00	\$ 96,000		
13a.2 Kindergarten Play Apparatus	2	ea	\$ 47,000.00	\$ 94,000		
13a.3 Shade Structure	1,200	sf	\$ 54.00	\$ 65,000		
13a.5 Resurface & Repair Hardcourts	5,000	sf	\$ 4.00	\$ 20,000		
13a.6 New Hardcourts	46,700	sf	\$ 9.00	\$ 420,000		
13c Playfields						
13c.2 New natural grass turf area	8,500	sf	\$ 7.00	\$ 60,000		
14 21st Century Learning Classroom Flexibility					\$ 150,000	\$ 150,000
14a Flexible furniture (Per Classroom, Direct Cost)	15	ea	\$ 10,000.00	\$ 150,000		
15 Technology Infrastructure					\$ 419,000	\$ 419,000
15a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	23,780	sf	\$ 4.43	\$ 105,000		
15b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	23,780	sf	\$ 4.43	\$ 105,000		
15c MDF and IDF data rooms with environmental control (direct cost only)	4	ea	\$ 24,000.00	\$ 96,000		
15d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	15	ea	\$ 7,500.00	\$ 113,000		
Total Construction/Project Cost (2014\$)				\$ 11,583,000		<u>\$15,219,000</u>

The following items are excluded from this budget:
 Utility hook-up fees & City connection fees.
 Offsite work and traffic signals.
 Land acquisition costs.
 Hazardous material surveys, abatement, and disposal.
 Escalation (Costs are in 2015\$ calculated to the end of the year)



Methodology

There are 12,622 registered voters in the District

Galt Jt. Union ESD

- ❖ The Galt Joint Union Elementary School District is currently assessing the feasibility of placing a general obligation bond measure on an upcoming ballot.
- ❖ A survey was conducted from Tuesday September 1st through Monday September 14th (excluding Labor Day) to assess support for the proposed bond measure.
- ❖ The survey tested voter attitudes regarding the District, projects to be funded by the proposed measure, and tax tolerances.
- ❖ 400 individual voters were contacted, which resulted in an overall margin of error of +/- 4.76%.
- ❖ The 400 voters were comprised of 253 likely June 2016 (high propensity) voters and 147 likely November 2016 (low/mid propensity) voters to help further assess a June 2016 versus a November 2016 election.

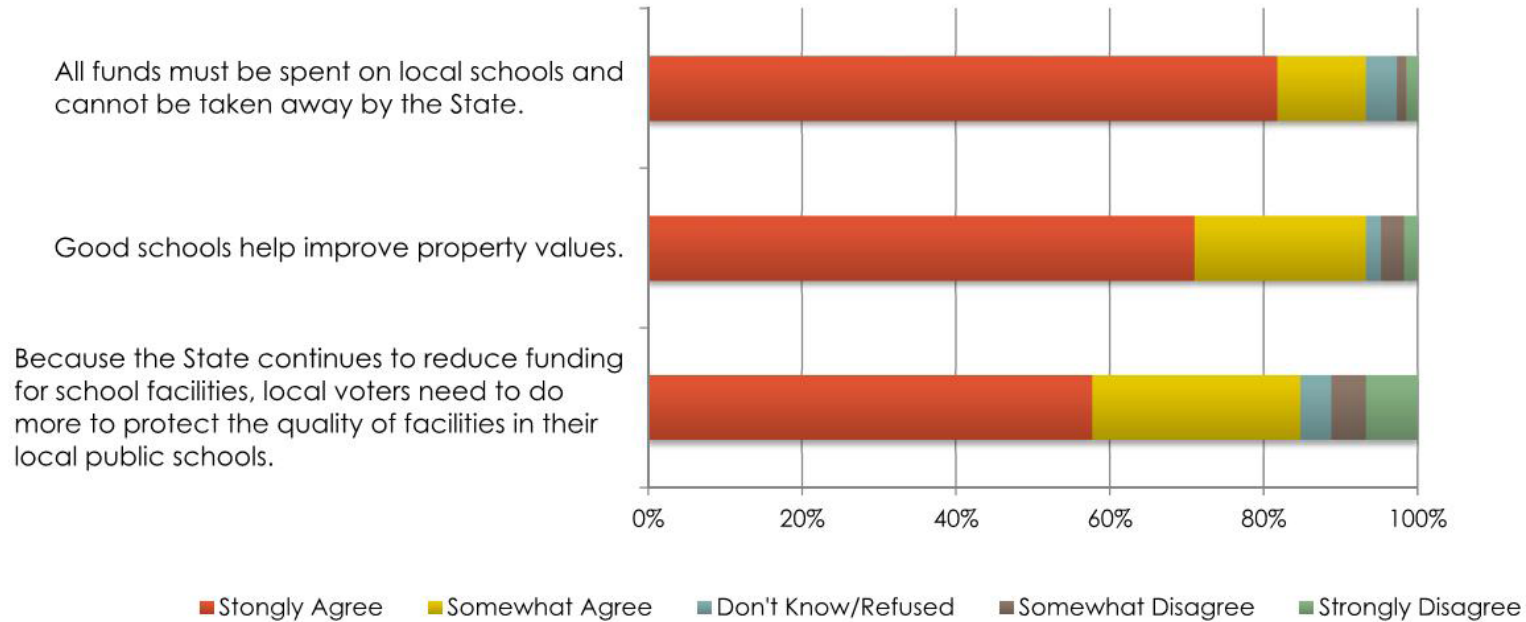
General Questions



Majority of voters believe in more funding

Galt Jt. Union ESD

- ❖ Now I would like to read you some statements about the Galt Elementary School District as well as other community related issues. For each of the following statements please tell me if you Agree or Disagree.





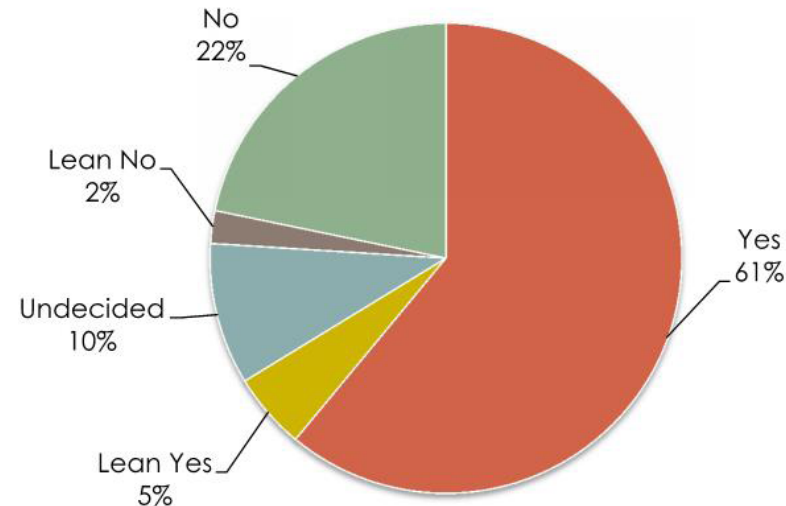
Ballot Measure (Pre-Benchmark)

Support for measure is above the Prop. 39 55% threshold

Galt Jt. Union ESD

- Over the last year the Elementary District has completed a Facilities Master Plan, which has identified major repairs and upgrades that need to be made throughout the District. At this time, the District is looking to make classroom and school facility improvements and is considering placing a school improvement bond measure before voters in your community on an upcoming ballot. If the election were held today, would you vote YES in favor of the measure or would you vote NO to oppose the measure?

"To improve the quality of education; modernize and upgrade classrooms, libraries, restrooms and school facilities; construct new classrooms to replace old portables; replace leaky roofs; improve student access to computers and modern technology; upgrade or replace outdated electrical and plumbing systems; and make health and safety improvements shall Galt Joint Union Elementary School District issue \$24,000,000 of bonds at legal interest rates, including an independent citizens' oversight committee, NO money for administrative salaries, or to be taken by the state?"



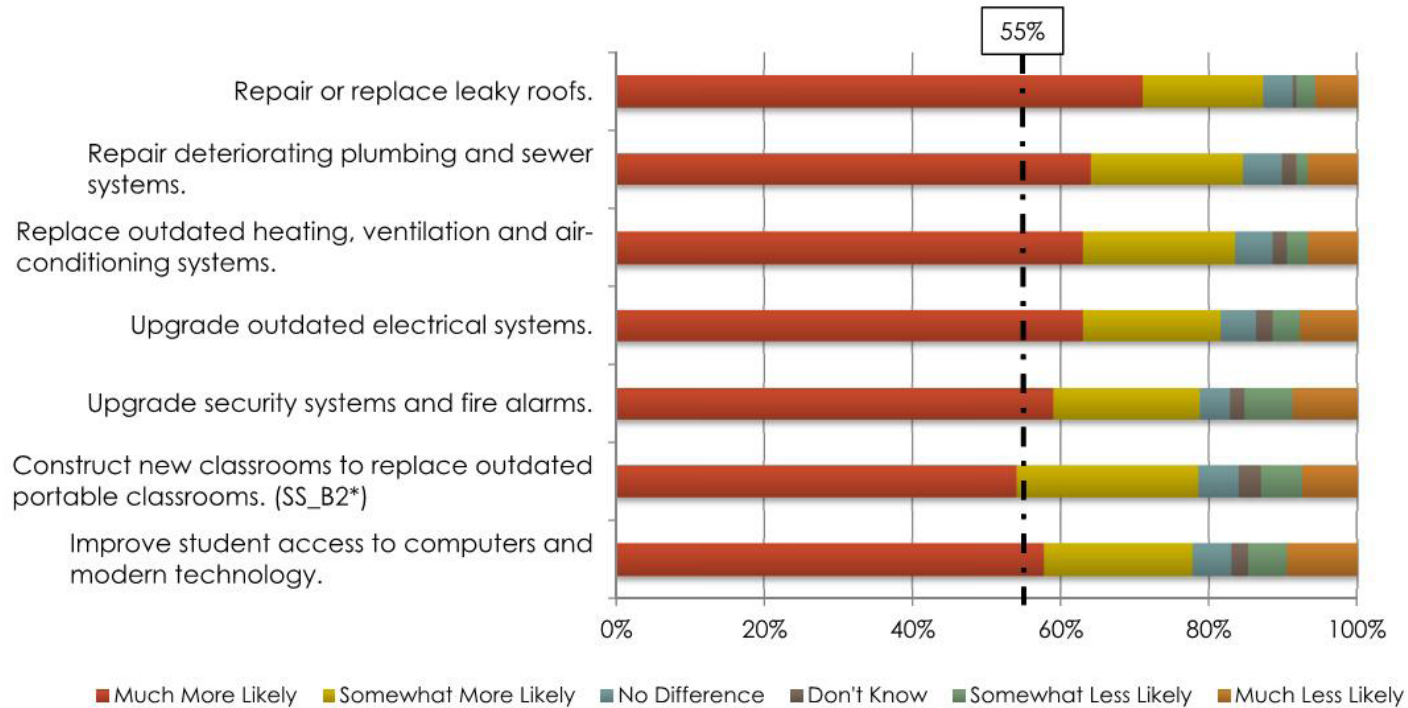
G.O. Bond Projects



The following projects received over 75% support

Galt Jt. Union ESD

- ❖ For each project, please tell me whether it would make you More Likely or Less Likely to vote in favor of the measure if you knew funds would be used to:



*Split sample (SS) question – 50% of voters surveyed were asked version 1 and 50% were asked version 2



Conclusions and Recommendations

There is 75% voter support for a November 2016 election

Galt Jt. Union ESD

- ❖ Over half of voters surveyed believe the District provides an “Excellent” or “Good” education.
- ❖ All of the bond projects tested, except one, received over 60% voter support.
- ❖ Support for a bond measure before voter education was 66% (61% Yes/5% Lean Yes), and after education it increased to 69% (62% Yes/7% Lean Yes).
- ❖ On a per year basis, voters indicated tax rate sensitivity at \$30. However, there was over 55% voter support for the same tax rate when presented on a per monthly basis of \$2.50.
- ❖ There is over 55% voter support for a bond measure from both June 2016 likely voters and November 2016 likely voters. Support is greatest from November 2016 likely voters, with 75% voter support (70% Yes/5% Lean Yes).
- ❖ We recommend the District to continue to reach out to and educate the community to increase support after education, and plan on placing a bond measure on the November 2016 ballot.



...What Can We Do Now?

- Potential Funding :
 - \$15-\$20 Million Potential G.O. Bond
 - Prop. 39 Awards: \$500,000
 - Developer Fees: \$600,000
 - Deferred Maintenance
 - State Facilities Bond
 - Other Financing Vehicles

\$20-25 Million Over the Next 3 Years



What Can We Do Now?

- Follow our Facilities Master Plan
 - Prioritize Scopes According to What Can Make the Most Impact for our Students and Must Be Done
 - School Safety & Security
 - Modernize Schools
 - Update Existing Building Systems
 - Support 21st Century Learning Styles and Resulting Achievement



School Safety & Security

Security Cameras/Systems	\$.702M
Exterior Lighting to ensure student safety	\$.100M
Fencing Systems	\$1.700M
Other Safety Equipment/Measures	\$.800M
Total all schools: \$3,302,000	



Modernize Schools

Replacement or Repair of Roofs	\$ 4.948M
Patch and Paint Inside & Out	\$ 1.416M
Other Repair & Replacement	\$ 1.000M

Total all schools: \$ 6,364,000



Existing Building Systems

-HVAC System Upgrades	\$ 2.878M
-Lighting/Electrical	\$ 1.068M
-Plumbing Systems	\$ 1.673M
-Energy-efficient Controls	\$ 1.893M
-Food Service Upgrades	\$ 2.546M

Total All Schools \$ 10,058,000



Support 21st Century Learning Environments & Resulting Achievement

-21 st Century Learning Flexibility	\$ 2.760M
-Additional Upgrades	\$ 4.000M

Total All Schools \$ 6,760,000



What Can We Do Now?

Safety & Security	\$ 3,302,000
Modernize Schools	\$ 6,364,000
Existing Building Systems	\$ 10,058,000
21 st Century Learning Environments	\$ 6,760,000

Total 1st Phase Facilities Master Plan
\$26,484,000



What's Next?

- Facility Master's Plan Identifies a Vision for the Next 10-15 years
- What Can We Accomplish in 1-3 Years
 - Physical Learning Environment
 - Safety and Security
 - Support 21st Learning Styles and Resulting Achievement



With What Resources?

- State Facilities Bond Election?
- Local Facilities Bond Election Potentially
 - \$15-\$20 Million
- Prop. 39
 - \$1M
- Grants
- Other Financial Vehicles
- Developer Fees
 - \$600 K (Galt Schools JPA)



For All Learners

- Based On District Goals and Stakeholder Input
15 Project Scope Categories were Created:
 1. Modernize and Reconfigure Classrooms
 2. Existing Building Systems & Toilets
 3. Site Utilities (Gas, Water, Electric Service)
 4. New Construction and/or Replacement of Portables-Pre K-8
 5. Education Program Upgrades (Science, Electives)
 6. Performing Arts Improvements
 7. Multipurpose Rooms & Food Service
 8. Physical Education Improvements



For All Learners (cont.)

- Based On District Goals and Stakeholder Input
15 Project Scope Categories were Created:
 9. Administration & Staff Support
 10. Bright Future Learning Centers (BFLC)
 11. Safety and Security
 12. Outdoor Learning & Quads
 13. Exterior Play Spaces, Playfields, & Hardcourts
 14. 21st Century Learning Classroom Opportunities
 15. Technology Infrastructure



Potential Funding Resources

- GJUESD General Obligation Bond Election for Facilities
- State Facilities Bond
- Prop. 39-The Clean Energy Jobs Act (K12)
- Developer Fees
- Deferred Maintenance
- Other



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: 131.709 Board Consideration of Approval of 2014-2015 School Accountability Report Card (SARC) for Vernon E. Greer, Lake Canyon, Marengo Ranch, River Oaks and Valley Oaks Elementary Schools and Robert L. McCaffrey Middle School
Presenter: Robert Nacario	Action Item: XX Information Item:

School Accountability Report Cards (SARCs) were enacted under Proposition 98. Further, Education Code 35256 establishes that each school's SARC be updated annually. The SARCs in the board packet for each school are fully compliant in that all mandated elements required under law are reported. Board Policy 0510 states that, "The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request."

Board Policy also states that, "The Superintendent or designee shall ensure that the information contained in the school accountability report card is accessible on the Internet and that the information is updated annually."

While we are in the 2015-16 school year, the SARC dates reflect the required accountability reporting for 2014-15.

Vernon E. Greer Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Vernon E. Greer Elementary School
Street	248 W A Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-2641
Principal	Emily Peckham
E-mail Address	epeckham@galt.k12.ca.us
Web Site	http://gr-gjuesd-ca.schoolloop.com/
Grades Served	TK-6
CDS Code	34 67348 0119420

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.745.2641
Superintendent	Karen Schauer, Ed., D.
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

At Greer Elementary School we work together in order to provide a safe and caring environment for all learners. The culture of our school reflects a commitment towards academic achievement for all learners.

We provide a variety of opportunities for learners that create a positive learning environment and promote greater learner achievement. One such opportunity is our school-wide monthly Round-up. It is held to promote school cohesiveness, team effort, and friendship. During these assemblies we sing and dance to familiar school songs, recognize special events, celebrate learner achievements, and meet new people. In addition, behavioral expectations, school rules, and other important information are shared with the group. We are very proud of the many hours parent and community members provide for us each month. Parents are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. In our classrooms and on our campus we work daily to encourage behavior and interaction that is safe and respectful. Mustang Cards are given to learners who are showing good citizenship. Learners can then come to the office, share why they got the card, and receive a prize as part of their recognition.

All Greer learners have a Personalized Learning Plan (PLP). Each plan contains personalized goals and actions related to reading, language, and math learning. In addition to our PLP goals and actions, our learners set incremental goals with their classroom teacher. These goals can be academic or behavioral in nature. Our personalization efforts have included providing learning environments that are blended with the use of technology. All learners utilize technological resources as needed in order to support their academic growth.

