

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

Special Board Meeting and Study Session
Wednesday, May 17, 2017
5:45 p.m. Closed Session
7:00 p.m. Open Session

Galt Joint Union Elementary School District
1018 C Street, Suite 210, 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: Conference Room

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

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
2. PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957
 - Principal on Special Assignment
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
4. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION –
SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3)
OF SUBDIVISION (D) OF GOVERNMENT CODE §54956.9
 - One Potential Case

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. Recommended Actions/New Business

- | | | |
|---------|---|------------------------------|
| 131.852 | Board Consideration of Approval of English Language Arts/English Language Development Materials Adoption: <ul style="list-style-type: none">- Grades TK-6: Benchmark Advance/Adelante- Grades 7-8: Amplify Education | MOTION |
| 131.853 | Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) For The Period Beginning 7/1/16 And Ending 6/30/18 | GEFA TA
PUBLIC
HEARING |
| 131.854 | Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) For The Period Beginning 7/1/16 And Ending 6/30/18 | GEFA TA |
| 131.855 | Board Consideration of Approval of Memorandum Of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding Support Time for Collaboration and/or Direct Learner Services | GEFA
MOU |

F. Study Session

1. LCAP Draft Executive Summary Overview
 - Key Refinements
 - Greatest Progress: State Dashboard and Local Measures
 - Greatest Need: State Dashboard and Local Measures
 - Most Significant Efforts for High Needs Learners
2. GJUESD Facilities Efforts and Preliminary A+ Bond Rating for Measure K
3. Budget Considerations
4. Board Discussion
5. Next Steps: Draft LCAP Revisions
 1. Meeting Dates:
 - o May 17, 2017 Board Study Session
 - o May 23, 2017 LCAP Revisions Review & Input
 - o May 25, 2017 Post LCAP To District Website
 - o June 14, 2017 LCAP Public Hearing
 - o June 28, 2017 LCAP Adoption
6. Attachments:
 - a. GJUESD 2016-17 Logic Model
 - b. LCAP Draft Executive Summary
 - c. GJUESD Facilities Modernization Efforts
 - d. GJUESD Preliminary Official Statement: Bond A+ Rating
 - e. April 4, 2017 Stakeholder Continuous Improvement and Feedback
 1. Stakeholder Feedback
 - f. May 2, 2017 LCAP Response To Feedback
 1. Stakeholder Feedback
 - g. GJUESD Listening Circles Sample Packet

- h. GALLUP Student Poll Social Emotional District Results
- i. WestEd Report: GJUESD Journey to Personalized Learning
- j. Stanford Relationships & Convergences: ELA/ELD, Mathematics and Science
- k. NGSS Research
- l. GJUESD Demographic Snapshot
- m. Second Interim Budget Report Assumptions and Multi-Year Analysis 2016-17 LCAP Timeline
- n. May 2017 Fiscal Report: School Services
- o. LCAP Continuous Improvement Timeline

G. Pending Agenda Items

- 1. School Furniture Analysis and Pilot Programs
- 2. Governance Team Continuous Improvement
- 3. Innovation Mini Grants
- 4. Non Public Schools Services and Costs

H. Public Comments for topics not on the agenda

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

I. Adjournment

The next regular meeting of the GJUESD Board of Education: May 24, 2017

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



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 5/17/17	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano <ul style="list-style-type: none"> ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association ▪ Employee Agency: (CSEA) California School Employee Association ▪ Non-Represented Employees 2. PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957 <ul style="list-style-type: none"> ▪ Principal on Special Assignment 3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957 4. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE §54956.9 <ul style="list-style-type: none"> ▪ One Potential Case 	



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 5/17/17	Agenda Item: 131.852 Board Consideration of Approval of English Language Arts/English Language Development Materials Adoption: <ul style="list-style-type: none"> ▪ Grades TK-6: Benchmark Advance/Adelante ▪ Grades 7-8: Amplify Education
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:
<p>A team of 33 Tk-8 teacher leaders and coaches took on the task of piloting two ELA/ELD programs with the goal of making a collective recommendation to the board. Our K-5 teachers looked at Wonders (McGraw-Hill Publisher) and Benchmark Advance (Benchmark Education Company Publisher), while our middle school teachers examined first StudySync (McGraw-Hill Publisher) and then Amplify (Amplify Education). Sixth grade teachers reviewed StudySync and Benchmark Advance.</p> <p>The team was tasked with teaching a series of lessons from each publisher, analyzing the auxiliary materials, collecting evidence, submitting feedback and collaborating after each piloting period to collectively evaluate the materials. Each publisher's instructional materials were looked at through the lens of specific criteria that supports the California ELA/ELD Framework and our district's initiatives. The criteria fell into specific categories which included, but are not limited to:</p> <ul style="list-style-type: none"> • Alignment of the CA ELA/ELD Standards • Instructional Supports • Assessments • Instructional Design • Integrated and Designated ELD <p>Teacher leaders enthusiastically participated in both release days and after-school meetings for training, collaboration and evaluation of materials. The first piloting session focused on training teachers to use the Wonders program in grades TK-5 and StudySync in grades 6-8. During the second piloting session, teacher leaders were trained during the day and piloted Benchmark in grades TK-6 and Amplify in grades 7-8. Meetings to debrief the quality of the programs took place after school. An individual "vote" was obtained from teacher leaders and these were the results:</p> <ul style="list-style-type: none"> • Wonders: 9 votes • Benchmark: 17 votes • StudySync: 0 votes • Amplify: 4 votes <p>A collective recommendation of Benchmark Advance/Adelante was made for use with TK-6 and Amplify Education for use with 7-8 learners.</p>	



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 5/17/17	Agenda Item: 131.853 Public Hearing of Compensation, Benefits and Related Issues Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) For The Period Beginning 7/1/16 And Ending 6/30/18
Presenter: Karen Schauer	Public Hearing: XX Information Item:
<p>The ratified agreement for certificated educators reflects a 1% salary increase retroactive to July 1, 2016.</p> <p>Effective July 1, 2017, the agreement includes:</p> <ul style="list-style-type: none"> • Step added to the teacher's salary schedule • BTSA honorarium for veteran teachers for new teacher support increased from \$1500 to \$2000 • Exceeding Class Size for TK-3 honorarium going into effect for classes exceeding 21 students • Revised preschool teacher salary schedule more aligned with TK-8 certificated schedule • Adjunct duty includes Sly Park Outdoor Learning and Washington D.C. field trips • Personal Business up to seven days <p>Following the May 2017 State May Budget Revise, re-openers may be considered.</p> <p>The Sacramento County Office of Education (SCOE) has reviewed the agreement prior to board action. The Public Disclosure of the agreement in accordance with AB 1200 was submitted to SCOE and posted.</p>	

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

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

The proposed agreement covers the period beginning: 7/1/2016 and ending: 6/30/18
 (date) (date)

The Governing Board will act upon the agreement on: May 17, 2017
 (date)