We continue to work to sustain a very positive and engaging school culture. To this end, we have utilized a strengths-based approach. This strengths-based approach has been supported by the use of an on-line strengths survey for our 4th-6th graders called Gallup Strengths Explorer. This survey identifies a learner's three strongest talents. These strengths are the basis of each learner's Personalized Learning Plan and they are included in the PLP information to parents. Our strengths work supports the engagement goals identified on the PLP. Our learners are encouraged to apply their strengths each day. Teachers provide activities to help develop and nurture learners' talents. Each year we conduct a school-wide project called Dreamboards that incorporates the learner's strengths and focuses on their hopes and dreams for the future. Learners develop a visual representation of their hopes for college, career, family, and service to their community.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	84
Grade 1	56
Grade 2	70
Grade 3	76
Grade 4	80
Grade 5	79
Grade 6	62
Total Enrollment	507

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	0.8
Filipino	1
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.4
White	34.1
Two or More Races	3.4
Socioeconomically Disadvantaged	64.3
English Learners	22.5
Students with Disabilities	12.8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	28	28	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin - California Math, adopted in 2009	Yes	0
Science	6th Glencoe/McGraw Hill- Science Focus, adopted in 2007 K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0
History-Social Science	6th Glencoe/McGraw Hill-Discovering our Past, adopted in 2006 K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Vernon E. Greer Elementary’s facilities were originally constructed in 1992. Greer Middle school closed after the 2007-08 school year. After renovations Greer Elementary opened in 2008-09. The school is composed of 5 permanent classrooms, 26 portable classrooms, a multi-purpose room, a library, three playgrounds, a staff room, three resource rooms, and an ELA intervention room.

Cleaning Process

The principal works daily with the two full-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	10/ ASES: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT 15: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20/ STORAGE: 4. CEILING TILES HAVE WATER STAINS. 7
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			17: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. 23: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 15. WINDOW SCREEN IS MISSING.
Electrical: Electrical			X	1/ GPE: 7. PHONE BOX IS LOOSE. 10/ ASES: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. ONE LIGHT BALLAST IS OUT 16: 7. EXTERIOR LIGHT COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		19: 7. LIGHT DIFFUSER IS MISSING. NO EXTERIOR LIGHT. 9. EXTERIOR DRINKING FOUNTAINS HAVE A LEAK. 15. WINDOW SCREENS ARE MISSING. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 8. FIRST URINAL LEAKS AT THE HANDLE. 9. THREE SINKS HAVE NO FLOW. BOYS REST R
Safety: Fire Safety, Hazardous Materials	X			11: 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. (TEACHER IS USING NON FLUSHABLE WIPES IN THE REST ROOM COULD CREATE SEWER PROBLEMS) 15: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 16: 7. EXTERIOR L

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			36/ STORAGE: 4. CEILING TILES ARE MISSING. 12. DRY ROT ON RAMP. 15. WINDOW SCREEN IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		14: 15. WINDOW SCREENS ARE MISSING. 16: 7. EXTERIOR LIGHT COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREEN IS MISSING. 17: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/18/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	37	37	44
Mathematics	24	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	77	75	97.4	35	28	25	12
	4	79	76	96.2	49	22	21	8
	5	82	82	100.0	27	22	40	11
	6	63	61	96.8	28	46	23	3
Male	3		42	54.5	36	29	26	10
	4		36	45.6	58	19	14	8
	5		43	52.4	40	26	28	7
	6		32	50.8	34	47	19	0
Female	3		33	42.9	33	27	24	15
	4		40	50.6	40	25	28	8
	5		39	47.6	13	18	54	15
	6		29	46.0	21	45	28	7
Black or African American	3		1	1.3	--	--	--	--
	5		3	3.7	--	--	--	--
	6		2	3.2	--	--	--	--
Asian	5		1	1.2	--	--	--	--
Filipino	3		1	1.3	--	--	--	--
	5		2	2.4	--	--	--	--
Hispanic or Latino	3		46	59.7	39	35	13	13
	4		39	49.4	46	31	23	0
	5		41	50.0	22	27	41	10
	6		34	54.0	26	44	26	3
Native Hawaiian or Pacific Islander	3		1	1.3	--	--	--	--
	6		1	1.6	--	--	--	--
White	3		23	29.9	30	17	39	13
	4		33	41.8	48	12	21	18
	5		33	40.2	33	15	42	9
	6		22	34.9	32	41	23	5
Two or More Races	3		3	3.9	--	--	--	--
	4		3	3.8	--	--	--	--
	5		2	2.4	--	--	--	--
	6		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		55	71.4	40	33	18	9
	4		52	65.8	54	23	19	4
	5		46	56.1	33	22	39	7
	6		46	73.0	30	50	17	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		14	18.2	79	21	0	0
	4		6	7.6	--	--	--	--
	5		9	11.0	--	--	--	--
	6		6	9.5	--	--	--	--
Students with Disabilities	3		7	9.1	--	--	--	--
	4		7	8.9	--	--	--	--
	5		9	11.0	--	--	--	--
	6		5	7.9	--	--	--	--
Students Receiving Migrant Education Services	3		3	3.9	--	--	--	--
	4		1	1.3	--	--	--	--
	5		6	7.3	--	--	--	--
	6		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	77	75	97.4	25	43	29	0
	4	79	78	98.7	21	55	18	6
	5	82	82	100.0	32	40	21	7
	6	63	61	96.8	39	49	10	2
Male	3		42	54.5	19	43	38	0
	4		38	48.1	21	55	18	5
	5		43	52.4	35	35	23	7
	6		32	50.8	50	41	9	0
Female	3		33	42.9	33	42	18	0
	4		40	50.6	20	55	18	8
	5		39	47.6	28	46	18	8
	6		29	46.0	28	59	10	3
Black or African American	3		1	1.3	--	--	--	--
	5		3	3.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		2	3.2	--	--	--	--
Asian	4		2	2.5	--	--	--	--
	5		1	1.2	--	--	--	--
Filipino	3		1	1.3	--	--	--	--
	5		2	2.4	--	--	--	--
Hispanic or Latino	3		46	59.7	30	48	20	0
	4		39	49.4	21	64	13	3
	5		41	50.0	32	44	22	2
	6		34	54.0	38	53	9	0
Native Hawaiian or Pacific Islander	3		1	1.3	--	--	--	--
	6		1	1.6	--	--	--	--
White	3		23	29.9	17	35	43	0
	4		33	41.8	24	36	27	12
	5		33	40.2	33	36	18	12
	6		22	34.9	41	41	14	5
Two or More Races	3		3	3.9	--	--	--	--
	4		3	3.8	--	--	--	--
	5		2	2.4	--	--	--	--
	6		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		55	71.4	31	47	20	0
	4		52	65.8	23	58	15	4
	5		46	56.1	35	37	24	4
	6		46	73.0	39	52	9	0
English Learners	3		14	18.2	71	29	0	0
	4		7	8.9	--	--	--	--
	5		9	11.0	--	--	--	--
	6		6	9.5	--	--	--	--
Students with Disabilities	3		7	9.1	--	--	--	--
	4		7	8.9	--	--	--	--
	5		9	11.0	--	--	--	--
	6		5	7.9	--	--	--	--
Students Receiving Migrant Education Services	3		3	3.9	--	--	--	--
	4		1	1.3	--	--	--	--
	5		6	7.3	--	--	--	--
	6		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	48	38	44	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	44
Male	40
Female	48
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	36
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	34
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.30	32.10	43.20

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Greer Elementary School parents play an important role in their child's education through participation in the following programs:

- SSC- The School Site Council helps develop the Single Plan for Student Achievement. The members monitor and evaluate the plan as well as other projects/plans that benefit the school. SSC also facilitates communication between the school and community.
- ELAC- The English Language Advisory Committee is a committee whose purpose is to advise parents on the services available for children who have limited English proficiency.
- Room Parents- A wonderful way to be involved in the classroom and to support the educational journey of the learners is by becoming a room parent. Room parents assist with classroom projects, plan activities and help with the overall success of the classroom.
- Parent and Community Volunteers- We welcome parent and community volunteers in the classrooms and appreciate the countless hours parents donate. District policy requires volunteers over the age of 18 to submit birth dates and Social Security numbers for a security check through the police department.
- Greer Partners in Education – GPE is a wonderful parent organization that helps provide activities that promote Greer families with a focus on educational success and academic achievement for all learners.
- Parent Meetings are held to provide school information which helps families make good educational decisions regarding their children.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.23	2.19	1.48	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Student safety is a priority at Greer Elementary School. All gates remain closed throughout the school day with admittance to the campus only through the main office. Any visitor to Greer Elementary School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the school day to monitor student safety on campus, on the playground, and in the cafeteria. Staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members.

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school-wide "Emergency Handbook" outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly.

The district takes great effort to ensure that Greer Elementary School is clean, safe, and functional. To assist with this, the district provides two full time custodial staff to clean and maintain the school on a regular basis. In addition, school safety inspections are periodically conducted by the Schools Insurance Authority of Sacramento County.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		18	4			21	2	2	
1	18	3			22		3		19	3		
2	19	4	1		19	4			23		3	
3	22		3		21	2	2		19	4		
4	25	1	2		24		3		72	1	3	1
5	33		1	1	32		2		26		3	
6	144		3	2	214		2	2	158		2	1

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.50	N/A
Social Worker	.50	N/A
Nurse	.75	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	4	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,745	2,291	5,454	\$69,958
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	2.6	6.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-1.5	5.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Supplemental programs and services at Greer that support and assist our learners include:

- After School Education and Safety Program (ASES) - Vernon E. Greer is honored to be the recipient of State funds which provide for an after-school program. This program is held Monday through Friday from 2:30pm - 6:00 pm and provides homework help, strategic academic acceleration, and enrichment.
- Our school currently has a cadre of eight instructional assistants that provide additional reading skill practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Our para-professionals are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches.
- District provides funding for supplemental educational services (SES) related to our federal Program Improvement status.
- The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. The BFLC provides afterschool "clubs" based on student interests. Open Monday - Friday from 8:00 a.m. - 6:00 p.m.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional learning is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district provided three professional learning days in 2014-2015 for certificated staff. Additionally, the district provided three collaboration days following the professional learning days in which teachers were able to strategically make plans and reflect on their new learning.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

McCaffrey Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McCaffrey Middle School
Street	997 Park Terrace Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-5462
Principal	Ron Rammer
E-mail Address	rrammer@galt.k12.ca.us
Web Site	
Grades Served	7-8
CDS Code	34 67348 0100040

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.

As educators we have the unique opportunity to work with young adolescents. It is our duty to help them see their potential, something that they may not see in themselves. Our staff understands the developmental needs of this age group; we work together with parents to ensure a safe and caring school environment. We follow the motto "Be Nice, Be Safe and Be Responsible".

Our school encourages parents to maintain an active role in the education of their middle school child. This "middle" phase of education is just as important as in the lower grades- perhaps even more so. Parent participation does have a direct effect on the progress of their student.

McCaffrey Middle School exists because of the outstanding students it serves. It is our pleasure to work with you and your child.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	427
Grade 8	403
Total Enrollment	830

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1.1
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.5
White	36.6
Two or More Races	1.3
Socioeconomically Disadvantaged	63.6
English Learners	6.2
Students with Disabilities	13.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	45	44	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7th-8th Prentice Hall, adopted in 2002	Yes	0
Mathematics	7th-8th Glencoe/McGraw Hill, adopted in 2008	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; a library; two technology labs; two music rooms; an ASB room; Math lab; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B2: 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B6: 4. CEILING TILE HAS A WA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			P10: 4. CARPET IS TORN. 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD).
Electrical: Electrical		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. BOYS REST ROOM: 7. EXHAUST FAN AND HAND DRYER ARE NOT WORKING. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. BOY
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		B4: 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 8. ONE URINAL DOES NOT FLUSH. E6: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS REST ROOM: 9. FAUCET HANDLE IS MISSING. P1: 9. DRI
Safety: Fire Safety, Hazardous Materials	X			P11: 10. FIRE EXTINGUISHER IS MISSING. P5: 10. PLUG IN AIR FRESHENER. P6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	X			P3: 12. DRY ROT ON WINDOW TRIM.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING. P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. BACK WINDOW DOES NOT OPEN. P7: 4. CARPET IS TORN. 15. DOOR LOCK IS STICKING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	406	98.8	36	32	27	5
	8	439	427	97.3	28	33	32	7
Male	7		215	52.3	42	30	23	4
	8		211	48.1	35	31	29	5
Female	7		191	46.5	29	34	31	6
	8		216	49.2	21	36	35	8
Black or African American	7		12	2.9	58	33	8	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		237	57.7	41	32	23	3
	8		219	49.9	32	38	25	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	27	30	34	9
	8		173	39.4	24	28	40	8
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		294	71.5	41	33	22	4
	8		252	57.4	38	36	23	2
English Learners	7		34	8.3	74	21	3	0
	8		18	4.1	72	28	0	0
Students with Disabilities	7		56	13.6	68	20	7	5
	8		50	11.4	68	22	4	4
Students Receiving Migrant Education Services	7		18	4.4	50	39	11	0
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	405	98.5	42	33	16	8
	8	439	429	97.7	42	27	17	14
Male	7		215	52.3	44	30	17	8
	8		213	48.5	45	23	15	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		190	46.2	40	36	15	8
	8		216	49.2	40	31	19	10
Black or African American	7		12	2.9	67	8	25	0
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		236	57.4	45	36	12	6
	8		219	49.9	50	26	15	9
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	33	32	22	13
	8		175	39.9	34	29	20	17
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		293	71.3	46	35	13	5
	8		254	57.9	54	26	12	7
English Learners	7		34	8.3	91	6	3	0
	8		19	4.3	89	11	0	0
Students with Disabilities	7		55	13.4	69	18	7	5
	8		50	11.4	80	10	8	2
Students Receiving Migrant Education Services	7		18	4.4	61	28	6	6
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	83	81	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	81
Male	82
Female	81
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	57
English Learners	31
Students with Disabilities	71
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.10	21.40	36.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring student progress through Personal Learning Plans (PLP), the Parent Portal and student planners. Teachers also communicate through newsletters, email and phone calls. The school also seeks parental participation in the the School Site Council as well as targeted topic parent meetings (held in both English and Spanish). Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.81	5.70	7.05	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.63	0.86	0.56	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	10	29	1	25	12	27	1	23	16	24	
Mathematics	28	7	16	7	28	5	17	8	26	10	14	7
Science	30		23	7	30		28	2	28	2	27	1
Social Science	31		21	8	29	1	29		28	2	25	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	850
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.3	N/A
Social Worker	0.33	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	13	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,526	2,358	5,168	63,433
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-2.8	-3.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-6.7	-4.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2014-15 and 2013-14 and 2012-13.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Lake Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Ave.
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith Hayes
E-mail Address	jhayes@galt.k12.ca.us
Web Site	http://lc-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34673480107946

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We are providing varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent. Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	82
Grade 3	64
Grade 4	86
Grade 5	89
Grade 6	89
Total Enrollment	559

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	0.4
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.7
White	35.8
Two or More Races	2.1
Socioeconomically Disadvantaged	57.2
English Learners	24.2
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	32	32	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. TWO PLUG IN AIR FRESHENERS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 7: 7. FIVE LI
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			16: 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 22: 9. FAUCET LEAKS AT THE FITTING 4: 9
Safety: Fire Safety, Hazardous Materials		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 11. IMPROPERLY STORED CLEANING SUPPLIES. 12: 10. PLUG IN AIR FRESHENER. 13: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPRO
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	37	44
Mathematics	26	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	22	35	29	14
	4	83	82	98.8	46	24	17	12
	5	91	89	97.8	28	28	25	19
	6	94	93	98.9	29	34	31	5
Male	3		35	53.0	31	23	31	14
	4		41	49.4	56	17	12	15
	5		39	42.9	44	21	21	15
	6		45	47.9	42	31	22	4
Female	3		30	45.5	10	50	27	13
	4		41	49.4	37	32	22	10
	5		50	54.9	16	34	28	22
	6		48	51.1	17	38	40	6
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	31	43	17	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		48	57.8	52	25	19	4
	5		51	56.0	35	25	27	12
	6		51	54.3	24	41	31	4
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	6	22	44	28
	4		28	33.7	36	25	18	21
	5		28	30.8	18	32	21	29
	6		33	35.1	33	30	30	6
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	28	38	21	13
	4		49	59.0	57	29	12	2
	5		54	59.3	33	31	26	9
	6		52	55.3	38	33	27	2
English Learners	3		30	45.5	23	47	20	10
	4		15	18.1	80	20	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	64	18	18	0
	4		11	13.3	91	0	0	9
	5		9	9.9	--	--	--	--
	6		16	17.0	88	6	6	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	31	37	22	11
	4	83	82	98.8	28	44	23	5
	5	91	89	97.8	49	31	11	8
	6	94	93	98.9	43	31	15	11
Male	3		35	53.0	34	29	20	17
	4		41	49.4	29	41	22	7
	5		39	42.9	59	26	8	8
	6		45	47.9	56	20	13	11
Female	3		30	45.5	27	47	23	3
	4		41	49.4	27	46	24	2
	5		50	54.9	42	36	14	8
	6		48	51.1	31	42	17	10
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	38	40	17	5
	4		48	57.8	29	52	17	2
	5		51	56.0	63	24	10	4
	6		51	54.3	51	31	10	8
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	17	28	28	28
	4		28	33.7	25	32	36	7
	5		28	30.8	32	46	7	14
	6		33	35.1	36	24	27	12
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	36	36	19	9
	4		49	59.0	37	49	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		54	59.3	63	22	13	2
	6		52	55.3	54	31	10	6
English Learners	3		30	45.5	33	47	17	3
	4		15	18.1	73	27	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	73	18	9	0
	4		11	13.3	73	27	0	0
	5		9	9.9	--	--	--	--
	6		16	17.0	81	19	0	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60	52	34	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	34
Male	30
Female	38
Black or African American	--
Asian	--
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.00	18.00	12.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring homework through student planners (6th grade) and teacher communication through newsletters, email and phone calls. Intermediate grade parents are encouraged to check assignments for the day on the Infinite Campus Parent Portal. The parent portal allows parents to monitor their students’ attendance and grades online.