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

A. Proposed Change in Compensation

Compensation	Annual	Fiscal Impact of Proposed Agreement		
	Cost Prior to	Year 1	Year 2	Year 3
	Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
	FY 16/17	FY 16/17	FY 17/18	FY 18/19
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$15,622,879.00	\$156,229.00	\$156,229.00	\$156,229.00
		1.00%	0.99%	0.98%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$0.00	\$0.00	\$0.00	\$0.00
		#DIV/0!	#DIV/0!	#DIV/0!
Description of other compensation				
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$2,439,300.00	\$24,393.00	\$27,204.00	\$30,094.00
		1.00%	1.10%	1.21%
4 Health/Welfare Plans	\$1,106,126.00	\$0.00	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$19,168,305.00	\$180,622.00	\$183,433.00	\$186,323.00
		0.94%	0.95%	0.95%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$350,352.00	\$350,352.00	\$200,488.00	\$171,547.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	211.8	211.8	211.8	211.8
8 Total Compensation <u>Average</u> Cost per Employee	90,501.91	852.80	866.07	879.71
		0.94%	0.95%	0.95%

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

1% increase for 16/17.

10. Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

Additional step 24 added to 17/18 salary schedule.

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

Additional pay equal to 1 day added to 17/18 salary schedule.

Class size limit stipends increased from \$125/month to \$150/month.

The Preschool salary schedule was revised to include continuing education units, degrees, permits and longevity, and will become effective July 1, 2017.

12. Does this bargaining unit have a negotiated cap for Health & Welfare Yes | No

If yes, please describe the cap amount.

The cap on all Health and Welfare benefits is \$600.

B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Class size limits for K-3 have been increased from 20 to 21.

Personal business leaves may not exceed 7 days in any school year for the purposes enumerated in Article XII - Leaves.

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

No impact is expected on instructional or support programs

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

Following the outcome of the California May 2017 May Budget Revise, re-openers may be considered.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement will not create deficit financing in the current years.

This agreement will add \$195,000 to the deficit financing in the subsequent years.

The District will analyze operations and make necessary cuts in 17/18 and subsequent years.

The District is anticipating enrollment growth in 18/19.

Additional significant growth is expected due to a large approved residential development in 20/21.

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

There are no other major provisions.

G. Source of Funding for Proposed Agreement

1. Current Year

Fund 1 and Fund 12

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

The District will analyze operations and make necessary cuts in 17/18 and subsequent years.

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

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: GEFA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$29,763,860			\$29,763,860
Remaining Revenues (8100-8799)	\$1,761,076			\$1,761,076
TOTAL REVENUES	\$31,524,936	\$0	\$0	\$31,524,936
EXPENDITURES				
Certificated Salaries (1000-1999)	\$14,966,280	\$123,417		\$15,089,697
Classified Salaries (2000-2999)	\$4,748,290			\$4,748,290
Employee Benefits (3000-3999)	\$5,245,816	\$19,274		\$5,265,090
Books and Supplies (4000-4999)	\$1,837,454			\$1,837,454
Services, Other Operating Expenses (5000-5999)	\$2,363,927			\$2,363,927
Capital Outlay (6000-6999)	\$537,710			\$537,710
Other Outgo (7100-7299) (7400-7499)	\$50,485			\$50,485
Direct Support/Indirect Cost (7300-7399)	-\$374,706			-\$374,706
Other Adjustments				\$0
TOTAL EXPENDITURES	\$29,375,257	\$142,691	\$0	\$29,517,948
OPERATING SURPLUS (DEFICIT)	\$2,149,679	-\$142,691	\$0	\$2,006,988
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$31,905			\$31,905
TRANSFERS OUT & OTHER USES (7610-7699)	-\$351,207			-\$351,207
CONTRIBUTIONS (8980-8999)	-\$4,287,424	-\$35,916		-\$4,323,340
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,457,047	-\$178,607	\$0	-\$2,635,654
BEGINNING BALANCE	\$6,200,419			\$6,200,419
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$3,743,372	-\$178,607	\$0	\$3,564,765
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0			\$0
Reserved for Economic Uncertainties (9770)	\$1,586,585			\$1,586,585
Designated Amounts (9775-9780)	\$2,156,787	-\$178,607		\$1,978,180
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: GEFA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0			\$0
Remaining Revenues (8100-8799)	\$8,328,522			\$8,328,522
TOTAL REVENUES	\$8,328,522	\$0	\$0	\$8,328,522
EXPENDITURES				
Certificated Salaries (1000-1999)	\$4,050,881	\$31,068		\$4,081,949
Classified Salaries (2000-2999)	\$2,226,905			\$2,226,905
Employee Benefits (3000-3999)	\$3,126,020	\$4,848		\$3,130,868
Books and Supplies (4000-4999)	\$1,364,411			\$1,364,411
Services, Other Operating Expenses (5000-5999)	\$1,974,476			\$1,974,476
Capital Outlay (6000-6999)	\$93,900			\$93,900
Other Outgo (7100-7299) (7400-7499)	\$89,158			\$89,158
Direct Support/Indirect Cost (7300-7399)	\$252,629			\$252,629
Other Adjustments				\$0
TOTAL EXPENDITURES	\$13,178,381	\$35,916	\$0	\$13,214,297
OPERATING SURPLUS (DEFICIT)	-\$4,849,859	-\$35,916	\$0	-\$4,885,775
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$0
TRANSFERS OUT & OTHER USES (7610-7699)				\$0
CONTRIBUTIONS (8980-8999)	\$4,287,424	\$35,916		\$4,323,340
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$562,435	\$0	\$0	-\$562,435
BEGINNING BALANCE	\$1,396,511			\$1,396,511
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$834,076	\$0	\$0	\$834,076
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$834,076	\$0		\$834,076
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: GEFA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$29,763,860	\$0	\$0	\$29,763,860
Remaining Revenues (8100-8799)	\$10,089,597	\$0	\$0	\$10,089,597
TOTAL REVENUES	\$39,853,457	\$0	\$0	\$39,853,457
EXPENDITURES				
Certificated Salaries (1000-1999)	\$19,017,161	\$154,485	\$0	\$19,171,646
Classified Salaries (2000-2999)	\$6,975,196	\$0	\$0	\$6,975,196
Employee Benefits (3000-3999)	\$8,371,836	\$24,122	\$0	\$8,395,958
Books and Supplies (4000-4999)	\$3,201,865	\$0	\$0	\$3,201,865
Services, Other Operating Expenses (5000-5999)	\$4,338,403	\$0	\$0	\$4,338,403
Capital Outlay (6000-6999)	\$631,610	\$0	\$0	\$631,610
Other Outgo (7100-7299) (7400-7499)	\$139,643	\$0	\$0	\$139,643
Direct Support/Indirect Cost (7300-7399)	-\$122,077	\$0	\$0	-\$122,077
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$42,553,637	\$178,607	\$0	\$42,732,244
OPERATING SURPLUS (DEFICIT)	-\$2,700,180	-\$178,607	\$0	-\$2,878,787
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$31,905	\$0	\$0	\$31,905
TRANSFERS OUT & OTHER USES (7610-7699)	-\$351,207	\$0	\$0	-\$351,207
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$3,019,482	-\$178,607	\$0	-\$3,198,089
BEGINNING BALANCE	\$7,596,930			\$7,596,930
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$4,577,448	-\$178,607	\$0	\$4,398,841
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$834,076	\$0	\$0	\$834,076
Reserved for Economic Uncertainties (9770)	\$1,586,585	\$0	\$0	\$1,586,585
Designated Amounts (9775-9780)	\$2,156,787	\$0	\$0	\$2,156,787
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.8%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: GEFA

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$609,031	\$0	\$0	\$609,031
TOTAL REVENUES	\$609,031	\$0	\$0	\$609,031
EXPENDITURES				
Certificated Salaries (1000-1999)	\$189,399	\$1,744	\$0	\$191,143
Classified Salaries (2000-2999)	\$186,860	\$0	\$0	\$186,860
Employee Benefits (3000-3999)	\$106,387	\$271	\$0	\$106,658
Books and Supplies (4000-4999)	\$69,843	\$0	\$0	\$69,843
Services, Other Operating Expenses (5000-5999)	\$28,105	\$0	\$0	\$28,105
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$27,971	\$0	\$0	\$27,971
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$608,565	\$2,015	\$0	\$610,580
OPERATING SURPLUS (DEFICIT)	\$466	-\$2,015	\$0	-\$1,549
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$466	-\$2,015	\$0	-\$1,549
BEGINNING BALANCE	\$148,804			-\$113,100
Prior-Year Adjustments/Restatements (9793/9795)	-\$113,100			-\$113,100
CURRENT-YEAR ENDING BALANCE	\$36,170	\$0	\$0	\$36,170
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$36,170	-\$2,015	\$0	\$34,155
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: _____
 Enter Bargaining Unit: **GEFA**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 3/8/16)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: GEFA

	2016-17	2017-18	2018-19
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$29,763,860	\$29,697,553	\$30,105,645
Remaining Revenues (8100-8799)	\$10,089,597	\$8,466,081	\$8,300,081
TOTAL REVENUES	\$39,853,457	\$38,163,634	\$38,405,726
EXPENDITURES			
Certificated Salaries (1000-1999)	\$19,171,646	\$18,345,324	\$18,545,812
Classified Salaries (2000-2999)	\$6,975,196	\$7,101,727	\$7,229,219
Employee Benefits (3000-3999)	\$8,395,958	\$8,660,497	\$9,138,143
Books and Supplies (4000-4999)	\$3,201,865	\$1,739,711	\$1,573,711
Services, Other Operating Expenses (5000-5999)	\$4,338,403	\$3,159,895	\$3,159,895
Capital Outlay (6000-6999)	\$631,610	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$139,643	\$139,643	\$139,643
Direct Support/Indirect Cost (7300-7399)	-\$122,077	-\$122,077	-\$122,077
Other Adjustments	\$0	\$0	-\$590,000
TOTAL EXPENDITURES	\$42,732,244	\$39,024,720	\$39,074,346
OPERATING SURPLUS (DEFICIT)	-\$2,878,787	-\$861,086	-\$668,620
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$31,905	\$20,000	\$20,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$165,509	\$0	\$0
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$3,012,391	-\$861,086	-\$668,620
BEGINNING BALANCE	\$7,596,930	\$4,584,539	\$3,723,454
CURRENT-YEAR ENDING BALANCE	\$4,584,539	\$3,723,454	\$3,054,834
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$834,076	\$0	\$0
Reserved for Economic Uncertainties - Unrestricted (9770)	\$1,586,585	\$1,170,742	\$1,172,230
Designated Amounts (9775-9780)	\$2,156,787	\$2,552,712	\$1,882,604
Board Designated Amounts (9775-9780)	\$0	\$0	
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2016/17	2017-18	2018-19
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$42,897,753	\$39,024,720	\$39,074,346
b.	State Standard Minimum Reserve Percentage for this District enter percentage:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,286,933	\$1,170,742	\$1,172,230

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$2,156,787	\$2,552,712	\$1,882,604
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g.	Total Available Reserves	\$2,156,787	\$2,552,712	\$1,882,604
h.	Reserve for Economic Uncertainties Percentage	5.0%	6.5%	4.8%

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

2016-17	Yes	X	No	<input type="checkbox"/>
2017-18	Yes	X	No	<input type="checkbox"/>
2018-19	Yes	X	No	<input type="checkbox"/>

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

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A

6. Please include any additional comments and explanation of Page 4 if necessary:

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	#DIV/0! %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	0.94%

DO NOT COMPLETE

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the GEFA Bargaining Unit, during the term of the agreement from 7/1/15 to 7/1/16.

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>519,683</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(519,683)</u>

N/A _____ (No budget revisions necessary)


 District Superintendent
 (Signature)

4/27/2017
 Date


 Chief Business Officer
 (Signature)

4/27/2017
 Date



Galt Joint Union Elementary School District

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 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 5/17/17	Agenda Item: 131.854 Board Consideration of Compensation, Benefits and Related Issues Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA)
Presenter: Karen Schauer	Action Item: XX Information Item:

The ratified agreement for certificated educators reflects a 1% salary increase retroactive to July 1, 2016.

Effective July 1, 2017, the agreement includes:

- Step added to the teacher’s salary schedule
- BTSA honorarium for veteran teachers for new teacher support increased from \$1500 to \$2000
- Exceeding Class Size for TK-3 honorarium going into effect for classes exceeding 21 students
- Revised preschool teacher salary schedule more aligned with TK-8 certificated schedule
- Adjunct duty includes Sly Park Outdoor Learning and Washington D.C. field trips
- Personal Business up to seven days

Following the May 2017 State May Budget Revise, re-openers may be considered.

The Sacramento County Office of Education (SCOE) has reviewed the agreement prior to board action. The Public Disclosure of the agreement in accordance with AB 1200 was submitted to SCOE and posted.

Tentative Agreement Between
Galt Joint Elementary School District (District)
and
Galt Elementary Faculty Association (GEFA)

April 18, 2017

GEFA and the District agree to the following items resolved through the Interest Based Bargaining (IBB) Negotiations process:

1. Compensation: (Appendix A) the GEFA Salary Schedule shall be increased by 1% across the board for all GEFA represented bargaining unit employees, retroactive to July 1, 2016.


Effective July 1, 2017


2. (Appendix A) Step 24 will be added to the GEFA Salary Schedule effective July 1, 2017.
3. The BTSA honorarium for veteran teachers to support new teachers shall be increased from \$1500 to \$2000.
4. Article XIII Class Size revision: (A 4): If grades TK-8 class size limits are exceeded for (10) or more days the affected teachers will choose one of the following options.
 - a. compensation of one-hundred fifty dollars per month
 - b. one (1) full sub day per month for planning and preparation
 - c. another mutually agreed upon solution between administration and teacher(s)

The options for exceeding class size limits for TK-3 shall go into effect for classrooms exceeding 21 students.