The school also seeks parental participation in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, and Kiwanis.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.00	0.68	1.84	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			20	3	1		21	2	2	
1	20	3			20	3	1		21	1	2	
2	36		3	1	32	1	2	1	20	4		
3	20	4			17	5			20	3		
4	27		3		28		3		27		3	
5	25		3		28		3		28		3	
6	143	1	3	3	165	1	2	3	135	1	3	3
Other	9	1							11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	7	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,496	2,148	5,348	64,285
District	N/A	N/A	0.6%	\$69,975
Percent Difference: School Site and District	N/A	N/A	5,318	-1.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-3.4	-3.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities(PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Valley Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-1564
Principal	David Nelson
E-mail Address	dnelson@galt.k12.ca.us
Web Site	http://vo-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6033310

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Dr. Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Mission Statement

Education is the shared responsibility of everyone: student, teacher, parent, and community. Valley Oaks Elementary is committed to: Growing And Learning Together

We Envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students BEEing encouraged by parents, staff and community to be their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating individual strengths
- Students and staff are modeling the Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community
- Students and staff take pride in their work EVERYDAY

Principal's Message

Welcome to 21st century learning at Valley Oaks where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with newly updated technology through the individual use of Chromebooks for each student in grades 3-6 and shared Chromebooks in grades K-2, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended learning environments that integrate technology throughout academic content areas. Students participate daily in developing critical thinking skills, collaborating with peers while building their communication skills, and with creative and innovative service learning projects. In addition, staff, parents and students work together to set and create personalized learning plans based on student strengths and academic needs. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident adults.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	87
Grade 2	99
Grade 3	84
Grade 4	95
Grade 5	91
Grade 6	94
Total Enrollment	631

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.3
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	1.1
White	13.8
Two or More Races	0.6
Socioeconomically Disadvantaged	88.7
English Learners	46.1
Students with Disabilities	15.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	35	33	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. Additionally, students in grades K-2 all have access to blended learning opportunities through shared Chromebooks and each student in grades 3-6 has access to blended learning opportunities through his/her own Chromebook.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room, a library, an administration building, three playgrounds, and a garden and greenhouse for outdoor science lab classes. Recent modernization to the campus included an update to the stage in the multipurpose room and new concrete at the front of the school. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND.
Interior: Interior Surfaces		X		10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 13: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 15: 4. FORM
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS
Electrical: Electrical			X	12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20/ OFFICES: 7.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Safety: Fire Safety, Hazardous Materials		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Structural: Structural Damage, Roofs	X			11: 9. FAUCET IS LOOSE AT THE BASE. 12. RAMP HAS DRY ROT. 12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 26: 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 14: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPLASHING AL

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/18/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	37	44
Mathematics	13	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	85	96.6	41	35	18	6
	4	95	93	97.9	51	29	14	6
	5	90	85	94.4	52	25	22	1
	6	98	98	100.0	34	41	22	3
Male	3		46	52.3	48	28	20	4
	4		47	49.5	53	21	17	9
	5		49	54.4	57	24	18	0
	6		41	41.8	54	27	17	2
Female	3		39	44.3	33	44	15	8
	4		46	48.4	48	37	11	4
	5		36	40.0	44	25	28	3
	6		57	58.2	19	51	26	4
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		74	84.1	39	38	19	4
	4		73	76.8	52	29	12	7
	5		68	75.6	56	19	25	0
	6		73	74.5	32	40	25	4
White	3		11	12.5	55	18	9	18
	4		13	13.7	46	23	23	8
	5		16	17.8	38	44	13	6
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		74	84.1	42	38	16	4
	4		86	90.5	52	28	14	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		79	87.8	53	24	22	1
	6		82	83.7	34	41	21	4
English Learners	3		47	53.4	49	36	15	0
	4		35	36.8	77	20	3	0
	5		29	32.2	86	10	3	0
	6		15	15.3	53	47	0	0
Students with Disabilities	3		15	17.0	67	33	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	74	16	11	0
	6		16	16.3	63	31	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	38	40	21	1
	4	95	93	97.9	60	32	6	1
	5	90	87	96.7	61	30	9	0
	6	98	98	100.0	48	40	11	1
Male	3		46	52.3	35	41	22	2
	4		47	49.5	55	36	6	2
	5		49	54.4	63	27	10	0
	6		41	41.8	54	34	10	2
Female	3		41	46.6	41	39	20	0
	4		46	48.4	65	28	7	0
	5		38	42.2	58	34	8	0
	6		57	58.2	44	44	12	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		76	86.4	38	39	21	1
	4		73	76.8	60	33	5	1
	5		70	77.8	66	24	10	0
	6		73	74.5	49	40	10	1
White	3		11	12.5	36	45	18	0
	4		13	13.7	69	23	8	0
	5		16	17.8	44	50	6	0
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		76	86.4	41	39	18	1
	4		86	90.5	62	33	5	1
	5		81	90.0	64	27	9	0
	6		82	83.7	49	41	9	1
English Learners	3		49	55.7	45	35	18	2
	4		35	36.8	77	23	0	0
	5		31	34.4	94	6	0	0
	6		15	15.3	87	13	0	0
Students with Disabilities	3		15	17.0	73	27	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	89	11	0	0
	6		16	16.3	88	6	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	38	27	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	27
Male	28
Female	26
Asian	--
Hispanic or Latino	24
White	43
Socioeconomically Disadvantaged	5
English Learners	0
Students with Disabilities	24
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.80	28.40	30.70

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Valley Oaks Elementary School parents play an important role in their child's education through participation in parent conferences, Valley Oaks PTO, Back to School Night, Environmental Living Programs, Outreach Parenting Programs, and Tiered Intervention Teams. Decision making groups such as the School Site Council, and English Learner Advisory Committee meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, the Galt Police Department, and Project Heart, Head, Hands (H3). Local service clubs donate backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.42	3.25	5.33	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.56	0.15	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. Each classroom and meeting room on site have an Emergency Guidelines Flipchart, for quick access to important emergency information. School sites have an evacuation plan and emergency drills are conducted regularly, in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		17	5			16	5		
1	18	5			19	5			21		4	
2	20	3	1		21	2	2		19	5		
3	21	2	3		20	4	1		20	4		
4	29		3		31		3		29		3	
5	30		3		45		1	1	27		3	
6	196	1		4	207	1	3	2	201		4	2
Other					7	1			11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	12	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,942	2,250	5,692	66,525
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	7.0	1.6
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	2.8	-0.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

During the fiscal year 2014-2015, programs and services that were available at Valley Oaks that support and assist students include the ABP (Alternative Bilingual Program) for students who receive instruction in their primary language, ASES After-School Program, multiple BFLC clubs (including Homework Club, Lego Club, Sewing Club, etc.), and Extended Day programs. Additionally, Instructional Assistants work mainly with students in K-3 grades with a focus on reading, and Bilingual Instructional Assistants work with our Newcomer and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three professional development days immediately followed by a day of teacher collaboration and 3 district wide Menu Mondays to provide ongoing professional learning opportunities in the school year 2015-2016. This is an increase from three staff development days in 2013-14, 2012-13 and 2011-12.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Additionally, all teachers are given Professional Educator Effectiveness funds to use over the next two years in areas of personal professional development growth. Teachers create their own personal development goals and, in collaboration with administration, choose workshops, conferences, release time, etc. that will help their personal effectiveness as an educator.

Furthermore, Valley Oaks has direct access to district-level coaches, who work specifically with teachers and grade levels in the areas of reading instruction, writing instruction, mathematics, and ELD instruction/strategies. They meet with and learn from these coaches in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

River Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	River Oaks Elementary School
Street	905 Vintage Oak Avenue
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-4614
Principal	Lois Yount
E-mail Address	lyount@galt.k12.ca.us
Web Site	http://ro-gjuesd-ca.schoolloop.com/
Grades Served	TK-6
CDS Code	34 67348 610654

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Vision: We envision...

- *A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
- *A school where everyone is physically and emotionally safe.
- *A school where everyone takes responsibility for their own actions.
- *A school where parents, community, and staff encourage and support students to do their best.
- *A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
- *A school where students have learning opportunities to develop 21st Century Skills.
- *A school where students are technologically literate and globally minded.
- *A school where students and staff communicate effectively and work cooperatively.
- *A school where students will develop critical thinking and problem solving skills.
- *A school where students and staff model the Eight Great Character Traits.
- *A school where students give to others and the greater community.

Mission:

Core Values (belief statements that guide us)

- *Children come first.
- *All children can learn.
- *We focus on results. (meeting/exceeding growth targets)
- *Our expectations and standards are high.
- *Evaluation drives improvement.
- *Collaboration and teamwork improves student achievement.
- *We honor diversity.
- *We act ethically and with integrity, and treat everyone with courtesy and respect.

Principal's Message

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academic personal growth. Students are recognized and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We feel it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Student Council, Cross Age Tutoring, Band, Choir, After School Clubs, Robotics and Engineering, and Running Clubs. Parents are encouraged to volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths and talents at school. The teachers and support staff at River Oaks are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School in 1995, 2002, and 2008.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	72
Grade 2	81
Grade 3	86
Grade 4	87
Grade 5	81
Grade 6	96
Total Enrollment	586

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	2
Filipino	1.4
Hispanic or Latino	55.8
White	36.3
Two or More Races	1.5
Socioeconomically Disadvantaged	54.3
English Learners	22.5
Students with Disabilities	15.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	34	30	201
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, and two playgrounds. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			KITCHEN: 2. DIRTY VENTS. 4. BACKPACK HOOKS ARE BROKEN AT ENTRY.
Interior: Interior Surfaces		X		14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14A/ SPEECH: 7. EXTERIOR OUTLET COVER IS MISSING. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF LIGHTS ARE OUT. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Safety: Fire Safety, Hazardous Materials		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING
Structural: Structural Damage, Roofs	X			26: 10. PLUG IN AIR FRESHENER. 12. DRY ROT AT BASE OF SIDING. 27: 12. DRY ROT AT BASE OF SIDING. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 30: 11.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF L

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	50	37	44
Mathematics	31	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	18	22	34	26
	4	82	79	96.3	35	18	20	27
	5	85	82	96.5	24	32	26	18
	6	93	89	95.7	19	31	36	13
Male	3		39	45.9	21	26	26	28
	4		35	42.7	46	11	20	23
	5		42	49.4	26	40	26	7
	6		48	51.6	23	25	38	15
Female	3		46	54.1	15	20	41	24
	4		44	53.7	27	23	20	30
	5		40	47.1	23	23	25	30
	6		41	44.1	15	39	34	12
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	29	25	33	13
	4		47	57.3	47	21	13	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		52	61.2	31	31	27	12
	6		39	41.9	23	33	31	13
White	3		30	35.3	3	17	37	43
	4		24	29.3	21	4	33	42
	5		23	27.1	13	35	26	26
	6		46	49.5	15	30	39	15
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	21	33	33	13
	4		46	56.1	50	20	20	11
	5		52	61.2	33	33	21	13
	6		42	45.2	33	31	31	5
English Learners	3		21	24.7	43	48	10	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	25	8	0
	4		14	17.1	50	7	14	29
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	16	36	28	19
	4	82	79	96.3	37	43	13	8
	5	85	82	96.5	41	40	15	4
	6	93	90	96.8	38	27	26	10
Male	3		39	45.9	23	26	21	31
	4		35	42.7	34	51	3	11
	5		42	49.4	43	40	14	2
	6		48	51.6	31	29	25	15
Female	3		46	54.1	11	46	35	9
	4		44	53.7	39	36	20	5
	5		40	47.1	40	40	15	5
	6		42	45.2	45	24	26	5
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	27	42	25	6
	4		47	57.3	49	38	6	6
	5		52	61.2	44	44	10	2
	6		40	43.0	40	30	23	8
White	3		30	35.3	3	27	37	33
	4		24	29.3	17	46	25	13
	5		23	27.1	30	39	26	4
	6		46	49.5	37	22	30	11
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	23	44	27	6
	4		46	56.1	52	41	2	4
	5		52	61.2	50	38	10	2
	6		43	46.2	51	33	16	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		21	24.7	33	62	5	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	17	8	8
	4		14	17.1	50	21	21	7
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58	62	59	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	59
Male	61
Female	56
Asian	--
Filipino	--
Hispanic or Latino	52
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	51
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.10	26.50	37.30

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Language Advisory Committee (ELAC) group that meet regularly to make decisions on how to best support the students and school. Annually, PTA organizes fundraising efforts, Harvest Festival, Family Movie Nights, Jog-a-Thon, Family Dances, and Holiday Store. Our ELAC organizes a delicious Mexican Dinner for our families during Open House at the end of the school year. Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage parents to stay involved by volunteering in the classrooms and supporting our teachers.

Key stakeholders work collaboratively to provide the following resources for families:

- ~After school and summer meals
- ~Providing transportation for extended day
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~Free Family Events

~Support with technology and internet service

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.62	1.76	0.98	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school site Emergency Handbook outlines the plan of action for emergencies such as earthquakes, fires, floods, lockdowns, and chemical spills. Our school site has an evacuation plan and emergency drills are conducted monthly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	1	3		18	4	1	
1	19	4			22		3		23		3	
2	21	2	2		23		4		20	3	1	
3	20	3	1		17	4	1		17	4	1	
4	30		3		27		3		27		3	
5	28		3		29		3		25		3	
6	132	2	3	2	172	1	3	2	182	1	3	2
Other	6	3			7	2			5	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	28.0	N/A

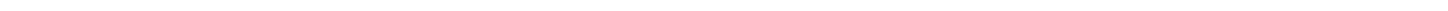
Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,934	2,968	4,966	63,424
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-6.6	-3.2
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-10.3	-4.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)



Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core Standards, Engage New York Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three professional development days and three planning days. Monthly staff meetings and 5th Wednesdays are also dedicated to Professional Development opportunities. Teachers are offered a menu of options to meet their individual goals related to professional development each trimester.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Marengo Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
E-mail Address	jporter@galt.k12.ca.us
Web Site	http://mg-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6114185

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuerd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

At Marengo Ranch, we embrace a personal approach to learning.

We believe that every student has unique needs, strengths, talents, and interests.

It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

Principal's Message

Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits the needs, interests, strengths, and talents of all learners. Our libraries are Bright Future Learning Centers where students and families can learn, study, and utilize new, state of the art technology. Extended hours, support staff, access to online services and programs provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Web-based assessments provide immediate feedback on student growth so that staff member may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns. Safety Patrol, Greet Squad, Conflict Management are also areas where students can provide service to the students at Marengo Ranch.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	54
Grade 1	68
Grade 2	67
Grade 3	81
Grade 4	94
Grade 5	102
Grade 6	84
Total Enrollment	550

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	1.5
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.9
White	46.7
Two or More Races	3.5
Socioeconomically Disadvantaged	47.5
English Learners	12.4
Students with Disabilities	18
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	31	30	201
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes , adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one BFLC, one staff lounge, one computer lab and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. The facility is used by many community organizations on a year-round basis.

Cleaning Process

The principal works daily with two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A.P.: 4. CEILING TILES HAVE WATER STAINS. C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C2: 4. CEILING TILE HAS A WATER STAIN. C3: 4. CEILING TILES HAVE WATER STAINS. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. D2: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQ
Electrical: Electrical		X		BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. SHELF AND OBJECTS BLOCKING ELECTRICAL PANEL. E6: 4. CEILING TILES HAVE WATER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENE

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE PLUG IN AIR FRESNERS. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZAR
Structural: Structural Damage, Roofs	X			G1: 4. CEILING TILES HAVE WATER STAINS. 13. WATER DAMAGE ON EAST SIDE EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS REST ROOM: NO ACCESS. 15. TRIP HAZARD AT ASPHALT/CEMENT SEAM. I2: 14. PLASTIC WATER COVER IS BROKEN IN GRASS ON SOUTH SIDE. 15. DOOR THRESHOLD IS LOOSE SCREWS ARE MISSING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	31	21	21	26
	4	93	91	97.8	41	24	19	16
	5	100	98	98.0	32	26	28	15
	6	83	83	100.0	25	36	30	8
Male	3		40	48.8	38	30	18	15
	4		48	51.6	50	23	19	8
	5		57	57.0	30	28	30	12
	6		46	55.4	30	41	24	4
Female	3		40	48.8	25	13	25	38
	4		43	46.2	30	26	19	26
	5		41	41.0	34	22	24	20
	6		37	44.6	19	30	38	14
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	37	32	16	16
	4		41	44.1	56	17	17	10
	5		42	42.0	36	24	29	12
	6		31	37.3	35	35	26	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	29	11	23	37
	4		38	40.9	32	26	24	18
	5		50	50.0	26	24	30	20
	6		43	51.8	21	40	30	9
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	48	25	15	13
	4		55	59.1	49	27	13	11
	5		47	47.0	40	30	23	6
	6		35	42.2	34	31	34	0
English Learners	3		12	14.6	58	33	0	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	64	21	7	7
	4		15	16.1	67	20	7	7
	5		28	28.0	54	18	21	7
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	23	31	35	11
	4	93	92	98.9	43	46	8	2
	5	100	98	98.0	40	41	15	4
	6	83	83	100.0	28	33	23	17
Male	3		40	48.8	33	33	25	10
	4		48	51.6	52	38	6	4
	5		57	57.0	37	40	19	4
	6		46	55.4	30	28	28	13
Female	3		40	48.8	13	30	45	13
	4		44	47.3	34	55	9	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		41	41.0	44	41	10	5
	6		37	44.6	24	38	16	22
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	29	45	18	8
	4		42	45.2	60	33	5	0
	5		42	42.0	50	29	19	2
	6		31	37.3	42	39	16	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	20	17	54	9
	4		38	40.9	32	53	11	5
	5		50	50.0	28	52	14	6
	6		43	51.8	21	33	21	26
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	33	40	20	8
	4		56	60.2	54	36	9	0
	5		47	47.0	57	30	13	0
	6		35	42.2	40	49	9	3
English Learners	3		12	14.6	42	33	17	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	36	36	29	0
	4		16	17.2	56	38	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		28	28.0	75	14	11	0
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	79	71	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	71
Male	78
Female	61
Black or African American	--
Asian	--
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	--
White	84
Socioeconomically Disadvantaged	55
English Learners	--
Students with Disabilities	56
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.10	15.20	63.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child's education by monitoring homework through student planners (4th through 6th grade) and teacher communication through our Parent Portal, newsletters, emails, and phone calls. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Language Advisory Committee), and School Site Council. Events such as Family Movie Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.44	1.81	0.53	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.32	0.16	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		19	2	2		18	3		
1	20	4			22		3		21	2	1	
2	21	1	3		20	3	1		22		3	
3	19	1	4		23		4		19	4		
4	23	1	3		86	1	3	1	99		3	1
5	31		3		27		3		31		3	
6	160	1	3	2	132		3	2	117	1	3	1
Other					5	1			5	3		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	23.5	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,788	2,392	5,396	68,814
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	1.5	5.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-2.5	3.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Instructional assistants are employed to assist with foundational reading skill instruction, and English Learner support in designated ELD blocks. After school, extended day opportunities are provided by classified and certificated staff to meet the needs of students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2013-2014, 2012-13 and 2011-12 and two days in 2010-11.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Marengo Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
E-mail Address	jporter@galt.k12.ca.us
Web Site	http://mg-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6114185

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuerd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

At Marengo Ranch, we embrace a personal approach to learning.

We believe that every student has unique needs, strengths, talents, and interests.