5. (Appendix A) The attached preschool salary schedule shall become effective July 1, 2017. The revised schedule offers continuing education units, recognizes degrees and permits and adds longevity more aligned with the TK-8 certificated schedule model.
6. Article V Hours: Adjunct Duty C. 2 revision: BTSA participants, teachers involuntarily placed in PAR, GEFA president and bargaining chair, and teachers participating in the Sly Park Outdoor Learning or Washington D.C. field trip are excused from non-compensated committee work. The teachers must participate in staff meetings, required trainings, Open House, Back to School Night, and SST, RTI/IEP meetings.
7. Article XII Leaves- Personal Business H. 2 revision: No such accumulated leave in excess of seven (7) days may be used in any school year for the purposes enumerated in this section.

Following the outcome of the California May 2017 May Budget Revise, re-openers may be considered.


District


Date


GEFA


Date

GALT JOINT UNION SCHOOL DISTRICT

**CHILD CENTER PERMIT
SALARY SCHEDULE
2017-2018**

	Class 1		Class 2		Class 3	
	100%	75% Equivalent	100%	75% Equivalent	100%	75% Equivalent
	Child Development Associate Teacher Permit Child Development Teacher Permit		Child Development Master Teacher Permit Child Development Site Supervisor Permit		Bachelor (BA) of Child Development with Master Teacher or Site Supervisor Permit or Site Director	
1	33,924	25,443	35,281	26,461	36,692	27,519
2	35,281	26,461	36,692	27,519	38,160	28,620
3	36,692	27,519	38,160	28,620	39,686	29,765
4	38,160	28,620	39,686	29,765	41,273	30,955
5	39,686	29,765	41,273	30,955	42,924	32,193
6	41,273	30,955	42,924	32,193	44,641	33,481
7	42,924	32,193	44,641	33,481	46,427	34,820
8	44,641	33,481	46,427	34,820	48,284	36,213
9	46,427	34,820	48,284	36,213	50,215	37,661
10	48,284	36,213	50,215	37,661	52,224	39,168

Salary Schedule 12
based on 184 days

Masters Degree \$1000 per year

Longevity with 25 years District service \$1,000 per year.

Continuing Education Units - One-time bonus of 5% of annual salary for 15 units, limited to 4 times

Schedule constructed by using 15/16 step 1 100% salary schedule and adding 4% per Step.

Added Steps 9 and 10

Class 2 is 4% over Class 1

Class 3 is 4% over Class 2



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 5/17/17	Agenda Item: 131.855 Board Consideration of Memorandum of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA)
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>The District and GEFA agree to the following addition to compensation for the 2017-18 school year to support time for planning, collaboration and/or direct learner services for equity, excellence, engagement and innovation for learners with economic need, English Learners, and/or foster youth .</p> <ol style="list-style-type: none"> 1. Each teacher will work twenty-four hours in collaboration and/or planning activities that are principally directed toward meeting the needs of learners who are low-income, English learners, and/or foster youth. Six of the twenty-four hours shall be directed by school district administration. The hours will be beyond the contract day. Hours may be worked any time after July 1, 2017 and must be completed by June 8, 2018. <ol style="list-style-type: none"> A. GEFA and the District will provide a revised list of acceptable activities with enhanced accountability. B. Teachers will keep track of hours and provide documentation to the District reflecting hours spent and briefly describing the work that was done. 2. District agrees to pay each teacher additional salary equal to 4 days at the teacher's daily rate. 	

Memorandum of Understanding

Between

Galt Joint Union Elementary School District (District)
and
Galt Elementary Faculty Association (GEFA)

April 18, 2017

The District and GEFA agree to the following addition to compensation for the 2017-18 school year to support time for planning, collaboration and/or direct learner services for equity, excellence, engagement and innovation for learners with economic need, English Learners, and/or foster youth.

1. Each teacher will work twenty-four hours in collaboration and/or planning activities that are principally directed toward meeting the needs of learners who are low-income, English learners, and/or foster youth. Six of the twenty-four hours shall be directed by school district administration. The hours will be beyond the contract day. Hours may be worked any time after July 1, 2017 and must be completed by June 8, 2018.
 - A. GEFA and the District will provide a revised list of acceptable activities with enhanced accountability.
 - B. Teachers will keep track of hours and provide documentation to the District reflecting hours spent and briefly describing the work that was done.
2. District agrees to pay each teacher additional salary equal to 4 days at the teacher's daily rate.

Kam Schauer 4-18-17
District Date

Kathy Jorach 4/18/17
GEFA Date



Galt Joint Union Elementary School District

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Board Meeting Agenda Item Information

Meeting Date: 5/17/17	Agenda Item: Study Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. LCAP Draft Executive Summary Overview <ul style="list-style-type: none"> ▪ Key Refinements ▪ Greatest Progress: State Dashboard and Local Measures ▪ Greatest Need: State Dashboard and Local Measures ▪ Most Significant Efforts for High Needs Learners 2. GJUESD Facilities Efforts and Preliminary A+ Bond Rating for Measure K 3. Budget Considerations 4. Board Discussion 5. Next Steps: Draft LCAP Revisions <ol style="list-style-type: none"> 1. Meeting Dates: <ul style="list-style-type: none"> ○ May 17, 2017 Board Study Session ○ May 23, 2017 LCAP Revisions Review & Input ○ May 25, 2017 Post LCAP To District Website ○ June 14, 2017 LCAP Public Hearing ○ June 28, 2017 LCAP Adoption 6. Attachments: <ol style="list-style-type: none"> a. GJUESD 2016-17 Logic Model b. LCAP Draft Executive Summary c. GJUESD Facilities Modernization Efforts d. GJUESD Preliminary Official Statement: Bond A+ Rating e. April 4, 2017 Stakeholder Continuous Improvement and Feedback <ol style="list-style-type: none"> 1. Stakeholder Feedback f. May 2, 2017 LCAP Response To Feedback <ol style="list-style-type: none"> 2. Stakeholder Feedback g. GJUESD Listening Circles Sample Packet h. GALLUP Student Poll Social Emotional District Results i. WestEd Report: GJUESD Journey to Personalized Learning j. Stanford Relationships & Convergences: ELA/ELD, Mathematics and Science k. NGSS Research l. GJUESD Demographic Snapshot m. Second Interim Budget Report Assumptions and Multi-Year Analysis 2016-17 LCAP Timeline n. May 2017 Fiscal Report: School Services o. LCAP Continuous Improvement Timeline 	



Galt Joint Union Elementary School District

GROWING AND LEARNING TOGETHER

Our Goal:

Inspire learners-
one plan at a time!

2016-2017

Develop and implement personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

Plan Implementation

- » Strengths and growth mindset
- » Learner ownership
- » Career pathways

GOAL
1

Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Blended Learning Environments & Tools

- » Classroom
- » Outdoors & Community
- » Mobile devices
- » Foundational and on-line resources
- » Bright Future Learning Centers

GOAL
2

Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.