It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

Principal's Message

Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits the needs, interests, strengths, and talents of all learners. Our libraries are Bright Future Learning Centers where students and families can learn, study, and utilize new, state of the art technology. Extended hours, support staff, access to online services and programs provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Web-based assessments provide immediate feedback on student growth so that staff member may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns. Safety Patrol, Greet Squad, Conflict Management are also areas where students can provide service to the students at Marengo Ranch.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	54
Grade 1	68
Grade 2	67
Grade 3	81
Grade 4	94
Grade 5	102
Grade 6	84
Total Enrollment	550

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	1.5
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.9
White	46.7
Two or More Races	3.5
Socioeconomically Disadvantaged	47.5
English Learners	12.4
Students with Disabilities	18
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	31	30	201
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes , adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one BFLC, one staff lounge, one computer lab and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. The facility is used by many community organizations on a year-round basis.

Cleaning Process

The principal works daily with two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A.P.: 4. CEILING TILES HAVE WATER STAINS. C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C2: 4. CEILING TILE HAS A WATER STAIN. C3: 4. CEILING TILES HAVE WATER STAINS. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. D2: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQ
Electrical: Electrical		X		BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. SHELF AND OBJECTS BLOCKING ELECTRICAL PANEL. E6: 4. CEILING TILES HAVE WATER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENE

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE PLUG IN AIR FRESENERS. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZAR
Structural: Structural Damage, Roofs	X			G1: 4. CEILING TILES HAVE WATER STAINS. 13. WATER DAMAGE ON EAST SIDE EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS REST ROOM: NO ACCESS. 15. TRIP HAZARD AT ASPHALT/CEMENT SEAM. I2: 14. PLASTIC WATER COVER IS BROKEN IN GRASS ON SOUTH SIDE. 15. DOOR THRESHOLD IS LOOSE SCREWS ARE MISSING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	31	21	21	26
	4	93	91	97.8	41	24	19	16
	5	100	98	98.0	32	26	28	15
	6	83	83	100.0	25	36	30	8
Male	3		40	48.8	38	30	18	15
	4		48	51.6	50	23	19	8
	5		57	57.0	30	28	30	12
	6		46	55.4	30	41	24	4
Female	3		40	48.8	25	13	25	38
	4		43	46.2	30	26	19	26
	5		41	41.0	34	22	24	20
	6		37	44.6	19	30	38	14
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	37	32	16	16
	4		41	44.1	56	17	17	10
	5		42	42.0	36	24	29	12
	6		31	37.3	35	35	26	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	29	11	23	37
	4		38	40.9	32	26	24	18
	5		50	50.0	26	24	30	20
	6		43	51.8	21	40	30	9
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	48	25	15	13
	4		55	59.1	49	27	13	11
	5		47	47.0	40	30	23	6
	6		35	42.2	34	31	34	0
English Learners	3		12	14.6	58	33	0	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	64	21	7	7
	4		15	16.1	67	20	7	7
	5		28	28.0	54	18	21	7
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	23	31	35	11
	4	93	92	98.9	43	46	8	2
	5	100	98	98.0	40	41	15	4
	6	83	83	100.0	28	33	23	17
Male	3		40	48.8	33	33	25	10
	4		48	51.6	52	38	6	4
	5		57	57.0	37	40	19	4
	6		46	55.4	30	28	28	13
Female	3		40	48.8	13	30	45	13
	4		44	47.3	34	55	9	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		41	41.0	44	41	10	5
	6		37	44.6	24	38	16	22
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	29	45	18	8
	4		42	45.2	60	33	5	0
	5		42	42.0	50	29	19	2
	6		31	37.3	42	39	16	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	20	17	54	9
	4		38	40.9	32	53	11	5
	5		50	50.0	28	52	14	6
	6		43	51.8	21	33	21	26
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	33	40	20	8
	4		56	60.2	54	36	9	0
	5		47	47.0	57	30	13	0
	6		35	42.2	40	49	9	3
English Learners	3		12	14.6	42	33	17	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	36	36	29	0
	4		16	17.2	56	38	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		28	28.0	75	14	11	0
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	79	71	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	71
Male	78
Female	61
Black or African American	--
Asian	--
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	--
White	84
Socioeconomically Disadvantaged	55
English Learners	--
Students with Disabilities	56
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.10	15.20	63.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child's education by monitoring homework through student planners (4th through 6th grade) and teacher communication through our Parent Portal, newsletters, emails, and phone calls. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Language Advisory Committee), and School Site Council. Events such as Family Movie Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.44	1.81	0.53	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.32	0.16	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		19	2	2		18	3		
1	20	4			22		3		21	2	1	
2	21	1	3		20	3	1		22		3	
3	19	1	4		23		4		19	4		
4	23	1	3		86	1	3	1	99		3	1
5	31		3		27		3		31		3	
6	160	1	3	2	132		3	2	117	1	3	1
Other					5	1			5	3		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	23.5	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,788	2,392	5,396	68,814
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	1.5	5.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-2.5	3.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Instructional assistants are employed to assist with foundational reading skill instruction, and English Learner support in designated ELD blocks. After school, extended day opportunities are provided by classified and certificated staff to meet the needs of students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2013-2014, 2012-13 and 2011-12 and two days in 2010-11.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

McCaffrey Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McCaffrey Middle School
Street	997 Park Terrace Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-5462
Principal	Ron Rammer
E-mail Address	rrammer@galt.k12.ca.us
Web Site	
Grades Served	7-8
CDS Code	34 67348 0100040

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.

As educators we have the unique opportunity to work with young adolescents. It is our duty to help them see their potential, something that they may not see in themselves. Our staff understands the developmental needs of this age group; we work together with parents to ensure a safe and caring school environment. We follow the motto "Be Nice, Be Safe and Be Responsible".

Our school encourages parents to maintain an active role in the education of their middle school child. This "middle" phase of education is just as important as in the lower grades- perhaps even more so. Parent participation does have a direct effect on the progress of their student.

McCaffrey Middle School exists because of the outstanding students it serves. It is our pleasure to work with you and your child.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	427
Grade 8	403
Total Enrollment	830

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1.1
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.5
White	36.6
Two or More Races	1.3
Socioeconomically Disadvantaged	63.6
English Learners	6.2
Students with Disabilities	13.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	45	44	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7th-8th Prentice Hall, adopted in 2002	Yes	0
Mathematics	7th-8th Glencoe/McGraw Hill, adopted in 2008	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; a library; two technology labs; two music rooms; an ASB room; Math lab; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B2: 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B6: 4. CEILING TILE HAS A WA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			P10: 4. CARPET IS TORN. 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD).
Electrical: Electrical		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. BOYS REST ROOM: 7. EXHAUST FAN AND HAND DRYER ARE NOT WORKING. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. BOY
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		B4: 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 8. ONE URINAL DOES NOT FLUSH. E6: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS REST ROOM: 9. FAUCET HANDLE IS MISSING. P1: 9. DRI
Safety: Fire Safety, Hazardous Materials	X			P11: 10. FIRE EXTINGUISHER IS MISSING. P5: 10. PLUG IN AIR FRESHENER. P6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	X			P3: 12. DRY ROT ON WINDOW TRIM.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING. P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. BACK WINDOW DOES NOT OPEN. P7: 4. CARPET IS TORN. 15. DOOR LOCK IS STICKING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	406	98.8	36	32	27	5
	8	439	427	97.3	28	33	32	7
Male	7		215	52.3	42	30	23	4
	8		211	48.1	35	31	29	5
Female	7		191	46.5	29	34	31	6
	8		216	49.2	21	36	35	8
Black or African American	7		12	2.9	58	33	8	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		237	57.7	41	32	23	3
	8		219	49.9	32	38	25	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	27	30	34	9
	8		173	39.4	24	28	40	8
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		294	71.5	41	33	22	4
	8		252	57.4	38	36	23	2
English Learners	7		34	8.3	74	21	3	0
	8		18	4.1	72	28	0	0
Students with Disabilities	7		56	13.6	68	20	7	5
	8		50	11.4	68	22	4	4
Students Receiving Migrant Education Services	7		18	4.4	50	39	11	0
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	405	98.5	42	33	16	8
	8	439	429	97.7	42	27	17	14
Male	7		215	52.3	44	30	17	8
	8		213	48.5	45	23	15	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		190	46.2	40	36	15	8
	8		216	49.2	40	31	19	10
Black or African American	7		12	2.9	67	8	25	0
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		236	57.4	45	36	12	6
	8		219	49.9	50	26	15	9
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	33	32	22	13
	8		175	39.9	34	29	20	17
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		293	71.3	46	35	13	5
	8		254	57.9	54	26	12	7
English Learners	7		34	8.3	91	6	3	0
	8		19	4.3	89	11	0	0
Students with Disabilities	7		55	13.4	69	18	7	5
	8		50	11.4	80	10	8	2
Students Receiving Migrant Education Services	7		18	4.4	61	28	6	6
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	83	81	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	81
Male	82
Female	81
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	57
English Learners	31
Students with Disabilities	71
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.10	21.40	36.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring student progress through Personal Learning Plans (PLP), the Parent Portal and student planners. Teachers also communicate through newsletters, email and phone calls. The school also seeks parental participation in the the School Site Council as well as targeted topic parent meetings (held in both English and Spanish). Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.81	5.70	7.05	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.63	0.86	0.56	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	10	29	1	25	12	27	1	23	16	24	
Mathematics	28	7	16	7	28	5	17	8	26	10	14	7
Science	30		23	7	30		28	2	28	2	27	1
Social Science	31		21	8	29	1	29		28	2	25	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	850
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.3	N/A
Social Worker	0.33	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	13	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,526	2,358	5,168	63,433
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-2.8	-3.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-6.7	-4.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2014-15 and 2013-14 and 2012-13.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Lake Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Ave.
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith Hayes
E-mail Address	jhayes@galt.k12.ca.us
Web Site	http://lc-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34673480107946

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We are providing varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent. Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	82
Grade 3	64
Grade 4	86
Grade 5	89
Grade 6	89
Total Enrollment	559

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	0.4
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.7
White	35.8
Two or More Races	2.1
Socioeconomically Disadvantaged	57.2
English Learners	24.2
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	32	32	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. TWO PLUG IN AIR FRESHENERS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 7: 7. FIVE LI
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			16: 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 22: 9. FAUCET LEAKS AT THE FITTING 4: 9
Safety: Fire Safety, Hazardous Materials		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 11. IMPROPERLY STORED CLEANING SUPPLIES. 12: 10. PLUG IN AIR FRESHENER. 13: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPRO
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	37	44
Mathematics	26	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	22	35	29	14
	4	83	82	98.8	46	24	17	12
	5	91	89	97.8	28	28	25	19
	6	94	93	98.9	29	34	31	5
Male	3		35	53.0	31	23	31	14
	4		41	49.4	56	17	12	15
	5		39	42.9	44	21	21	15
	6		45	47.9	42	31	22	4
Female	3		30	45.5	10	50	27	13
	4		41	49.4	37	32	22	10
	5		50	54.9	16	34	28	22
	6		48	51.1	17	38	40	6
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	31	43	17	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		48	57.8	52	25	19	4
	5		51	56.0	35	25	27	12
	6		51	54.3	24	41	31	4
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	6	22	44	28
	4		28	33.7	36	25	18	21
	5		28	30.8	18	32	21	29
	6		33	35.1	33	30	30	6
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	28	38	21	13
	4		49	59.0	57	29	12	2
	5		54	59.3	33	31	26	9
	6		52	55.3	38	33	27	2
English Learners	3		30	45.5	23	47	20	10
	4		15	18.1	80	20	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	64	18	18	0
	4		11	13.3	91	0	0	9
	5		9	9.9	--	--	--	--
	6		16	17.0	88	6	6	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	31	37	22	11
	4	83	82	98.8	28	44	23	5
	5	91	89	97.8	49	31	11	8
	6	94	93	98.9	43	31	15	11
Male	3		35	53.0	34	29	20	17
	4		41	49.4	29	41	22	7
	5		39	42.9	59	26	8	8
	6		45	47.9	56	20	13	11
Female	3		30	45.5	27	47	23	3
	4		41	49.4	27	46	24	2
	5		50	54.9	42	36	14	8
	6		48	51.1	31	42	17	10
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	38	40	17	5
	4		48	57.8	29	52	17	2
	5		51	56.0	63	24	10	4
	6		51	54.3	51	31	10	8
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	17	28	28	28
	4		28	33.7	25	32	36	7
	5		28	30.8	32	46	7	14
	6		33	35.1	36	24	27	12
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	36	36	19	9
	4		49	59.0	37	49	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		54	59.3	63	22	13	2
	6		52	55.3	54	31	10	6
English Learners	3		30	45.5	33	47	17	3
	4		15	18.1	73	27	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	73	18	9	0
	4		11	13.3	73	27	0	0
	5		9	9.9	--	--	--	--
	6		16	17.0	81	19	0	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60	52	34	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	34
Male	30
Female	38
Black or African American	--
Asian	--
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.00	18.00	12.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring homework through student planners (6th grade) and teacher communication through newsletters, email and phone calls. Intermediate grade parents are encouraged to check assignments for the day on the Infinite Campus Parent Portal. The parent portal allows parents to monitor their students’ attendance and grades online.

The school also seeks parental participation in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, and Kiwanis.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.00	0.68	1.84	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			20	3	1		21	2	2	
1	20	3			20	3	1		21	1	2	
2	36		3	1	32	1	2	1	20	4		
3	20	4			17	5			20	3		
4	27		3		28		3		27		3	
5	25		3		28		3		28		3	
6	143	1	3	3	165	1	2	3	135	1	3	3
Other	9	1							11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	7	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,496	2,148	5,348	64,285
District	N/A	N/A	0.6%	\$69,975
Percent Difference: School Site and District	N/A	N/A	5,318	-1.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-3.4	-3.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities(PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Valley Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-1564
Principal	David Nelson
E-mail Address	dnelson@galt.k12.ca.us
Web Site	http://vo-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6033310

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Dr. Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Mission Statement

Education is the shared responsibility of everyone: student, teacher, parent, and community. Valley Oaks Elementary is committed to: Growing And Learning Together

We Envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students BEEing encouraged by parents, staff and community to be their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating individual strengths
- Students and staff are modeling the Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community
- Students and staff take pride in their work EVERYDAY

Principal's Message

Welcome to 21st century learning at Valley Oaks where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with newly updated technology through the individual use of Chromebooks for each student in grades 3-6 and shared Chromebooks in grades K-2, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended learning environments that integrate technology throughout academic content areas. Students participate daily in developing critical thinking skills, collaborating with peers while building their communication skills, and with creative and innovative service learning projects. In addition, staff, parents and students work together to set and create personalized learning plans based on student strengths and academic needs. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident adults.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	87
Grade 2	99
Grade 3	84
Grade 4	95
Grade 5	91
Grade 6	94
Total Enrollment	631

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.3
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	1.1
White	13.8
Two or More Races	0.6
Socioeconomically Disadvantaged	88.7
English Learners	46.1
Students with Disabilities	15.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	35	33	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. Additionally, students in grades K-2 all have access to blended learning opportunities through shared Chromebooks and each student in grades 3-6 has access to blended learning opportunities through his/her own Chromebook.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room, a library, an administration building, three playgrounds, and a garden and greenhouse for outdoor science lab classes. Recent modernization to the campus included an update to the stage in the multipurpose room and new concrete at the front of the school. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND.
Interior: Interior Surfaces		X		10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 13: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 15: 4. FORM
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS
Electrical: Electrical			X	12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20/ OFFICES: 7.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Safety: Fire Safety, Hazardous Materials		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Structural: Structural Damage, Roofs	X			11: 9. FAUCET IS LOOSE AT THE BASE. 12. RAMP HAS DRY ROT. 12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 26: 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 14: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPLASHING AL

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/18/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	37	44
Mathematics	13	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	85	96.6	41	35	18	6
	4	95	93	97.9	51	29	14	6
	5	90	85	94.4	52	25	22	1
	6	98	98	100.0	34	41	22	3
Male	3		46	52.3	48	28	20	4
	4		47	49.5	53	21	17	9
	5		49	54.4	57	24	18	0
	6		41	41.8	54	27	17	2
Female	3		39	44.3	33	44	15	8
	4		46	48.4	48	37	11	4
	5		36	40.0	44	25	28	3
	6		57	58.2	19	51	26	4
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		74	84.1	39	38	19	4
	4		73	76.8	52	29	12	7
	5		68	75.6	56	19	25	0
	6		73	74.5	32	40	25	4
White	3		11	12.5	55	18	9	18
	4		13	13.7	46	23	23	8
	5		16	17.8	38	44	13	6
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		74	84.1	42	38	16	4
	4		86	90.5	52	28	14	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		79	87.8	53	24	22	1
	6		82	83.7	34	41	21	4
English Learners	3		47	53.4	49	36	15	0
	4		35	36.8	77	20	3	0
	5		29	32.2	86	10	3	0
	6		15	15.3	53	47	0	0
Students with Disabilities	3		15	17.0	67	33	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	74	16	11	0
	6		16	16.3	63	31	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	38	40	21	1
	4	95	93	97.9	60	32	6	1
	5	90	87	96.7	61	30	9	0
	6	98	98	100.0	48	40	11	1
Male	3		46	52.3	35	41	22	2
	4		47	49.5	55	36	6	2
	5		49	54.4	63	27	10	0
	6		41	41.8	54	34	10	2
Female	3		41	46.6	41	39	20	0
	4		46	48.4	65	28	7	0
	5		38	42.2	58	34	8	0
	6		57	58.2	44	44	12	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		76	86.4	38	39	21	1
	4		73	76.8	60	33	5	1
	5		70	77.8	66	24	10	0
	6		73	74.5	49	40	10	1
White	3		11	12.5	36	45	18	0
	4		13	13.7	69	23	8	0
	5		16	17.8	44	50	6	0
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		76	86.4	41	39	18	1
	4		86	90.5	62	33	5	1
	5		81	90.0	64	27	9	0
	6		82	83.7	49	41	9	1
English Learners	3		49	55.7	45	35	18	2
	4		35	36.8	77	23	0	0
	5		31	34.4	94	6	0	0
	6		15	15.3	87	13	0	0
Students with Disabilities	3		15	17.0	73	27	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	89	11	0	0
	6		16	16.3	88	6	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	38	27	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	27
Male	28
Female	26
Asian	--
Hispanic or Latino	24
White	43
Socioeconomically Disadvantaged	5
English Learners	0
Students with Disabilities	24
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.80	28.40	30.70

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Valley Oaks Elementary School parents play an important role in their child's education through participation in parent conferences, Valley Oaks PTO, Back to School Night, Environmental Living Programs, Outreach Parenting Programs, and Tiered Intervention Teams. Decision making groups such as the School Site Council, and English Learner Advisory Committee meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, the Galt Police Department, and Project Heart, Head, Hands (H3). Local service clubs donate backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.42	3.25	5.33	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.56	0.15	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. Each classroom and meeting room on site have an Emergency Guidelines Flipchart, for quick access to important emergency information. School sites have an evacuation plan and emergency drills are conducted regularly, in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		17	5			16	5		
1	18	5			19	5			21		4	
2	20	3	1		21	2	2		19	5		
3	21	2	3		20	4	1		20	4		
4	29		3		31		3		29		3	
5	30		3		45		1	1	27		3	
6	196	1		4	207	1	3	2	201		4	2
Other					7	1			11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	12	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,942	2,250	5,692	66,525
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	7.0	1.6
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	2.8	-0.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

During the fiscal year 2014-2015, programs and services that were available at Valley Oaks that support and assist students include the ABP (Alternative Bilingual Program) for students who receive instruction in their primary language, ASES After-School Program, multiple BFLC clubs (including Homework Club, Lego Club, Sewing Club, etc.), and Extended Day programs. Additionally, Instructional Assistants work mainly with students in K-3 grades with a focus on reading, and Bilingual Instructional Assistants work with our Newcomer and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three professional development days immediately followed by a day of teacher collaboration and 3 district wide Menu Mondays to provide ongoing professional learning opportunities in the school year 2015-2016. This is an increase from three staff development days in 2013-14, 2012-13 and 2011-12.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Additionally, all teachers are given Professional Educator Effectiveness funds to use over the next two years in areas of personal professional development growth. Teachers create their own personal development goals and, in collaboration with administration, choose workshops, conferences, release time, etc. that will help their personal effectiveness as an educator.