A Systems Approach!

- » Learning cycle
- » Responsive data use
- » Meaningful evaluation

GOAL
3

School facilities are safe, healthy, hazard free, clean and equipped for 21st Century Learning.

Support 21st Century Learning Environments

- » Safe
- » Healthy
- » Flexible

GOAL
4

THE STORY

Briefly describe the students and community and how the LEA serves them.

With a sustained vision of **Growing And Learning Together**, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement. The Galt Joint Union Elementary School District (GJUESD) Bright Future LCAP describes intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration and continuous improvement as fundamental elements of educational improvement, with additional attention to curriculum coherence and the power of language.

The GJUESD serves 3,844 pre-kindergarten through grade eight learners at five elementary schools, one middle school and one school readiness center. The district boundaries include the City of Galt and surrounding outlying rural areas.

Demographics:

The percentages of learners from economically disadvantaged homes range from 40%-81% across our 6 schools. English language learners comprise 20% of the district's population (ranging from 8%-55% at schools). 13.8% of our learners receive special education services.

The district goal is to “Inspire Learners- one plan at a time.” This personalized learning model reflects the belief that “One size does NOT fit all!” The district’s four LCAP Goal Areas illustrate this belief :

Goal 1: Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

Goal 2: Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Along the way, many partners have collaborated with GJUESD to support learners. These partnerships include:

- Federal Race-To-The-Top Innovation Grant to implement personalization
- Central Valley Foundation English Learner grant
- Stanford University and *Open Up* Education Resources in mathematics partnerships
- San Joaquin Delta College and CSU Sacramento coursework for early childhood education
- Next Generation Science Standards early implementation district
- Cosumnes River Preserve for outdoor science and service learning
- The Galt community, which supported a \$19.7 million facilities modernization bond

Six key accomplishments or practices that have been implemented over the last few years reflect the focus on personalizing each learner’s educational experience in the PK-8 district:

1. 3,721 students in grades PK-8 have personalized learning plans to support academic growth and achievement
2. The top 3 strengths are identified for every learner in grades 4-8
3. School libraries have been transformed into Bright Future Learning Centers
4. Project-Based Service learning is offered at all sites
5. A one-to-one ratio of computers to students has been accomplished at every school
6. An educator Continuous Learning and Reflective Rubric was developed and piloted

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Local and State Dashboard results were reviewed in a variety of stakeholder feedback sessions. Participants in these sessions identified seven Key Refinement Areas (KRAs) to advance the four LCAP goals:

1. **Increase Academic Rigor for every learner:** Set high expectations for each and every learner, which is an essential, research-based best practice. This involves continued efforts to advance the implementation of the Stanford Relationships and Convergences model as it relates to English Language Arts/English Language Development, mathematics and Next Generation Science Standards (NGSS).
2. **Implement key strategies for English Learners more consistently:** The district will prioritize educators' understanding of academic literacy and English Language Development (ELD) strategies to support learners' use of language to access and ensure success with complex text and learner discourse.
3. **Balance mathematics pacing with learner needs:** Educators and administrators will work together to find the balance of deep learning and content coverage through pacing considerations, augmented with leadership support and monitoring.
4. **Implement selected ELA/ELD resources:** During the 2016-17 school year, resources were reviewed and tested in classrooms with Benchmark selected for TK-6 and Amplify Education for grades 7-8. These resources will be implemented district-wide for the 2017-18 school year.
5. **Strengthen Professional Learning Cycle:** In addition to mini-observations with personal growth areas, feedback and reflection, a pilot effort will be expanded to promote greater consistency in research-based instructional practices. A continuous learning and reflective rubric will be applied that incorporates both the *California Standards for the Teaching Profession* and *Educator Competencies for Personalized, Learner-Centered Teaching*.
6. **Strengthen Special Education to align with State Direction- Multi-Tiered System of Supports (MTSS):** Create and implement a district plan aligned to the *California Task Force on Special Education: One System- Reform Education to Serve All Students*.
7. **Implement Restorative Practices with common components district-wide:** Create shared responsibility for applying research-based, proactive discipline consistently across schools, involving both certificated and classified staff.

REVIEW OF PERFORMANCE

1. Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST NEED

Based on a review of performance on the state/local performance indicators, local self-assessment tools and stakeholder input, there are multiple areas of significant progress:

- 67% of learners met or exceeded (45%) individual reading goal targets.
- Preschool reading benchmarks demonstrated an 11% increase over the previous year in learners' meeting all reading benchmarks.
- The 2015-16 school year showed a decreased suspension rate and increased attendance.
- 1,210 learners participated in extended learning opportunities in the Bright Future Learning Centers during the regular year and into the summer.
- 100% of teachers have participated in district-wide professional development and implementation of English Language Development strategies for English Learners.
- SBAC results demonstrated overall improvement for ELA and Mathematics.
- Earlier exit of special education learners with pre-K special education services contributed to the decrease of active IEPs from 17.1% to 13.8%.
- GJUESD Hope and Engagement scores are above the U.S. average for 2016 and increased from the previous year with:
 1. 93% agreeing or strongly agreeing that they **will graduate from high school**. Not one learner disagreed.
 2. 92% agreeing or strongly agreeing that they **will have a good job in the future**. Not one learner disagreed.
 3. 88% agreeing or strongly agreeing that they **will have a great future ahead of them**.
- Since 2013-14, participation in project-based service learning has increased district-wide from 58% to 83%.

2. Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEED

Students scored ORANGE in two of the state indicator performance categories. These are two of our greatest areas of need for improvement

(ORANGE) English Learner Progress - Status-68.5% Declined 2.3%

Steps to address this area of need:

- District coaches under the leadership of the District ELD coach will continue to provide ELD-focused training and integrate EL strategies in all content-area trainings
- New ELA/ELD curriculum will be examined through the Universal Design for Learning (UDL) lens and work will be done with publishers on the alignment tools
- Coordination of professional learning with service learning leaders will focus on intentionally implementing project-based learning to develop language through science and service learning.
- The staff will increase communication with English Learner parents and increase parent trainings at each site.
- Successful interventions being used at some schools will be implemented district-wide after analysing results to identify most promising practices
- Migrant and EL families will be identified and served in the home visiting school readiness program for ages 0-3 and preschool program for ages 3-4.

(ORANGE) Suspension Rate- Status-High 3.3%; Increased .05%

Steps to address this area of need:

- In order to maximize efforts within the Multi-Tiered System of Support (MTSS) model to implement Restorative Practices and also proactively meet the social-emotional needs of our high needs learners, increasing social workers and counselors at the sites will be considered.
- District is planning for the expansion of Restorative Practices and school climate trainings to include all educators and classified employee groups.
- Restorative Circles training will be provided to all teachers.

Although student performance increased in both Mathematics and English Language Arts, the performance status for students is identified as LOW in both areas. Therefore Mathematics and ELA continue to be areas of need.

(YELLOW) Math- Status Low- 46.6 points below level 3; Increased +7.3 points

Steps to address this area of need:

- Support coaching and on-going feedback for mathematics rigor and pacing through observations and pacing monitoring
- Administrative coaching for strengthening academic conferences based on mathematics data trends while considering lesson study process for mathematics.
- Continue to apply and receive external feedback on the relationships and convergences implementation model as it relates to mathematics with more meaningful connections to language for learning and development and NGSS science for content application.

(YELLOW) ELA- Status Low- 18.8 points below level 3; Increased +9.1 points

Steps to address this area of need:

- Implement a common ELA and ELD program district-wide: TK-6 Benchmark and Grades 7-8 Amplify.
- Continue to apply and receive external feedback on the relationships and convergences implementation model as it relates to ELA/ELD with connections to mathematical understanding and NGSS science for meaningful and rigorous language development and informational text.

3. Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Performance for the Special Education sub-group was two or more performance levels below the “all student” performance:

- 1. ELA- All students = *YELLOW* - Student with Disabilities = *RED***
- 2. Math- All Students = *YELLOW* - Students with Disabilities = *RED***

Steps to take to address these performance gaps:

- The District is working to strengthen special education services to better align with state direction: Multi-Tiered System of Support (MTSS):
 - MTSS Leadership is working on guidelines to promote common language and practices.
 - Principal on Special Assignment will support site administrators to develop site MTSS plans.
 - An MTSS coach will work with educators and site RtI teams to identify behavioral, social-emotional and academic supports.
- Special education leadership team will meet on a monthly basis to help ensure district consistencies are in place at every site.
- An academic coach will support special education teachers with the ELA/ELD implementation.
- Middle school special education team will collaborate with the high school program to implement a common mathematics program.
- Early identification and intervention practices and services will continue to be increased at the pre-K (ages 0-5) level.
- Full inclusion at the pre-K level will continue to be strengthened and increased opportunities for inclusion at the elementary level will be explored.
- A “parent university” for parents of children with exceptional needs will be developed to increase communication, encourage networking and equip parents with tools to help support the child’s learning.

4. INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth:

1. Strengthening the professional learning growth cycle to align rigor and personalized instructional strategies.

This educator learning cycle will expand the implementation of the GJUESD Continuous Learning and Reflective Rubric. The pilot teaching standards rubric is organized by four domains including:

1. Instructional
2. Cognitive
3. Interpersonal
4. Intrapersonal

Additional refinement of the professional growth cycle will take place to ensure personalized support, clear reflection, additional peer observations, and additional platforms for professional learning delivery.

With the second year of implementation, teachers will have 24 additional hours for collaboration, planning, or direct services for low-income, English learners and foster youth.

2. Continuing to build capacity through systems-wide leadership for equity, excellence, engagement and innovation.

This involves strategic staffing involving academic coaches and lead teachers balanced with site and district administration reflecting a leadership team for coherence to advance 1) focused direction, 2) collaborative culture, 3) deepened learning and 4) internal/external accountability. The district will maintain and further improve personalized learning environments with research-based supports and opportunities for high-needs learners to help foster college and career success. To maximize these outcomes requires a coordination of human and materials resources to reinforce appropriate and equitable access for all learners.

Continuing to focus on a “systems-wide” approach to leadership will support teachers through coaching and professional learning with an increased focus on integrating ELD in the core content areas of Mathematics and Next Generation Science Standards (NGSS). It will include a more intentional focus on building the capacity of our site administrators. Our principals play a key role as instructional leaders and oversee the development of Personalized Learning Plans (PLPs) for every learner. We must also continue to support site leadership capacity by developing lead teachers who have expertise in not only ELD but also Math and Science.

3. Expanded and articulated (Pre-K- University) learning opportunities within and outside the regular school day and in other learning environments

These services will increase engagement with student voice & choice for college and career pathways success - Pre-K through College. Continue after school and summer supports and opportunities to inspire learning and strengths development. This includes more intentional parent engagement during and after school to develop curriculum understanding and application. In addition, strengthening pre-K through university partnerships and articulation supports the maximization of learner growth and achievement along the preschool through college and career pathway(s).

DRAFT



Business Services Director
FACILITIES MODERNIZATION EFFORTS

FACILITIES MODERNIZATION EFFORTS

I. Measure K

A. Citizen's Oversight Committee

- i. Meetings February 27, 2017 (District Office), April 24, 2017 (Valley Oaks ES)
- ii. Next meeting June 12, 2017 (Marengo Ranch ES)
- iii. Chairperson, Tom Silva

B. Approved Architect Services

- i. LPA-Partnered with our District to develop our Facilities Master Plan, approved in January 2016, Offices in SoCal, Sacramento, and Texas. Assisting with McCaffrey Farm-Fork-Family-Fitness project.
- ii. PBK-Offices in Sacramento, Central Valley, and Ontario (CA) and Texas. Strong K-12 portfolio and NextGen school facilities.
- iii. Derivi Castellanos Architects, specializing in the California K-12 market for 37 years. Project management expertise. Office in Stockton.
- iv. Verde Design, K-12 Landscape Architecture, with Irrigation Design and Sports Planning & Design, offices in Sacramento.

C. Bond Rating and Sale

- i. A+ (see attachment)
- ii. May 18th 1st Issuance Bond Sale (Government Financial Strategies Offices)

D. Priority Projects

- i. 5 year time line to completion
 1. Prioritized Project Areas
 - a. School Safety & Security
 - b. Modernize Schools
 - c. Update Existing Building Systems
 - d. Support 21st Next Gen Learning Styles and Resulting Achievement
- ii. Department of State Architect approval process/timeline



Business Services Director
FACILITIES MODERNIZATION EFFORTS

1. Many projects require DSA approval (6 months potential for approvals).
 2. Need to determine what needs DSA approval early in the project prioritizations
- iii. Site Walks with District Staff, School Site Staff, & Architect (assigned to school site) to Prioritize Projects
1. Valley Oaks ES and Greer ES site walks conducted this week, all sites completed by May 26th, Architect walks by June 9th
 - a. Information used: Facilities Master Plan, Site/District Staff input, Prioritized need
 2. Prioritized Project Areas
 - a. School Safety & Security
 - i. 2017-18 Cameras at all sites (summer)
 - ii. Fencing completed dependent on needed construction at each site (Valley Oaks and River Oaks)
 - b. Modernize Schools
 - i. Outside Learning Environments
 1. All play and parking areas
 2. Shade structures
 3. Irrigation systems
 - ii. Portables (upgrade, replace, and/or eliminate)
 - iii. Building remodel and painting
 - iv. Cafeterias
 - c. Update Existing Building Systems
 - i. HVAC
 - ii. Plumbing
 - iii. Communication
 1. Site Telephone systems (Summer 2017)
 - iv. Lighting (indoor and outdoor)
 - v. Controls
 - vi. Roofing



Business Services Director
FACILITIES MODERNIZATION EFFORTS

- d. Support 21st Next Gen Learning Styles and Resulting Achievement
 - i. Innovation Centers
 - ii. BFLC upgrades
 - iii. Furniture (preferred providers)