Furthermore, Valley Oaks has direct access to district-level coaches, who work specifically with teachers and grade levels in the areas of reading instruction, writing instruction, mathematics, and ELD instruction/strategies. They meet with and learn from these coaches in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

River Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	River Oaks Elementary School
Street	905 Vintage Oak Avenue
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-4614
Principal	Lois Yount
E-mail Address	lyount@galt.k12.ca.us
Web Site	http://ro-gjuesd-ca.schoolloop.com/
Grades Served	TK-6
CDS Code	34 67348 610654

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Vision: We envision...

- *A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
- *A school where everyone is physically and emotionally safe.
- *A school where everyone takes responsibility for their own actions.
- *A school where parents, community, and staff encourage and support students to do their best.
- *A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
- *A school where students have learning opportunities to develop 21st Century Skills.
- *A school where students are technologically literate and globally minded.
- *A school where students and staff communicate effectively and work cooperatively.
- *A school where students will develop critical thinking and problem solving skills.
- *A school where students and staff model the Eight Great Character Traits.
- *A school where students give to others and the greater community.

Mission:

Core Values (belief statements that guide us)

- *Children come first.
- *All children can learn.
- *We focus on results. (meeting/exceeding growth targets)
- *Our expectations and standards are high.
- *Evaluation drives improvement.
- *Collaboration and teamwork improves student achievement.
- *We honor diversity.
- *We act ethically and with integrity, and treat everyone with courtesy and respect.

Principal's Message

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academic personal growth. Students are recognized and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We feel it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Student Council, Cross Age Tutoring, Band, Choir, After School Clubs, Robotics and Engineering, and Running Clubs. Parents are encouraged to volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths and talents at school. The teachers and support staff at River Oaks are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School in 1995, 2002, and 2008.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	72
Grade 2	81
Grade 3	86
Grade 4	87
Grade 5	81
Grade 6	96
Total Enrollment	586

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	2
Filipino	1.4
Hispanic or Latino	55.8
White	36.3
Two or More Races	1.5
Socioeconomically Disadvantaged	54.3
English Learners	22.5
Students with Disabilities	15.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	34	30	201
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, and two playgrounds. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			KITCHEN: 2. DIRTY VENTS. 4. BACKPACK HOOKS ARE BROKEN AT ENTRY.
Interior: Interior Surfaces		X		14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14A/ SPEECH: 7. EXTERIOR OUTLET COVER IS MISSING. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF LIGHTS ARE OUT. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Safety: Fire Safety, Hazardous Materials		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING
Structural: Structural Damage, Roofs	X			26: 10. PLUG IN AIR FRESHENER. 12. DRY ROT AT BASE OF SIDING. 27: 12. DRY ROT AT BASE OF SIDING. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 30: 11.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF L

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	50	37	44
Mathematics	31	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	18	22	34	26
	4	82	79	96.3	35	18	20	27
	5	85	82	96.5	24	32	26	18
	6	93	89	95.7	19	31	36	13
Male	3		39	45.9	21	26	26	28
	4		35	42.7	46	11	20	23
	5		42	49.4	26	40	26	7
	6		48	51.6	23	25	38	15
Female	3		46	54.1	15	20	41	24
	4		44	53.7	27	23	20	30
	5		40	47.1	23	23	25	30
	6		41	44.1	15	39	34	12
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	29	25	33	13
	4		47	57.3	47	21	13	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		52	61.2	31	31	27	12
	6		39	41.9	23	33	31	13
White	3		30	35.3	3	17	37	43
	4		24	29.3	21	4	33	42
	5		23	27.1	13	35	26	26
	6		46	49.5	15	30	39	15
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	21	33	33	13
	4		46	56.1	50	20	20	11
	5		52	61.2	33	33	21	13
	6		42	45.2	33	31	31	5
English Learners	3		21	24.7	43	48	10	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	25	8	0
	4		14	17.1	50	7	14	29
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	16	36	28	19
	4	82	79	96.3	37	43	13	8
	5	85	82	96.5	41	40	15	4
	6	93	90	96.8	38	27	26	10
Male	3		39	45.9	23	26	21	31
	4		35	42.7	34	51	3	11
	5		42	49.4	43	40	14	2
	6		48	51.6	31	29	25	15
Female	3		46	54.1	11	46	35	9
	4		44	53.7	39	36	20	5
	5		40	47.1	40	40	15	5
	6		42	45.2	45	24	26	5
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	27	42	25	6
	4		47	57.3	49	38	6	6
	5		52	61.2	44	44	10	2
	6		40	43.0	40	30	23	8
White	3		30	35.3	3	27	37	33
	4		24	29.3	17	46	25	13
	5		23	27.1	30	39	26	4
	6		46	49.5	37	22	30	11
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	23	44	27	6
	4		46	56.1	52	41	2	4
	5		52	61.2	50	38	10	2
	6		43	46.2	51	33	16	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		21	24.7	33	62	5	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	17	8	8
	4		14	17.1	50	21	21	7
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58	62	59	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	59
Male	61
Female	56
Asian	--
Filipino	--
Hispanic or Latino	52
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	51
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.10	26.50	37.30

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Language Advisory Committee (ELAC) group that meet regularly to make decisions on how to best support the students and school. Annually, PTA organizes fundraising efforts, Harvest Festival, Family Movie Nights, Jog-a-Thon, Family Dances, and Holiday Store. Our ELAC organizes a delicious Mexican Dinner for our families during Open House at the end of the school year. Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage parents to stay involved by volunteering in the classrooms and supporting our teachers.

Key stakeholders work collaboratively to provide the following resources for families:

- ~After school and summer meals
- ~Providing transportation for extended day
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~Free Family Events

~Support with technology and internet service

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.62	1.76	0.98	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school site Emergency Handbook outlines the plan of action for emergencies such as earthquakes, fires, floods, lockdowns, and chemical spills. Our school site has an evacuation plan and emergency drills are conducted monthly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	1	3		18	4	1	
1	19	4			22		3		23		3	
2	21	2	2		23		4		20	3	1	
3	20	3	1		17	4	1		17	4	1	
4	30		3		27		3		27		3	
5	28		3		29		3		25		3	
6	132	2	3	2	172	1	3	2	182	1	3	2
Other	6	3			7	2			5	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	28.0	N/A

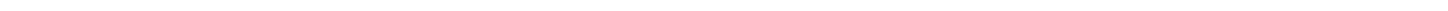
Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,934	2,968	4,966	63,424
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-6.6	-3.2
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-10.3	-4.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)



Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core Standards, Engage New York Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three professional development days and three planning days. Monthly staff meetings and 5th Wednesdays are also dedicated to Professional Development opportunities. Teachers are offered a menu of options to meet their individual goals related to professional development each trimester.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

River Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	River Oaks Elementary School
Street	905 Vintage Oak Avenue
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-4614
Principal	Lois Yount
E-mail Address	lyount@galt.k12.ca.us
Web Site	http://ro-gjuesd-ca.schoolloop.com/
Grades Served	TK-6
CDS Code	34 67348 610654

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Vision: We envision...

- *A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
- *A school where everyone is physically and emotionally safe.
- *A school where everyone takes responsibility for their own actions.
- *A school where parents, community, and staff encourage and support students to do their best.
- *A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
- *A school where students have learning opportunities to develop 21st Century Skills.
- *A school where students are technologically literate and globally minded.
- *A school where students and staff communicate effectively and work cooperatively.
- *A school where students will develop critical thinking and problem solving skills.
- *A school where students and staff model the Eight Great Character Traits.
- *A school where students give to others and the greater community.

Mission:

Core Values (belief statements that guide us)

- *Children come first.
- *All children can learn.
- *We focus on results. (meeting/exceeding growth targets)
- *Our expectations and standards are high.
- *Evaluation drives improvement.
- *Collaboration and teamwork improves student achievement.
- *We honor diversity.
- *We act ethically and with integrity, and treat everyone with courtesy and respect.

Principal's Message

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academic personal growth. Students are recognized and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We feel it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Student Council, Cross Age Tutoring, Band, Choir, After School Clubs, Robotics and Engineering, and Running Clubs. Parents are encouraged to volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths and talents at school. The teachers and support staff at River Oaks are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School in 1995, 2002, and 2008.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	72
Grade 2	81
Grade 3	86
Grade 4	87
Grade 5	81
Grade 6	96
Total Enrollment	586

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	2
Filipino	1.4
Hispanic or Latino	55.8
White	36.3
Two or More Races	1.5
Socioeconomically Disadvantaged	54.3
English Learners	22.5
Students with Disabilities	15.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	34	30	201
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, and two playgrounds. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			KITCHEN: 2. DIRTY VENTS. 4. BACKPACK HOOKS ARE BROKEN AT ENTRY.
Interior: Interior Surfaces		X		14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14A/ SPEECH: 7. EXTERIOR OUTLET COVER IS MISSING. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF LIGHTS ARE OUT. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Safety: Fire Safety, Hazardous Materials		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING
Structural: Structural Damage, Roofs	X			26: 10. PLUG IN AIR FRESHENER. 12. DRY ROT AT BASE OF SIDING. 27: 12. DRY ROT AT BASE OF SIDING. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 30: 11.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF L

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	50	37	44
Mathematics	31	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	18	22	34	26
	4	82	79	96.3	35	18	20	27
	5	85	82	96.5	24	32	26	18
	6	93	89	95.7	19	31	36	13
Male	3		39	45.9	21	26	26	28
	4		35	42.7	46	11	20	23
	5		42	49.4	26	40	26	7
	6		48	51.6	23	25	38	15
Female	3		46	54.1	15	20	41	24
	4		44	53.7	27	23	20	30
	5		40	47.1	23	23	25	30
	6		41	44.1	15	39	34	12
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	29	25	33	13
	4		47	57.3	47	21	13	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		52	61.2	31	31	27	12
	6		39	41.9	23	33	31	13
White	3		30	35.3	3	17	37	43
	4		24	29.3	21	4	33	42
	5		23	27.1	13	35	26	26
	6		46	49.5	15	30	39	15
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	21	33	33	13
	4		46	56.1	50	20	20	11
	5		52	61.2	33	33	21	13
	6		42	45.2	33	31	31	5
English Learners	3		21	24.7	43	48	10	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	25	8	0
	4		14	17.1	50	7	14	29
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	16	36	28	19
	4	82	79	96.3	37	43	13	8
	5	85	82	96.5	41	40	15	4
	6	93	90	96.8	38	27	26	10
Male	3		39	45.9	23	26	21	31
	4		35	42.7	34	51	3	11
	5		42	49.4	43	40	14	2
	6		48	51.6	31	29	25	15
Female	3		46	54.1	11	46	35	9
	4		44	53.7	39	36	20	5
	5		40	47.1	40	40	15	5
	6		42	45.2	45	24	26	5
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	27	42	25	6
	4		47	57.3	49	38	6	6
	5		52	61.2	44	44	10	2
	6		40	43.0	40	30	23	8
White	3		30	35.3	3	27	37	33
	4		24	29.3	17	46	25	13
	5		23	27.1	30	39	26	4
	6		46	49.5	37	22	30	11
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	23	44	27	6
	4		46	56.1	52	41	2	4
	5		52	61.2	50	38	10	2
	6		43	46.2	51	33	16	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		21	24.7	33	62	5	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	17	8	8
	4		14	17.1	50	21	21	7
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58	62	59	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	59
Male	61
Female	56
Asian	--
Filipino	--
Hispanic or Latino	52
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	51
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.10	26.50	37.30

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Language Advisory Committee (ELAC) group that meet regularly to make decisions on how to best support the students and school. Annually, PTA organizes fundraising efforts, Harvest Festival, Family Movie Nights, Jog-a-Thon, Family Dances, and Holiday Store. Our ELAC organizes a delicious Mexican Dinner for our families during Open House at the end of the school year. Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage parents to stay involved by volunteering in the classrooms and supporting our teachers.

Key stakeholders work collaboratively to provide the following resources for families:

- ~After school and summer meals
- ~Providing transportation for extended day
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~Free Family Events

~Support with technology and internet service

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.62	1.76	0.98	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school site Emergency Handbook outlines the plan of action for emergencies such as earthquakes, fires, floods, lockdowns, and chemical spills. Our school site has an evacuation plan and emergency drills are conducted monthly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	1	3		18	4	1	
1	19	4			22		3		23		3	
2	21	2	2		23		4		20	3	1	
3	20	3	1		17	4	1		17	4	1	
4	30		3		27		3		27		3	
5	28		3		29		3		25		3	
6	132	2	3	2	172	1	3	2	182	1	3	2
Other	6	3			7	2			5	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	28.0	N/A

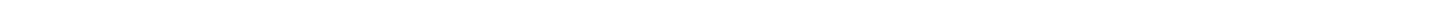
Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,934	2,968	4,966	63,424
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-6.6	-3.2
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-10.3	-4.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)



Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core Standards, Engage New York Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three professional development days and three planning days. Monthly staff meetings and 5th Wednesdays are also dedicated to Professional Development opportunities. Teachers are offered a menu of options to meet their individual goals related to professional development each trimester.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Marengo Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
E-mail Address	jporter@galt.k12.ca.us
Web Site	http://mg-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6114185

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuerd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

At Marengo Ranch, we embrace a personal approach to learning.

We believe that every student has unique needs, strengths, talents, and interests.

It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

Principal's Message

Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits the needs, interests, strengths, and talents of all learners. Our libraries are Bright Future Learning Centers where students and families can learn, study, and utilize new, state of the art technology. Extended hours, support staff, access to online services and programs provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Web-based assessments provide immediate feedback on student growth so that staff member may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns. Safety Patrol, Greet Squad, Conflict Management are also areas where students can provide service to the students at Marengo Ranch.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	54
Grade 1	68
Grade 2	67
Grade 3	81
Grade 4	94
Grade 5	102
Grade 6	84
Total Enrollment	550

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	1.5
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.9
White	46.7
Two or More Races	3.5
Socioeconomically Disadvantaged	47.5
English Learners	12.4
Students with Disabilities	18
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	31	30	201
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes , adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one BFLC, one staff lounge, one computer lab and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. The facility is used by many community organizations on a year-round basis.

Cleaning Process

The principal works daily with two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A.P.: 4. CEILING TILES HAVE WATER STAINS. C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C2: 4. CEILING TILE HAS A WATER STAIN. C3: 4. CEILING TILES HAVE WATER STAINS. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. D2: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQ
Electrical: Electrical		X		BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. SHELF AND OBJECTS BLOCKING ELECTRICAL PANEL. E6: 4. CEILING TILES HAVE WATER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENE

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE PLUG IN AIR FRESNERS. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZAR
Structural: Structural Damage, Roofs	X			G1: 4. CEILING TILES HAVE WATER STAINS. 13. WATER DAMAGE ON EAST SIDE EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS REST ROOM: NO ACCESS. 15. TRIP HAZARD AT ASPHALT/CEMENT SEAM. I2: 14. PLASTIC WATER COVER IS BROKEN IN GRASS ON SOUTH SIDE. 15. DOOR THRESHOLD IS LOOSE SCREWS ARE MISSING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	31	21	21	26
	4	93	91	97.8	41	24	19	16
	5	100	98	98.0	32	26	28	15
	6	83	83	100.0	25	36	30	8
Male	3		40	48.8	38	30	18	15
	4		48	51.6	50	23	19	8
	5		57	57.0	30	28	30	12
	6		46	55.4	30	41	24	4
Female	3		40	48.8	25	13	25	38
	4		43	46.2	30	26	19	26
	5		41	41.0	34	22	24	20
	6		37	44.6	19	30	38	14
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	37	32	16	16
	4		41	44.1	56	17	17	10
	5		42	42.0	36	24	29	12
	6		31	37.3	35	35	26	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	29	11	23	37
	4		38	40.9	32	26	24	18
	5		50	50.0	26	24	30	20
	6		43	51.8	21	40	30	9
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	48	25	15	13
	4		55	59.1	49	27	13	11
	5		47	47.0	40	30	23	6
	6		35	42.2	34	31	34	0
English Learners	3		12	14.6	58	33	0	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	64	21	7	7
	4		15	16.1	67	20	7	7
	5		28	28.0	54	18	21	7
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	23	31	35	11
	4	93	92	98.9	43	46	8	2
	5	100	98	98.0	40	41	15	4
	6	83	83	100.0	28	33	23	17
Male	3		40	48.8	33	33	25	10
	4		48	51.6	52	38	6	4
	5		57	57.0	37	40	19	4
	6		46	55.4	30	28	28	13
Female	3		40	48.8	13	30	45	13
	4		44	47.3	34	55	9	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		41	41.0	44	41	10	5
	6		37	44.6	24	38	16	22
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	29	45	18	8
	4		42	45.2	60	33	5	0
	5		42	42.0	50	29	19	2
	6		31	37.3	42	39	16	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	20	17	54	9
	4		38	40.9	32	53	11	5
	5		50	50.0	28	52	14	6
	6		43	51.8	21	33	21	26
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	33	40	20	8
	4		56	60.2	54	36	9	0
	5		47	47.0	57	30	13	0
	6		35	42.2	40	49	9	3
English Learners	3		12	14.6	42	33	17	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	36	36	29	0
	4		16	17.2	56	38	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		28	28.0	75	14	11	0
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	79	71	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	71
Male	78
Female	61
Black or African American	--
Asian	--
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	--
White	84
Socioeconomically Disadvantaged	55
English Learners	--
Students with Disabilities	56
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.10	15.20	63.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child's education by monitoring homework through student planners (4th through 6th grade) and teacher communication through our Parent Portal, newsletters, emails, and phone calls. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Language Advisory Committee), and School Site Council. Events such as Family Movie Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.44	1.81	0.53	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.32	0.16	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		19	2	2		18	3		
1	20	4			22		3		21	2	1	
2	21	1	3		20	3	1		22		3	
3	19	1	4		23		4		19	4		
4	23	1	3		86	1	3	1	99		3	1
5	31		3		27		3		31		3	
6	160	1	3	2	132		3	2	117	1	3	1
Other					5	1			5	3		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	23.5	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,788	2,392	5,396	68,814
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	1.5	5.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-2.5	3.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Instructional assistants are employed to assist with foundational reading skill instruction, and English Learner support in designated ELD blocks. After school, extended day opportunities are provided by classified and certificated staff to meet the needs of students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2013-2014, 2012-13 and 2011-12 and two days in 2010-11.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

McCaffrey Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McCaffrey Middle School
Street	997 Park Terrace Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-5462
Principal	Ron Rammer
E-mail Address	rhammer@galt.k12.ca.us
Web Site	
Grades Served	7-8
CDS Code	34 67348 0100040

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.

As educators we have the unique opportunity to work with young adolescents. It is our duty to help them see their potential, something that they may not see in themselves. Our staff understands the developmental needs of this age group; we work together with parents to ensure a safe and caring school environment. We follow the motto "Be Nice, Be Safe and Be Responsible".

Our school encourages parents to maintain an active role in the education of their middle school child. This "middle" phase of education is just as important as in the lower grades- perhaps even more so. Parent participation does have a direct effect on the progress of their student.

McCaffrey Middle School exists because of the outstanding students it serves. It is our pleasure to work with you and your child.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	427
Grade 8	403
Total Enrollment	830

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1.1
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.5
White	36.6
Two or More Races	1.3
Socioeconomically Disadvantaged	63.6
English Learners	6.2
Students with Disabilities	13.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	45	44	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7th-8th Prentice Hall, adopted in 2002	Yes	0
Mathematics	7th-8th Glencoe/McGraw Hill, adopted in 2008	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; a library; two technology labs; two music rooms; an ASB room; Math lab; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B2: 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B6: 4. CEILING TILE HAS A WA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			P10: 4. CARPET IS TORN. 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD).
Electrical: Electrical		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. BOYS REST ROOM: 7. EXHAUST FAN AND HAND DRYER ARE NOT WORKING. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. BOY
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		B4: 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 8. ONE URINAL DOES NOT FLUSH. E6: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS REST ROOM: 9. FAUCET HANDLE IS MISSING. P1: 9. DRI
Safety: Fire Safety, Hazardous Materials	X			P11: 10. FIRE EXTINGUISHER IS MISSING. P5: 10. PLUG IN AIR FRESHENER. P6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	X			P3: 12. DRY ROT ON WINDOW TRIM.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING. P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. BACK WINDOW DOES NOT OPEN. P7: 4. CARPET IS TORN. 15. DOOR LOCK IS STICKING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	406	98.8	36	32	27	5
	8	439	427	97.3	28	33	32	7
Male	7		215	52.3	42	30	23	4
	8		211	48.1	35	31	29	5
Female	7		191	46.5	29	34	31	6
	8		216	49.2	21	36	35	8
Black or African American	7		12	2.9	58	33	8	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		237	57.7	41	32	23	3
	8		219	49.9	32	38	25	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	27	30	34	9
	8		173	39.4	24	28	40	8
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		294	71.5	41	33	22	4
	8		252	57.4	38	36	23	2
English Learners	7		34	8.3	74	21	3	0
	8		18	4.1	72	28	0	0
Students with Disabilities	7		56	13.6	68	20	7	5
	8		50	11.4	68	22	4	4
Students Receiving Migrant Education Services	7		18	4.4	50	39	11	0
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	405	98.5	42	33	16	8
	8	439	429	97.7	42	27	17	14
Male	7		215	52.3	44	30	17	8
	8		213	48.5	45	23	15	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		190	46.2	40	36	15	8
	8		216	49.2	40	31	19	10
Black or African American	7		12	2.9	67	8	25	0
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		236	57.4	45	36	12	6
	8		219	49.9	50	26	15	9
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	33	32	22	13
	8		175	39.9	34	29	20	17
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		293	71.3	46	35	13	5
	8		254	57.9	54	26	12	7
English Learners	7		34	8.3	91	6	3	0
	8		19	4.3	89	11	0	0
Students with Disabilities	7		55	13.4	69	18	7	5
	8		50	11.4	80	10	8	2
Students Receiving Migrant Education Services	7		18	4.4	61	28	6	6
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	83	81	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	81
Male	82
Female	81
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	57
English Learners	31
Students with Disabilities	71
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.10	21.40	36.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring student progress through Personal Learning Plans (PLP), the Parent Portal and student planners. Teachers also communicate through newsletters, email and phone calls. The school also seeks parental participation in the the School Site Council as well as targeted topic parent meetings (held in both English and Spanish). Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.81	5.70	7.05	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.63	0.86	0.56	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	10	29	1	25	12	27	1	23	16	24	
Mathematics	28	7	16	7	28	5	17	8	26	10	14	7
Science	30		23	7	30		28	2	28	2	27	1
Social Science	31		21	8	29	1	29		28	2	25	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	850
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.3	N/A
Social Worker	0.33	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	13	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,526	2,358	5,168	63,433
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-2.8	-3.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-6.7	-4.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2014-15 and 2013-14 and 2012-13.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Lake Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Ave.
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith Hayes
E-mail Address	jhayes@galt.k12.ca.us
Web Site	http://lc-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34673480107946

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We are providing varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent. Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	82
Grade 3	64
Grade 4	86
Grade 5	89
Grade 6	89
Total Enrollment	559

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	0.4
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.7
White	35.8
Two or More Races	2.1
Socioeconomically Disadvantaged	57.2
English Learners	24.2
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	32	32	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. TWO PLUG IN AIR FRESHENERS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 7: 7. FIVE LI
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			16: 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 22: 9. FAUCET LEAKS AT THE FITTING 4: 9
Safety: Fire Safety, Hazardous Materials		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 11. IMPROPERLY STORED CLEANING SUPPLIES. 12: 10. PLUG IN AIR FRESHENER. 13: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPRO
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	37	44
Mathematics	26	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	22	35	29	14
	4	83	82	98.8	46	24	17	12
	5	91	89	97.8	28	28	25	19
	6	94	93	98.9	29	34	31	5
Male	3		35	53.0	31	23	31	14
	4		41	49.4	56	17	12	15
	5		39	42.9	44	21	21	15
	6		45	47.9	42	31	22	4
Female	3		30	45.5	10	50	27	13
	4		41	49.4	37	32	22	10
	5		50	54.9	16	34	28	22
	6		48	51.1	17	38	40	6
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	31	43	17	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		48	57.8	52	25	19	4
	5		51	56.0	35	25	27	12
	6		51	54.3	24	41	31	4
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	6	22	44	28
	4		28	33.7	36	25	18	21
	5		28	30.8	18	32	21	29
	6		33	35.1	33	30	30	6
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	28	38	21	13
	4		49	59.0	57	29	12	2
	5		54	59.3	33	31	26	9
	6		52	55.3	38	33	27	2
English Learners	3		30	45.5	23	47	20	10
	4		15	18.1	80	20	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	64	18	18	0
	4		11	13.3	91	0	0	9
	5		9	9.9	--	--	--	--
	6		16	17.0	88	6	6	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	31	37	22	11
	4	83	82	98.8	28	44	23	5
	5	91	89	97.8	49	31	11	8
	6	94	93	98.9	43	31	15	11
Male	3		35	53.0	34	29	20	17
	4		41	49.4	29	41	22	7
	5		39	42.9	59	26	8	8
	6		45	47.9	56	20	13	11
Female	3		30	45.5	27	47	23	3
	4		41	49.4	27	46	24	2
	5		50	54.9	42	36	14	8
	6		48	51.1	31	42	17	10
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	38	40	17	5
	4		48	57.8	29	52	17	2
	5		51	56.0	63	24	10	4
	6		51	54.3	51	31	10	8
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	17	28	28	28
	4		28	33.7	25	32	36	7
	5		28	30.8	32	46	7	14
	6		33	35.1	36	24	27	12
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	36	36	19	9
	4		49	59.0	37	49	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		54	59.3	63	22	13	2
	6		52	55.3	54	31	10	6
English Learners	3		30	45.5	33	47	17	3
	4		15	18.1	73	27	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	73	18	9	0
	4		11	13.3	73	27	0	0
	5		9	9.9	--	--	--	--
	6		16	17.0	81	19	0	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60	52	34	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	34
Male	30
Female	38
Black or African American	--
Asian	--
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.00	18.00	12.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring homework through student planners (6th grade) and teacher communication through newsletters, email and phone calls. Intermediate grade parents are encouraged to check assignments for the day on the Infinite Campus Parent Portal. The parent portal allows parents to monitor their students’ attendance and grades online.

The school also seeks parental participation in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, and Kiwanis.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.00	0.68	1.84	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			20	3	1		21	2	2	
1	20	3			20	3	1		21	1	2	
2	36		3	1	32	1	2	1	20	4		
3	20	4			17	5			20	3		
4	27		3		28		3		27		3	
5	25		3		28		3		28		3	
6	143	1	3	3	165	1	2	3	135	1	3	3
Other	9	1							11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	7	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,496	2,148	5,348	64,285
District	N/A	N/A	0.6%	\$69,975
Percent Difference: School Site and District	N/A	N/A	5,318	-1.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-3.4	-3.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities(PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Valley Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-1564
Principal	David Nelson
E-mail Address	dnelson@galt.k12.ca.us
Web Site	http://vo-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6033310

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Dr. Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Mission Statement

Education is the shared responsibility of everyone: student, teacher, parent, and community. Valley Oaks Elementary is committed to: Growing And Learning Together

We Envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students BEEing encouraged by parents, staff and community to be their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating individual strengths
- Students and staff are modeling the Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community
- Students and staff take pride in their work EVERYDAY

Principal's Message

Welcome to 21st century learning at Valley Oaks where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with newly updated technology through the individual use of Chromebooks for each student in grades 3-6 and shared Chromebooks in grades K-2, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended learning environments that integrate technology throughout academic content areas. Students participate daily in developing critical thinking skills, collaborating with peers while building their communication skills, and with creative and innovative service learning projects. In addition, staff, parents and students work together to set and create personalized learning plans based on student strengths and academic needs. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident adults.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	87
Grade 2	99
Grade 3	84
Grade 4	95
Grade 5	91
Grade 6	94
Total Enrollment	631

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.3
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	1.1
White	13.8
Two or More Races	0.6
Socioeconomically Disadvantaged	88.7
English Learners	46.1
Students with Disabilities	15.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	35	33	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. Additionally, students in grades K-2 all have access to blended learning opportunities through shared Chromebooks and each student in grades 3-6 has access to blended learning opportunities through his/her own Chromebook.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room, a library, an administration building, three playgrounds, and a garden and greenhouse for outdoor science lab classes. Recent modernization to the campus included an update to the stage in the multipurpose room and new concrete at the front of the school. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND.
Interior: Interior Surfaces		X		10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 13: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 15: 4. FORM
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS
Electrical: Electrical			X	12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20/ OFFICES: 7.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Safety: Fire Safety, Hazardous Materials		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Structural: Structural Damage, Roofs	X			11: 9. FAUCET IS LOOSE AT THE BASE. 12. RAMP HAS DRY ROT. 12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 26: 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 14: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPLASHING AL

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/18/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	37	44
Mathematics	13	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	85	96.6	41	35	18	6
	4	95	93	97.9	51	29	14	6
	5	90	85	94.4	52	25	22	1
	6	98	98	100.0	34	41	22	3
Male	3		46	52.3	48	28	20	4
	4		47	49.5	53	21	17	9
	5		49	54.4	57	24	18	0
	6		41	41.8	54	27	17	2
Female	3		39	44.3	33	44	15	8
	4		46	48.4	48	37	11	4
	5		36	40.0	44	25	28	3
	6		57	58.2	19	51	26	4
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		74	84.1	39	38	19	4
	4		73	76.8	52	29	12	7
	5		68	75.6	56	19	25	0
	6		73	74.5	32	40	25	4
White	3		11	12.5	55	18	9	18
	4		13	13.7	46	23	23	8
	5		16	17.8	38	44	13	6
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		74	84.1	42	38	16	4
	4		86	90.5	52	28	14	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		79	87.8	53	24	22	1
	6		82	83.7	34	41	21	4
English Learners	3		47	53.4	49	36	15	0
	4		35	36.8	77	20	3	0
	5		29	32.2	86	10	3	0
	6		15	15.3	53	47	0	0
Students with Disabilities	3		15	17.0	67	33	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	74	16	11	0
	6		16	16.3	63	31	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	38	40	21	1
	4	95	93	97.9	60	32	6	1
	5	90	87	96.7	61	30	9	0
	6	98	98	100.0	48	40	11	1
Male	3		46	52.3	35	41	22	2
	4		47	49.5	55	36	6	2
	5		49	54.4	63	27	10	0
	6		41	41.8	54	34	10	2
Female	3		41	46.6	41	39	20	0
	4		46	48.4	65	28	7	0
	5		38	42.2	58	34	8	0
	6		57	58.2	44	44	12	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		76	86.4	38	39	21	1
	4		73	76.8	60	33	5	1
	5		70	77.8	66	24	10	0
	6		73	74.5	49	40	10	1
White	3		11	12.5	36	45	18	0
	4		13	13.7	69	23	8	0
	5		16	17.8	44	50	6	0
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		76	86.4	41	39	18	1
	4		86	90.5	62	33	5	1
	5		81	90.0	64	27	9	0
	6		82	83.7	49	41	9	1
English Learners	3		49	55.7	45	35	18	2
	4		35	36.8	77	23	0	0
	5		31	34.4	94	6	0	0
	6		15	15.3	87	13	0	0
Students with Disabilities	3		15	17.0	73	27	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	89	11	0	0
	6		16	16.3	88	6	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	38	27	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	27
Male	28
Female	26
Asian	--
Hispanic or Latino	24
White	43
Socioeconomically Disadvantaged	5
English Learners	0
Students with Disabilities	24
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.80	28.40	30.70

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Valley Oaks Elementary School parents play an important role in their child's education through participation in parent conferences, Valley Oaks PTO, Back to School Night, Environmental Living Programs, Outreach Parenting Programs, and Tiered Intervention Teams. Decision making groups such as the School Site Council, and English Learner Advisory Committee meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, the Galt Police Department, and Project Heart, Head, Hands (H3). Local service clubs donate backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.42	3.25	5.33	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.56	0.15	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. Each classroom and meeting room on site have an Emergency Guidelines Flipchart, for quick access to important emergency information. School sites have an evacuation plan and emergency drills are conducted regularly, in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		17	5			16	5		
1	18	5			19	5			21		4	
2	20	3	1		21	2	2		19	5		
3	21	2	3		20	4	1		20	4		
4	29		3		31		3		29		3	
5	30		3		45		1	1	27		3	
6	196	1		4	207	1	3	2	201		4	2
Other					7	1			11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	12	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,942	2,250	5,692	66,525
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	7.0	1.6
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	2.8	-0.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

During the fiscal year 2014-2015, programs and services that were available at Valley Oaks that support and assist students include the ABP (Alternative Bilingual Program) for students who receive instruction in their primary language, ASES After-School Program, multiple BFLC clubs (including Homework Club, Lego Club, Sewing Club, etc.), and Extended Day programs. Additionally, Instructional Assistants work mainly with students in K-3 grades with a focus on reading, and Bilingual Instructional Assistants work with our Newcomer and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three professional development days immediately followed by a day of teacher collaboration and 3 district wide Menu Mondays to provide ongoing professional learning opportunities in the school year 2015-2016. This is an increase from three staff development days in 2013-14, 2012-13 and 2011-12.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Additionally, all teachers are given Professional Educator Effectiveness funds to use over the next two years in areas of personal professional development growth. Teachers create their own personal development goals and, in collaboration with administration, choose workshops, conferences, release time, etc. that will help their personal effectiveness as an educator.