E. 2017 Summer Projects

- i. Playground resurfacing-Greer ES and Marengo Ranch ES
- ii. Security Site Camera Installation (at all sites (MR & VO completed last summer)
- iii. New phone systems at all school sites (Marengo, River Oaks, Valley Oaks, McCaffrey MS, Greer, (Lake Canyon completed))
- iv. Painting, gutter repair, and roofing repair at all sites
- v. New Carpet in classrooms (except for classrooms scheduled for early renovation)
- vi. Lighting replacement (all outside fixtures and where needed inside)
- vii. New flooring at Marengo Ranch ES Kitchen

BUDGET CONSIDERATIONS

- Negotiations
- May Revise, Gov. Jerry Brown's updated 2017-18 Budget Revision
 - See attached School Services of California Summary (May 11)
 - See two additional updates (May 12)
 - More information to be provided at School Services Workshop today

NEW ISSUE
DTC BOOK-ENTRY ONLY
BANK-QUALIFIED

S&P Rating: "A+"
See "RATING" herein

In the opinion of Parker & Covert LLP, Sacramento, California, Bond Counsel, based upon an analysis of existing statutes, regulations, rulings, and court decisions and assuming, among other things, the accuracy of certain representations and compliance with certain covenants, interest on the Bonds is excludable from gross income for federal income tax purposes and is exempt from State of California personal income taxes. In the further opinion of Bond Counsel, interest on the Bonds is not an item of tax preference for purposes of the alternative minimum tax imposed on individuals and corporations; however, such interest is taken into account in determining adjusted current earnings for the purpose of computing the alternative minimum tax imposed on certain corporations. The District has designated the Bonds as "qualified tax-exempt obligations" within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended. Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the accrual or receipt of interest on, the Bonds. See "LEGAL MATTERS—Tax Matters" herein.



\$9,600,000*
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
(SACRAMENTO COUNTY AND SAN JOAQUIN COUNTY, CALIFORNIA)
GENERAL OBLIGATION BONDS, ELECTION OF 2016, SERIES 2017
(BANK QUALIFIED)

DATED: Date of Delivery

DUE: August 1, as shown on the inside cover

The Galt Joint Union Elementary School District (Sacramento County and San Joaquin County, California) General Obligation Bonds, Election of 2016, Series 2017 in the aggregate principal amount of \$9,600,000* (the "Bonds") are being issued by the Galt Joint Union Elementary School District (the "District") to (i) finance the specific school facilities projects set forth in the ballot measure approved by the District's voters at an election held on November 8, 2016, and (ii) pay costs of issuance of the Bonds. See "PLAN OF FINANCE" herein.

The Bonds are general obligations of the District, payable solely from *ad valorem* property taxes levied and collected by Sacramento County and San Joaquin County. The Board of Supervisors of Sacramento County and the Board of Supervisors of San Joaquin County are empowered and obligated to annually levy and collect *ad valorem* property taxes without limitation as to rate or amount on all taxable property in the District (except for certain personal property which is taxable at limited rates) for the payment of principal of and interest on the Bonds. See "SECURITY AND SOURCE OF PAYMENT" herein.

The Bonds are being issued as current interest bonds issuable in denominations of \$5,000 or any integral multiple thereof. The Bonds mature on August 1 in the years and amounts set forth on the inside page following this cover page. Interest on the Bonds accrues from the date of delivery and is payable semiannually on February 1 and August 1 of each year, commencing February 1, 2018. The Bonds are subject to redemption prior to their maturity. See "THE BONDS—Payment of Principal and Interest" and "—Redemption Provisions" herein.

The Bonds are being issued as fully registered bonds, without coupons, in book-entry form only. When delivered, the Bonds will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company ("DTC"), acting as securities depository for the Bonds. So long as Cede & Co. is the registered owner of the Bonds, payments of principal of and interest on the Bonds will be made by Zions Bank, a division of ZB, National Association as paying agent (the "Paying Agent") to DTC for subsequent disbursement to DTC participants who will remit such payments to the Beneficial Owners. See "APPENDIX E—DTC BOOK-ENTRY ONLY SYSTEM" attached hereto.

THIS COVER PAGE CONTAINS CERTAIN INFORMATION FOR QUICK REFERENCE ONLY. IT IS NOT INTENDED TO BE A SUMMARY OF ALL FACTORS RELEVANT TO AN INVESTMENT IN THE BONDS. INVESTORS SHOULD READ THE ENTIRE OFFICIAL STATEMENT TO OBTAIN INFORMATION ESSENTIAL TO THE MAKING OF AN INFORMED INVESTMENT DECISION. CAPITALIZED TERMS USED ON THIS COVER PAGE NOT OTHERWISE DEFINED WILL HAVE THE MEANINGS SET FORTH HEREIN.

MATURITY SCHEDULE

See Inside Cover

The Bonds are being purchased for reoffering by _____ as underwriter of the Bonds (the "Underwriter"). The Bonds are offered when, as and if issued by the District and received by the Underwriter, subject to approval as to legality by Parker & Covert LLP, Sacramento, California, Bond Counsel. It is anticipated that the Bonds, in definitive form, will be available for delivery through the facilities of DTC on or about June 6, 2017.

This Official Statement is dated _____, 2017.

*Preliminary, subject to adjustment.

The information contained in this Preliminary Official Statement has been deemed by the District to be final as of the date hereof; however, the information contained herein is subject to completion or amendment. These securities may not be sold, nor may offers to buy be accepted, prior to the time the Official Statement is delivered in final form. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of these securities, in any jurisdiction in which such offer, solicitation or sale would be unlawful prior to registration or qualification under the securities laws of such jurisdiction.

MATURITY SCHEDULE

\$9,600,000*

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
 (SACRAMENTO COUNTY AND SAN JOAQUIN COUNTY, CALIFORNIA)
 GENERAL OBLIGATION BONDS, ELECTION OF 2016, SERIES 2017

Maturity Date August 1	Principal Amount*	Interest Rate	Reoffering Yield	Price	CUSIP+
2018	\$370,000	____%	____%	____%	364116
2019	420,000	____	____	____	364116
2029	145,000	____	____	____	364116
2030	225,000	____	____	____	364116
2031	250,000	____	____	____	364116
2032	280,000	____	____	____	364116
2033	305,000	____	____	____	364116
2034	335,000	____	____	____	364116
2035	370,000	____	____	____	364116
2036	405,000	____	____	____	364116
2037	440,000	____	____	____	364116
2038	480,000	____	____	____	364116
2039	520,000	____	____	____	364116
2040	560,000	____	____	____	364116
2041	605,000	____	____	____	364116
2042	650,000	____	____	____	364116
2043	705,000	____	____	____	364116
2044	755,000	____	____	____	364116
2045	810,000	____	____	____	364116
2046	970,000	____	____	____	364116

* Preliminary; subject to adjustment

+ CUSIP is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services, managed by S&P Capital IQ on behalf of The American Bankers Association. This data is not intended to create a database and does not serve in any way as a substitute for the CUSIP Services. Neither the District nor the Underwriter is responsible for the selection or correctness of the CUSIP numbers set forth herein.