Furthermore, Valley Oaks has direct access to district-level coaches, who work specifically with teachers and grade levels in the areas of reading instruction, writing instruction, mathematics, and ELD instruction/strategies. They meet with and learn from these coaches in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

Lake Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lake Canyon Elementary School
Street	800 Lake Canyon Ave.
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith Hayes
E-mail Address	jhayes@galt.k12.ca.us
Web Site	http://lc-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34673480107946

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We are providing varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent. Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	82
Grade 3	64
Grade 4	86
Grade 5	89
Grade 6	89
Total Enrollment	559

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	0.4
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.7
White	35.8
Two or More Races	2.1
Socioeconomically Disadvantaged	57.2
English Learners	24.2
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	32	32	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		17: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 19: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. TWO PLUG IN AIR FRESHENERS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 7: 7. FIVE LI
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			16: 9. DRINKING FOUNTAIN FLOW IS TO THE SIDE OF THE BASIN (MISSING THE BASIN COMPLETELY). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 2: 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 22: 9. FAUCET LEAKS AT THE FITTING 4: 9
Safety: Fire Safety, Hazardous Materials		X		10: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 11. IMPROPERLY STORED CLEANING SUPPLIES. 12: 10. PLUG IN AIR FRESHENER. 13: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 4. CEILING TILES HAVE WATER STAINS. 11. IMPRO
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	37	44
Mathematics	26	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	22	35	29	14
	4	83	82	98.8	46	24	17	12
	5	91	89	97.8	28	28	25	19
	6	94	93	98.9	29	34	31	5
Male	3		35	53.0	31	23	31	14
	4		41	49.4	56	17	12	15
	5		39	42.9	44	21	21	15
	6		45	47.9	42	31	22	4
Female	3		30	45.5	10	50	27	13
	4		41	49.4	37	32	22	10
	5		50	54.9	16	34	28	22
	6		48	51.1	17	38	40	6
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	31	43	17	10

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		48	57.8	52	25	19	4
	5		51	56.0	35	25	27	12
	6		51	54.3	24	41	31	4
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	6	22	44	28
	4		28	33.7	36	25	18	21
	5		28	30.8	18	32	21	29
	6		33	35.1	33	30	30	6
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	28	38	21	13
	4		49	59.0	57	29	12	2
	5		54	59.3	33	31	26	9
	6		52	55.3	38	33	27	2
English Learners	3		30	45.5	23	47	20	10
	4		15	18.1	80	20	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	64	18	18	0
	4		11	13.3	91	0	0	9
	5		9	9.9	--	--	--	--
	6		16	17.0	88	6	6	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	66	65	98.5	31	37	22	11
	4	83	82	98.8	28	44	23	5
	5	91	89	97.8	49	31	11	8
	6	94	93	98.9	43	31	15	11
Male	3		35	53.0	34	29	20	17
	4		41	49.4	29	41	22	7
	5		39	42.9	59	26	8	8
	6		45	47.9	56	20	13	11
Female	3		30	45.5	27	47	23	3
	4		41	49.4	27	46	24	2
	5		50	54.9	42	36	14	8
	6		48	51.1	31	42	17	10
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.1	--	--	--	--
Asian	3		2	3.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		4	4.4	--	--	--	--
	6		6	6.4	--	--	--	--
Filipino	6		1	1.1	--	--	--	--
Hispanic or Latino	3		42	63.6	38	40	17	5
	4		48	57.8	29	52	17	2
	5		51	56.0	63	24	10	4
	6		51	54.3	51	31	10	8
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		18	27.3	17	28	28	28
	4		28	33.7	25	32	36	7
	5		28	30.8	32	46	7	14
	6		33	35.1	36	24	27	12
Two or More Races	3		3	4.5	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.5	--	--	--	--
Socioeconomically Disadvantaged	3		47	71.2	36	36	19	9
	4		49	59.0	37	49	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		54	59.3	63	22	13	2
	6		52	55.3	54	31	10	6
English Learners	3		30	45.5	33	47	17	3
	4		15	18.1	73	27	0	0
	5		10	11.0	--	--	--	--
	6		4	4.3	--	--	--	--
Students with Disabilities	3		11	16.7	73	18	9	0
	4		11	13.3	73	27	0	0
	5		9	9.9	--	--	--	--
	6		16	17.0	81	19	0	0
Students Receiving Migrant Education Services	3		3	4.5	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60	52	34	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	34
Male	30
Female	38
Black or African American	--
Asian	--
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.00	18.00	12.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring homework through student planners (6th grade) and teacher communication through newsletters, email and phone calls. Intermediate grade parents are encouraged to check assignments for the day on the Infinite Campus Parent Portal. The parent portal allows parents to monitor their students’ attendance and grades online.

The school also seeks parental participation in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, and Kiwanis.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.00	0.68	1.84	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only through the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			20	3	1		21	2	2	
1	20	3			20	3	1		21	1	2	
2	36		3	1	32	1	2	1	20	4		
3	20	4			17	5			20	3		
4	27		3		28		3		27		3	
5	25		3		28		3		28		3	
6	143	1	3	3	165	1	2	3	135	1	3	3
Other	9	1							11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	7	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,496	2,148	5,348	64,285
District	N/A	N/A	0.6%	\$69,975
Percent Difference: School Site and District	N/A	N/A	5,318	-1.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-3.4	-3.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities(PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Valley Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Valley Oaks Elementary School
Street	21 C Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-1564
Principal	David Nelson
E-mail Address	dnelson@galt.k12.ca.us
Web Site	http://vo-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6033310

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Dr. Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Mission Statement

Education is the shared responsibility of everyone: student, teacher, parent, and community. Valley Oaks Elementary is committed to: Growing And Learning Together

We Envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students BEEing encouraged by parents, staff and community to be their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating individual strengths
- Students and staff are modeling the Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community
- Students and staff take pride in their work EVERYDAY

Principal's Message

Welcome to 21st century learning at Valley Oaks where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with newly updated technology through the individual use of Chromebooks for each student in grades 3-6 and shared Chromebooks in grades K-2, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended learning environments that integrate technology throughout academic content areas. Students participate daily in developing critical thinking skills, collaborating with peers while building their communication skills, and with creative and innovative service learning projects. In addition, staff, parents and students work together to set and create personalized learning plans based on student strengths and academic needs. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident adults.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	87
Grade 2	99
Grade 3	84
Grade 4	95
Grade 5	91
Grade 6	94
Total Enrollment	631

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.3
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	1.1
White	13.8
Two or More Races	0.6
Socioeconomically Disadvantaged	88.7
English Learners	46.1
Students with Disabilities	15.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	35	33	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. Additionally, students in grades K-2 all have access to blended learning opportunities through shared Chromebooks and each student in grades 3-6 has access to blended learning opportunities through his/her own Chromebook.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room, a library, an administration building, three playgrounds, and a garden and greenhouse for outdoor science lab classes. Recent modernization to the campus included an update to the stage in the multipurpose room and new concrete at the front of the school. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND.
Interior: Interior Surfaces		X		10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 13: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 15: 4. FORM
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			15: 4. FORMICA COUNTERTOP IS PEELING/BROKEN. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 11. IMPROPERLY STORED CLEANING SUPPLIES AND AEROSOLS. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS
Electrical: Electrical			X	12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 16: 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20/ OFFICES: 7.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Safety: Fire Safety, Hazardous Materials		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 10: 4. CEILING TRIM IS LOOSE. 9. DRINKING FOUNTAIN HAS
Structural: Structural Damage, Roofs	X			11: 9. FAUCET IS LOOSE AT THE BASE. 12. RAMP HAS DRY ROT. 12: 7. TWO OUTLET COVERS ARE BROKEN. 12. DRY ROT AT THE BASE OF SIDING. 26: 7. TWO LIGHT BALLASTS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT AT BASE OF WALL. 15. WINDOW SCREEN IS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		1: 2. FLOOR VENT COVER IS BROKEN. 9. THIRD FAUCET BY REST ROOM HAS NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT GATE ENTRY TO PLAYGROUND. 14: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPLASHING AL

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/18/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	37	44
Mathematics	13	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	85	96.6	41	35	18	6
	4	95	93	97.9	51	29	14	6
	5	90	85	94.4	52	25	22	1
	6	98	98	100.0	34	41	22	3
Male	3		46	52.3	48	28	20	4
	4		47	49.5	53	21	17	9
	5		49	54.4	57	24	18	0
	6		41	41.8	54	27	17	2
Female	3		39	44.3	33	44	15	8
	4		46	48.4	48	37	11	4
	5		36	40.0	44	25	28	3
	6		57	58.2	19	51	26	4
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		74	84.1	39	38	19	4
	4		73	76.8	52	29	12	7
	5		68	75.6	56	19	25	0
	6		73	74.5	32	40	25	4
White	3		11	12.5	55	18	9	18
	4		13	13.7	46	23	23	8
	5		16	17.8	38	44	13	6
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		74	84.1	42	38	16	4
	4		86	90.5	52	28	14	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		79	87.8	53	24	22	1
	6		82	83.7	34	41	21	4
English Learners	3		47	53.4	49	36	15	0
	4		35	36.8	77	20	3	0
	5		29	32.2	86	10	3	0
	6		15	15.3	53	47	0	0
Students with Disabilities	3		15	17.0	67	33	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	74	16	11	0
	6		16	16.3	63	31	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	38	40	21	1
	4	95	93	97.9	60	32	6	1
	5	90	87	96.7	61	30	9	0
	6	98	98	100.0	48	40	11	1
Male	3		46	52.3	35	41	22	2
	4		47	49.5	55	36	6	2
	5		49	54.4	63	27	10	0
	6		41	41.8	54	34	10	2
Female	3		41	46.6	41	39	20	0
	4		46	48.4	65	28	7	0
	5		38	42.2	58	34	8	0
	6		57	58.2	44	44	12	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	1.1	--	--	--	--
	6		2	2.0	--	--	--	--
American Indian or Alaska Native	4		1	1.1	--	--	--	--
Asian	4		3	3.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		76	86.4	38	39	21	1
	4		73	76.8	60	33	5	1
	5		70	77.8	66	24	10	0
	6		73	74.5	49	40	10	1
White	3		11	12.5	36	45	18	0
	4		13	13.7	69	23	8	0
	5		16	17.8	44	50	6	0
	6		23	23.5	39	43	17	0
Two or More Races	4		2	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		76	86.4	41	39	18	1
	4		86	90.5	62	33	5	1
	5		81	90.0	64	27	9	0
	6		82	83.7	49	41	9	1
English Learners	3		49	55.7	45	35	18	2
	4		35	36.8	77	23	0	0
	5		31	34.4	94	6	0	0
	6		15	15.3	87	13	0	0
Students with Disabilities	3		15	17.0	73	27	0	0
	4		17	17.9	82	12	6	0
	5		19	21.1	89	11	0	0
	6		16	16.3	88	6	6	0
Students Receiving Migrant Education Services	3		9	10.2	--	--	--	--
	4		10	10.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		6	6.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	38	27	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	27
Male	28
Female	26
Asian	--
Hispanic or Latino	24
White	43
Socioeconomically Disadvantaged	5
English Learners	0
Students with Disabilities	24
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.80	28.40	30.70

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Valley Oaks Elementary School parents play an important role in their child's education through participation in parent conferences, Valley Oaks PTO, Back to School Night, Environmental Living Programs, Outreach Parenting Programs, and Tiered Intervention Teams. Decision making groups such as the School Site Council, and English Learner Advisory Committee meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, the Galt Police Department, and Project Heart, Head, Hands (H3). Local service clubs donate backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.42	3.25	5.33	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.56	0.15	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. Each classroom and meeting room on site have an Emergency Guidelines Flipchart, for quick access to important emergency information. School sites have an evacuation plan and emergency drills are conducted regularly, in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		17	5			16	5		
1	18	5			19	5			21		4	
2	20	3	1		21	2	2		19	5		
3	21	2	3		20	4	1		20	4		
4	29		3		31		3		29		3	
5	30		3		45		1	1	27		3	
6	196	1		4	207	1	3	2	201		4	2
Other					7	1			11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.15	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	12	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,942	2,250	5,692	66,525
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	7.0	1.6
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	2.8	-0.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

During the fiscal year 2014-2015, programs and services that were available at Valley Oaks that support and assist students include the ABP (Alternative Bilingual Program) for students who receive instruction in their primary language, ASES After-School Program, multiple BFLC clubs (including Homework Club, Lego Club, Sewing Club, etc.), and Extended Day programs. Additionally, Instructional Assistants work mainly with students in K-3 grades with a focus on reading, and Bilingual Instructional Assistants work with our Newcomer and English Learner students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three professional development days immediately followed by a day of teacher collaboration and 3 district wide Menu Mondays to provide ongoing professional learning opportunities in the school year 2015-2016. This is an increase from three staff development days in 2013-14, 2012-13 and 2011-12.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Additionally, all teachers are given Professional Educator Effectiveness funds to use over the next two years in areas of personal professional development growth. Teachers create their own personal development goals and, in collaboration with administration, choose workshops, conferences, release time, etc. that will help their personal effectiveness as an educator.

Furthermore, Valley Oaks has direct access to district-level coaches, who work specifically with teachers and grade levels in the areas of reading instruction, writing instruction, mathematics, and ELD instruction/strategies. They meet with and learn from these coaches in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

River Oaks Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	River Oaks Elementary School
Street	905 Vintage Oak Avenue
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-4614
Principal	Lois Yount
E-mail Address	lyount@galt.k12.ca.us
Web Site	http://ro-gjuesd-ca.schoolloop.com/
Grades Served	TK-6
CDS Code	34 67348 610654

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Vision: We envision...

- *A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
- *A school where everyone is physically and emotionally safe.
- *A school where everyone takes responsibility for their own actions.
- *A school where parents, community, and staff encourage and support students to do their best.
- *A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
- *A school where students have learning opportunities to develop 21st Century Skills.
- *A school where students are technologically literate and globally minded.
- *A school where students and staff communicate effectively and work cooperatively.
- *A school where students will develop critical thinking and problem solving skills.
- *A school where students and staff model the Eight Great Character Traits.
- *A school where students give to others and the greater community.

Mission:

Core Values (belief statements that guide us)

- *Children come first.
- *All children can learn.
- *We focus on results. (meeting/exceeding growth targets)
- *Our expectations and standards are high.
- *Evaluation drives improvement.
- *Collaboration and teamwork improves student achievement.
- *We honor diversity.
- *We act ethically and with integrity, and treat everyone with courtesy and respect.

Principal's Message

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academic personal growth. Students are recognized and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We feel it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Student Council, Cross Age Tutoring, Band, Choir, After School Clubs, Robotics and Engineering, and Running Clubs. Parents are encouraged to volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths and talents at school. The teachers and support staff at River Oaks are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School in 1995, 2002, and 2008.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	83
Grade 1	72
Grade 2	81
Grade 3	86
Grade 4	87
Grade 5	81
Grade 6	96
Total Enrollment	586

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	2
Filipino	1.4
Hispanic or Latino	55.8
White	36.3
Two or More Races	1.5
Socioeconomically Disadvantaged	54.3
English Learners	22.5
Students with Disabilities	15.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	34	30	201
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes, adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, and two playgrounds. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			KITCHEN: 2. DIRTY VENTS. 4. BACKPACK HOOKS ARE BROKEN AT ENTRY.
Interior: Interior Surfaces		X		14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	14: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14A/ SPEECH: 7. EXTERIOR OUTLET COVER IS MISSING. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF LIGHTS ARE OUT. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 11. IMPROPERLY STORED CLEANING SUPPLIES.
Safety: Fire Safety, Hazardous Materials		X		1: 9. DRINKING FOUNTAIN FLOWS INTO GUARD SPRAYING ALL OVER. 10. PLUG IN AIR FRESHENER. 10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 12: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. DRINKING
Structural: Structural Damage, Roofs	X			26: 10. PLUG IN AIR FRESHENER. 12. DRY ROT AT BASE OF SIDING. 27: 12. DRY ROT AT BASE OF SIDING. 29: 4. HINGE ON CABINET DOOR IS BROKEN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 12. DRY ROT ON THE SIDING. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 30: 11.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 19: 5. TEACHER HAS FOOD LEFT IN SINK DRAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. 21: 7. ONE LIGHT BALLAST AND ONE BANK OF L

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	50	37	44
Mathematics	31	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	18	22	34	26
	4	82	79	96.3	35	18	20	27
	5	85	82	96.5	24	32	26	18
	6	93	89	95.7	19	31	36	13
Male	3		39	45.9	21	26	26	28
	4		35	42.7	46	11	20	23
	5		42	49.4	26	40	26	7
	6		48	51.6	23	25	38	15
Female	3		46	54.1	15	20	41	24
	4		44	53.7	27	23	20	30
	5		40	47.1	23	23	25	30
	6		41	44.1	15	39	34	12
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	29	25	33	13
	4		47	57.3	47	21	13	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		52	61.2	31	31	27	12
	6		39	41.9	23	33	31	13
White	3		30	35.3	3	17	37	43
	4		24	29.3	21	4	33	42
	5		23	27.1	13	35	26	26
	6		46	49.5	15	30	39	15
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	21	33	33	13
	4		46	56.1	50	20	20	11
	5		52	61.2	33	33	21	13
	6		42	45.2	33	31	31	5
English Learners	3		21	24.7	43	48	10	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	25	8	0
	4		14	17.1	50	7	14	29
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	85	100.0	16	36	28	19
	4	82	79	96.3	37	43	13	8
	5	85	82	96.5	41	40	15	4
	6	93	90	96.8	38	27	26	10
Male	3		39	45.9	23	26	21	31
	4		35	42.7	34	51	3	11
	5		42	49.4	43	40	14	2
	6		48	51.6	31	29	25	15
Female	3		46	54.1	11	46	35	9
	4		44	53.7	39	36	20	5
	5		40	47.1	40	40	15	5
	6		42	45.2	45	24	26	5
Black or African American	6		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		3	3.5	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Filipino	3		1	1.2	--	--	--	--
	4		3	3.7	--	--	--	--
	5		1	1.2	--	--	--	--
Hispanic or Latino	3		48	56.5	27	42	25	6
	4		47	57.3	49	38	6	6
	5		52	61.2	44	44	10	2
	6		40	43.0	40	30	23	8
White	3		30	35.3	3	27	37	33
	4		24	29.3	17	46	25	13
	5		23	27.1	30	39	26	4
	6		46	49.5	37	22	30	11
Two or More Races	3		3	3.5	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	3		48	56.5	23	44	27	6
	4		46	56.1	52	41	2	4
	5		52	61.2	50	38	10	2
	6		43	46.2	51	33	16	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		21	24.7	33	62	5	0
	4		12	14.6	92	8	0	0
	5		2	2.4	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		12	14.1	67	17	8	8
	4		14	17.1	50	21	21	7
	5		10	11.8	--	--	--	--
	6		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		6	7.1	--	--	--	--
	4		2	2.4	--	--	--	--
	5		5	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58	62	59	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	59
Male	61
Female	56
Asian	--
Filipino	--
Hispanic or Latino	52
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	51
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.10	26.50	37.30

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Language Advisory Committee (ELAC) group that meet regularly to make decisions on how to best support the students and school. Annually, PTA organizes fundraising efforts, Harvest Festival, Family Movie Nights, Jog-a-Thon, Family Dances, and Holiday Store. Our ELAC organizes a delicious Mexican Dinner for our families during Open House at the end of the school year. Parents serving on our School Site Council Committee play an active role in site decision making through the Single School Plan. We encourage parents to stay involved by volunteering in the classrooms and supporting our teachers.

Key stakeholders work collaboratively to provide the following resources for families:

- ~After school and summer meals
- ~Providing transportation for extended day
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~Free Family Events

~Support with technology and internet service

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.62	1.76	0.98	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school site Emergency Handbook outlines the plan of action for emergencies such as earthquakes, fires, floods, lockdowns, and chemical spills. Our school site has an evacuation plan and emergency drills are conducted monthly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	1	3		18	4	1	
1	19	4			22		3		23		3	
2	21	2	2		23		4		20	3	1	
3	20	3	1		17	4	1		17	4	1	
4	30		3		27		3		27		3	
5	28		3		29		3		25		3	
6	132	2	3	2	172	1	3	2	182	1	3	2
Other	6	3			7	2			5	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	0.5	N/A
Social Worker	0.33	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	28.0	N/A

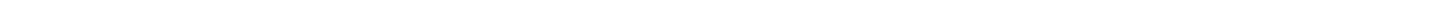
Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,934	2,968	4,966	63,424
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-6.6	-3.2
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-10.3	-4.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)



Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core Standards, Engage New York Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three professional development days and three planning days. Monthly staff meetings and 5th Wednesdays are also dedicated to Professional Development opportunities. Teachers are offered a menu of options to meet their individual goals related to professional development each trimester.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Marengo Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Marengo Ranch Elementary School
Street	1000 Elk Hills Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-547
Principal	Jennifer Porter
E-mail Address	jporter@galt.k12.ca.us
Web Site	http://mg-gjuesd-ca.schoolloop.com/
Grades Served	K-6
CDS Code	34 67348 6114185

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuerd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

At Marengo Ranch, we embrace a personal approach to learning.

We believe that every student has unique needs, strengths, talents, and interests.

It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

Principal's Message

Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits the needs, interests, strengths, and talents of all learners. Our libraries are Bright Future Learning Centers where students and families can learn, study, and utilize new, state of the art technology. Extended hours, support staff, access to online services and programs provide rich opportunities for our students and families to learn beyond the walls of our classrooms. Technology tools in the classroom are embedded in our instructional delivery system and allow our teachers to personalize the learning for their students. Web-based assessments provide immediate feedback on student growth so that staff member may make informed decisions about providing intervention or enrichment as needed. Marengo Ranch continues to be a school that believes in providing a positive, nurturing environment for our students. The emotional well-being of our students goes hand in hand with our academic focus. Character and strength development as well as student leadership are critical components to teach our "Monarchs" to be true leaders. Student leaders support activities for school spirit, volunteerism, service learning, and fundraising campaigns. Safety Patrol, Greet Squad, Conflict Management are also areas where students can provide service to the students at Marengo Ranch.

The staff at Marengo Ranch work together in professional learning communities and are continually seeking new, innovative ways to support academic success.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	54
Grade 1	68
Grade 2	67
Grade 3	81
Grade 4	94
Grade 5	102
Grade 6	84
Total Enrollment	550

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	1.5
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.9
White	46.7
Two or More Races	3.5
Socioeconomically Disadvantaged	47.5
English Learners	12.4
Students with Disabilities	18
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	31	30	201
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- A Legacy of Literature, adopted in 2003 6th Prentice Hall- Timeless Voices, Timeless Themes , adopted in 2002	Yes	0
Mathematics	K-6 Houghton Mifflin- California Math, adopted in 2009	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one BFLC, one staff lounge, one computer lab and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. The facility is used by many community organizations on a year-round basis.

Cleaning Process

The principal works daily with two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A.P.: 4. CEILING TILES HAVE WATER STAINS. C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C2: 4. CEILING TILE HAS A WATER STAIN. C3: 4. CEILING TILES HAVE WATER STAINS. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. D2: 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQ
Electrical: Electrical		X		BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. COMPUTER POD: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. SHELF AND OBJECTS BLOCKING ELECTRICAL PANEL. E6: 4. CEILING TILES HAVE WATER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 9. EXTERIOR DRINKING FOUNTAIN IS LOOSE FROM THE WALL. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). 9. FAUCET HAS A CONSTANT DRIP. 10. PLUG IN FRESHENE

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		C1: 4. CEILING TILE HAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. C4: 4. CEILING TILES HAVE WATER STAINS. 10. THREE PLUG IN AIR FRESNERS. C6: 4. CEILING TILES HAVE WATER STAINS. 5. BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZAR
Structural: Structural Damage, Roofs	X			G1: 4. CEILING TILES HAVE WATER STAINS. 13. WATER DAMAGE ON EAST SIDE EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS REST ROOM: NO ACCESS. 15. TRIP HAZARD AT ASPHALT/CEMENT SEAM. I2: 14. PLASTIC WATER COVER IS BROKEN IN GRASS ON SOUTH SIDE. 15. DOOR THRESHOLD IS LOOSE SCREWS ARE MISSING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	31	21	21	26
	4	93	91	97.8	41	24	19	16
	5	100	98	98.0	32	26	28	15
	6	83	83	100.0	25	36	30	8
Male	3		40	48.8	38	30	18	15
	4		48	51.6	50	23	19	8
	5		57	57.0	30	28	30	12
	6		46	55.4	30	41	24	4
Female	3		40	48.8	25	13	25	38
	4		43	46.2	30	26	19	26
	5		41	41.0	34	22	24	20
	6		37	44.6	19	30	38	14
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	37	32	16	16
	4		41	44.1	56	17	17	10
	5		42	42.0	36	24	29	12
	6		31	37.3	35	35	26	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	29	11	23	37
	4		38	40.9	32	26	24	18
	5		50	50.0	26	24	30	20
	6		43	51.8	21	40	30	9
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	48	25	15	13
	4		55	59.1	49	27	13	11
	5		47	47.0	40	30	23	6
	6		35	42.2	34	31	34	0
English Learners	3		12	14.6	58	33	0	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	64	21	7	7
	4		15	16.1	67	20	7	7
	5		28	28.0	54	18	21	7
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	80	97.6	23	31	35	11
	4	93	92	98.9	43	46	8	2
	5	100	98	98.0	40	41	15	4
	6	83	83	100.0	28	33	23	17
Male	3		40	48.8	33	33	25	10
	4		48	51.6	52	38	6	4
	5		57	57.0	37	40	19	4
	6		46	55.4	30	28	28	13
Female	3		40	48.8	13	30	45	13
	4		44	47.3	34	55	9	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		41	41.0	44	41	10	5
	6		37	44.6	24	38	16	22
Black or African American	3		1	1.2	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.2	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	3		2	2.4	--	--	--	--
	4		3	3.2	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	4		5	5.4	--	--	--	--
	6		2	2.4	--	--	--	--
Hispanic or Latino	3		38	46.3	29	45	18	8
	4		42	45.2	60	33	5	0
	5		42	42.0	50	29	19	2
	6		31	37.3	42	39	16	3
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
	6		2	2.4	--	--	--	--
White	3		35	42.7	20	17	54	9
	4		38	40.9	32	53	11	5
	5		50	50.0	28	52	14	6
	6		43	51.8	21	33	21	26
Two or More Races	3		3	3.7	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	48.8	33	40	20	8
	4		56	60.2	54	36	9	0
	5		47	47.0	57	30	13	0
	6		35	42.2	40	49	9	3
English Learners	3		12	14.6	42	33	17	8
	4		10	10.8	--	--	--	--
	5		6	6.0	--	--	--	--
	6		1	1.2	--	--	--	--
Students with Disabilities	3		14	17.1	36	36	29	0
	4		16	17.2	56	38	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		28	28.0	75	14	11	0
	6		9	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		2	2.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	79	71	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	71
Male	78
Female	61
Black or African American	--
Asian	--
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	--
White	84
Socioeconomically Disadvantaged	55
English Learners	--
Students with Disabilities	56
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.10	15.20	63.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring homework through student planners (4th through 6th grade) and teacher communication through our Parent Portal, newsletters, emails, and phone calls. The school also seeks parental participation in PTKC (Parent Teacher Kids Club), ELAC (English Language Advisory Committee), and School Site Council. Events such as Family Movie Night, Pancake Breakfast, and Family Dance Night are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.44	1.81	0.53	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.32	0.16	0.00	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		19	2	2		18	3		
1	20	4			22		3		21	2	1	
2	21	1	3		20	3	1		22		3	
3	19	1	4		23		4		19	4		
4	23	1	3		86	1	3	1	99		3	1
5	31		3		27		3		31		3	
6	160	1	3	2	132		3	2	117	1	3	1
Other					5	1			5	3		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	1	N/A
Other	23.5	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,788	2,392	5,396	68,814
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	1.5	5.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-2.5	3.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Instructional assistants are employed to assist with foundational reading skill instruction, and English Learner support in designated ELD blocks. After school, extended day opportunities are provided by classified and certificated staff to meet the needs of students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2013-2014, 2012-13 and 2011-12 and two days in 2010-11.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

McCaffrey Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	McCaffrey Middle School
Street	997 Park Terrace Drive
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-5462
Principal	Ron Rammer
E-mail Address	rhammer@galt.k12.ca.us
Web Site	
Grades Served	7-8
CDS Code	34 67348 0100040

District Contact Information	
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer
E-mail Address	kschauer@galt.k12.ca.us
Web Site	http://gjuesd-ca.schoolloop.com/

School Description and Mission Statement (Most Recent Year)

Our Vision is:

McCaffrey Middle School will provide a 21st century personalized learning experience preparing each student to be college and career ready.

Our mission is:

1. to create a personalized learning environment where students are actively engaged,
2. to build upon a learner's individual strengths and knowledge preparing them for a changing 21st century,
3. to provide access to a rigorous curriculum delivered through a blended learning environment, and
4. to inspire active, responsible, lifelong learners.

As educators we have the unique opportunity to work with young adolescents. It is our duty to help them see their potential, something that they may not see in themselves. Our staff understands the developmental needs of this age group; we work together with parents to ensure a safe and caring school environment. We follow the motto "Be Nice, Be Safe and Be Responsible".

Our school encourages parents to maintain an active role in the education of their middle school child. This "middle" phase of education is just as important as in the lower grades- perhaps even more so. Parent participation does have a direct effect on the progress of their student.

McCaffrey Middle School exists because of the outstanding students it serves. It is our pleasure to work with you and your child.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	427
Grade 8	403
Total Enrollment	830

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1.1
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.5
White	36.6
Two or More Races	1.3
Socioeconomically Disadvantaged	63.6
English Learners	6.2
Students with Disabilities	13.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	45	44	201
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Galt Joint Union Elementary held a Public Hearing on September 23, 2015, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7th-8th Prentice Hall, adopted in 2002	Yes	0
Mathematics	7th-8th Glencoe/McGraw Hill, adopted in 2008	Yes	0
Science	7th-8th Glencoe/McGraw Hill, adopted in 2007	Yes	0
History-Social Science	7th-8th Glencoe/McGraw Hill, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McCaffrey Middle School was built in 2003. The school currently has 48 classrooms; a multipurpose room with a stage and kitchen; a library; two technology labs; two music rooms; an ASB room; Math lab; an athletic field; and a gymnasium. Six portables were added to the campus in 2008-09.

Cleaning Process

Three custodians are employed to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B2: 4. CEILING TILE HAS A WATER STAIN. FLOOR TRIM IS MISSING AT THE TILE/CARPET SEAM. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B6: 4. CEILING TILE HAS A WA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			P10: 4. CARPET IS TORN. 5. BOXES ARE DOUBLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD).
Electrical: Electrical		X		B1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. B5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT BALLAST IS OUT. BOYS REST ROOM: 7. EXHAUST FAN AND HAND DRYER ARE NOT WORKING. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. BOY
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		B4: 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS REST ROOM: 7. EXHAUST FAN IS NOT WORKING. 8. ONE URINAL DOES NOT FLUSH. E6: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS REST ROOM: 9. FAUCET HANDLE IS MISSING. P1: 9. DRI
Safety: Fire Safety, Hazardous Materials	X			P11: 10. FIRE EXTINGUISHER IS MISSING. P5: 10. PLUG IN AIR FRESHENER. P6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	X			P3: 12. DRY ROT ON WINDOW TRIM.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. WINDOW SCREEN IS MISSING. P4: 4. CEILING TRIM IS MISSING. WINDOW BLINDS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 15. BACK WINDOW DOES NOT OPEN. P7: 4. CARPET IS TORN. 15. DOOR LOCK IS STICKING.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/19/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	37	44
Mathematics	28	25	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	406	98.8	36	32	27	5
	8	439	427	97.3	28	33	32	7
Male	7		215	52.3	42	30	23	4
	8		211	48.1	35	31	29	5
Female	7		191	46.5	29	34	31	6
	8		216	49.2	21	36	35	8
Black or African American	7		12	2.9	58	33	8	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		237	57.7	41	32	23	3
	8		219	49.9	32	38	25	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	27	30	34	9
	8		173	39.4	24	28	40	8
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		294	71.5	41	33	22	4
	8		252	57.4	38	36	23	2
English Learners	7		34	8.3	74	21	3	0
	8		18	4.1	72	28	0	0
Students with Disabilities	7		56	13.6	68	20	7	5
	8		50	11.4	68	22	4	4
Students Receiving Migrant Education Services	7		18	4.4	50	39	11	0
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	411	405	98.5	42	33	16	8
	8	439	429	97.7	42	27	17	14
Male	7		215	52.3	44	30	17	8
	8		213	48.5	45	23	15	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		190	46.2	40	36	15	8
	8		216	49.2	40	31	19	10
Black or African American	7		12	2.9	67	8	25	0
	8		7	1.6	--	--	--	--
American Indian or Alaska Native	7		3	0.7	--	--	--	--
Asian	7		5	1.2	--	--	--	--
	8		7	1.6	--	--	--	--
Filipino	7		1	0.2	--	--	--	--
	8		8	1.8	--	--	--	--
Hispanic or Latino	7		236	57.4	45	36	12	6
	8		219	49.9	50	26	15	9
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8		2	0.5	--	--	--	--
White	7		137	33.3	33	32	22	13
	8		175	39.9	34	29	20	17
Two or More Races	7		3	0.7	--	--	--	--
	8		8	1.8	--	--	--	--
Socioeconomically Disadvantaged	7		293	71.3	46	35	13	5
	8		254	57.9	54	26	12	7
English Learners	7		34	8.3	91	6	3	0
	8		19	4.3	89	11	0	0
Students with Disabilities	7		55	13.4	69	18	7	5
	8		50	11.4	80	10	8	2
Students Receiving Migrant Education Services	7		18	4.4	61	28	6	6
	8		10	2.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	83	81	67	69	63	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	81
Male	82
Female	81
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	57
English Learners	31
Students with Disabilities	71
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.10	21.40	36.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child’s education by monitoring student progress through Personal Learning Plans (PLP), the Parent Portal and student planners. Teachers also communicate through newsletters, email and phone calls. The school also seeks parental participation in the the School Site Council as well as targeted topic parent meetings (held in both English and Spanish). Parents are enthusiastic about doing their part to create a great school.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.81	5.70	7.05	2.90	2.81	3.27	5.07	4.36	3.80
Expulsions	0.63	0.86	0.56	0.20	0.33	0.15	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	10	29	1	25	12	27	1	23	16	24	
Mathematics	28	7	16	7	28	5	17	8	26	10	14	7
Science	30		23	7	30		28	2	28	2	27	1
Social Science	31		21	8	29	1	29		28	2	25	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	850
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.3	N/A
Social Worker	0.33	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	13	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,526	2,358	5,168	63,433
District	N/A	N/A	5,318	\$69,975
Percent Difference: School Site and District	N/A	N/A	-2.8	-3.1
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-6.7	-4.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,706	\$42,723
Mid-Range Teacher Salary	\$63,570	\$65,936
Highest Teacher Salary	\$80,279	\$84,545
Average Principal Salary (Elementary)	\$105,141	\$106,864
Average Principal Salary (Middle)	\$106,980	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$149,604	\$159,133
Percent of Budget for Teacher Salaries	43%	40%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district offered three staff development days in 2014-15 and 2013-14 and 2012-13.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.



Board Meeting Agenda Item Information

<p>Meeting Date: 1/20/16</p>	<p>Agenda Item: 131.710 Board Consideration of Approval of Out-of-State Conference Attendance for Judith Hayes, Stefani Khan, Colleen Wilson, Linda Ekstrom, Michelle Woods, Valerie Seamons, and Elizabeth Barkowski to Attend Ron Clark Academy Educator Training in Atlanta, GA on May 19-21, 2016</p>
<p>Presenter: Claudia Del Toro-Anguiano</p>	<p>Action Item: XX Information Item:</p>

Board approval is requested for seven Lake Canyon educators to attend the Ron Clark Academy in Atlanta from May 19 - 21, 2016.

The mission and three pillars of the Ron Clark Academy are nationally recognized as models for schools seeking to increase student engagement and motivation leading to increased academic growth. This is directly aligned with the mission of Lake Canyon Elementary as they implement their vision of personalizing the learning of students.

The cost for the Ron Clark Academy visiting educator fees is \$790 per person. Airfare, hotel and other expenses that cannot be covered through the educator effectiveness allotment will be funded by personal teacher contribution along with site funds.

Below are sentiments shared by teachers:

Michelle: I heard Ron Clark speak at a National conference three years ago and was completely inspired by him. I am so excited to have the opportunity to attend the educator training program at his academy. I strive to implement his philosophies into my teaching to make my lessons engaging while maintaining a high level of rigor.

Linda: In an effort to personalize learning for all students, I have been researching ways to engage students while still delivering rigorous content and standards. Ron Clark and his teaching staff have been able to do this successfully. This opportunity will allow me to learn from the best!

Valerie: "Sometimes we need to reach outside, WAY outside our comfort zone to make real, sustained growth. Ron Clark has a proven track record of relationships with students which fosters (right from their mission statement) advanced rigor, engaging teaching methods, and a passionate climate and culture. I think we are trying to develop the same style of teaching here at Lake Canyon."

Colleen and Stefani: "We are excited to visit the Ron Clark academy because they have a way to teach that engages all learners and we are striving to do that. The two day training will give us first hand experience with the academies philosophy that will allow us to bring that back into our classrooms to personalize and engage all learners. We can't wait for the training."



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: 131.711 Board Consideration of Approval of Out-of-State Conference Attendance for Pam Margiott, Mary Wordlaw, Donna Mullins and Maria West to Attend "I Teach Kinder" Conference in Las Vegas, NV on July 18-22, 2016
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:
<p>Board approval is requested for four River Oaks Elementary educators to attend the "I Teach Kinder" Conference in Las Vegas, NV on July 18-22, 2016.</p> <p>The conference includes break-out sessions that will support the development and teaching of TK-Kinder (e.g. social and emotional development, project-based learning, play-based learning, age-appropriate mathematics and language arts units, etc.).</p> <p>This conference has been useful for GJUESD educators who have attended this conference in previous years.</p> <p>Educator effectiveness funds will be used to support this professional learning opportunity.</p>	



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.712 Public Hearing of GJUESD Sunshine Proposal for Fiscal Year 2015-16 with California Schools Employees Association (CSEA)
Presenter: Karen Schauer	Public Hearing: XX Information Item:

The Galt Joint Union Elementary School District (GJUESD) is announcing its proposal to begin the collective bargaining process with the California School Employees Association Chapter 362. Our initial proposal includes:

Article XV – Transportation

The District may present an additional article at the meeting.



Board Meeting Agenda Item Information

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The District may present an additional article at the meeting.



Board Meeting Agenda Item Information

Meeting Date: 1/20/16	Agenda Item: 131.713 Board Consideration of Approval of GJUESD Sunshine Proposal for Fiscal Year 2015-16 with California Schools Employees Association (CSEA)
Presenter: Karen Schauer	Action Item: XX Information Item:

The Galt Joint Union Elementary School District (GJUESD) is announcing its proposal to begin the collective bargaining process with the California School Employees Association Chapter 362. Our initial proposal includes:

Article XV – Transportation

The District may present an additional article at the meeting.

Board approval is recommended.