Use of Official Statement. This Official Statement is submitted with respect to the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose. This Official Statement is not to be construed as a contract with the purchasers of the Bonds.

No Securities Laws Registration. The Bonds have not been registered under the Securities Act of 1933, as amended, or the Securities Exchange Act of 1934, as amended, in reliance upon exceptions therein for the issuance and sale of municipal securities. The Bonds have not been registered or qualified under the securities law of any state.

No Unlawful Offers of Solicitations. This Official Statement does not constitute an offer to sell nor the solicitation of an offer to buy nor shall there be any sale of the Bonds by a person in any jurisdiction in which it is unlawful for such person to make an offer, solicitation or sale.

No Offering Except by This Official Statement. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations, other than those contained herein, and if given or made, such other information or representations must not be relied upon as having been authorized by the District.

Information in Official Statement. The information set forth herein has been furnished by the District and other sources that are believed to be reliable, but is not guaranteed as to accuracy or completeness. The information and expressions of opinion herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof.

Website. The District maintains a website; however, the information presented there is not a part of this Official Statement and should not be relied upon in making an investment decision with respect to the Bonds.

Estimates and Projections. Certain statements included or incorporated by reference in this Official Statement constitute “forward-looking statements” within the meaning of the Private Securities Litigation Reform Act of 1995, Section 21E of the Securities Exchange Act of 1934, as amended, and Section 27A of the Securities Act of 1933, as amended. Such statements are generally identifiable by the terminology used such as “plan,” “expect,” “estimate,” “project,” “budget” or similar words. The achievement of certain results or other expectations contained in such forward-looking statements involves known and unknown risks, uncertainties and other factors which may cause actual results, performance or achievements described to be materially different from any future results, performance or achievements expressed or implied by such forward-looking statements. The District does not plan to issue any updates or revisions to those forward-looking statements if or when its expectations or events, conditions or circumstances on which such statements are based change.

Statement of Underwriter. The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities under federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

Stabilization of and Changes to Offering Prices. In connection with the offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the Bonds offered hereby at a level above that which might otherwise prevail in the open market. Such stabilizing, if commenced, may be discontinued at any time. The Underwriter may offer and sell the Bonds to certain dealers, institutional investors, banks or others at prices lower or higher than the public offering prices stated on the inside cover page hereof, and such public offering prices may be changed from time to time by the Underwriter.

\$9,600,000
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
(SACRAMENTO COUNTY AND SAN JOAQUIN COUNTY, CALIFORNIA)
GENERAL OBLIGATION BONDS, ELECTION OF 2016, SERIES 2017

DISTRICT BOARD OF TRUSTEES

Kevin Papineau, President
John Gordon, Vice President
Grace Malson, Clerk
Matthew Felix, Representative
Wesley Cagle, Member

DISTRICT ADMINISTRATION

Karen Schauer, Ed.D., Superintendent
Tom Barentson, Director of Business Services
Claudia Del Toro-Anguiano, Director of Curriculum
Donna Mayo-Whitlock, Director of Educational Services

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DISTRICT ADVISORY COMMITTEE (DAC) MEETING

April 4, 2017

Local Control Accountability Plan (LCAP): Progress & Input



Galt Joint Union Elementary School District

SESSION GOALS

1. Update and clarify GJUESD Bright Future Learning efforts for LCAP refinement
2. Seek continuous improvement ideas and input for 2017-18 LCAP efforts



GROWING AND LEARNING TOGETHER

Our Goal:

Inspire learners-
one plan at a time!

Develop and implement personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

Plan Implementation

- » Strengths and growth mindset
- » Learner ownership
- » Career pathways

**GOAL
1**

Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Blended Learning Environments & Tools

- » Classroom
- » Outdoors & Community
- » Mobile devices
- » Foundational and on-line resources
- » Bright Future Learning Centers

**GOAL
2**

Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.

A Systems Approach!

- » Learning cycle
- » Responsive data use
- » Meaningful evaluation

**GOAL
3**

School facilities are safe, healthy, hazard free, clean and equipped for 21st Century Learning.

Support 21st Century Learning Environments

- » Safe
- » Healthy
- » Flexible

**GOAL
4**

LCAP IMPROVEMENT AREAS

1. **Academic Rigor** for Every Learner Strategies
2. Implementation of Key **ELD Strategies**
3. **Mathematics** Pacing
4. Selection of Core **English Language Arts/English Language Development**
5. **Professional Learning Growth Cycle** to align with rigor and more personalized instructional strategies
6. **Multi-Tiered System of Support**

DATA TRENDS: CALIFORNIA SCHOOL DASHBOARD

- ❑ Tool to monitor progress
- ❑ Addresses 4 of the 6 indicators
- ❑ Icons, “wheels” are assigned to each indicator
- ❑ Blue is the highest, red is the lowest
- ❑ Colors based on 5x5 grids
- ❑ We looked closely at all red and orange wheels

Both status and change factor into the color levels.

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High					
	High				Green	
	Medium					
	Low					
	Very Low					

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2016-17 GRADUATION RATE REFERENCE CHART

Graduation Rate (All LEAs and High Schools)	CHANGE (PRIOR 3 YEAR AVG)				
	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained or Improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater		Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Medium 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 80% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 80%	Red	Red	Red	Red	Red

NOTE:
Each indicator has its own reference chart.





























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OUR DISTRICT AT A GLANCE

Overall Performance Level for State Indicators							
	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	College/Career Indicator	Academic Indicator - English-Language Arts/Literacy	Academic Indicator - Mathematics
GJUESD	N/A			N/A	N/A		

- Suspension: 2014-15 was High and Increased from 2013-14 = **ORANGE**
- EL Progress: 2014-15 was Low Medium and Declined from 2013-14 = **ORANGE**
- ELA: Spring of 2016 was Medium and Increased from Spring 2015 = **YELLOW**
- Math: Spring of 2016 was Medium and Increased from Spring 2015 = **YELLOW**

OUR SCHOOLS AT A GLANCE

Overall Performance Level for State Indicators							
	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	College/Career Indicator	Academic Indicator - English-Language Arts/Literacy	Academic Indicator - Mathematics
GJUESD	N/A			N/A	N/A		
Greer	N/A			N/A	N/A		
Lake Canyon	N/A			N/A	N/A		
Marengo Ranch	N/A			N/A	N/A		
River Oaks	N/A			N/A	N/A		
Valley Oaks	N/A			N/A	N/A		
McCaffrey	N/A			N/A	N/A		

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

SECOND TRIMESTER: RECENT LOCAL INFORMATION

- SIPPS Instruction: moving children from Beginning to Extension to Challenge
- Reading: monitor fluency & comprehension
- ELD: consistent 30 minute block of designated ELD
- Math Pacing: moving along as expected
- Math Performance 3rd-8th: 45% - 97%

SECOND TRIMESTER: RECENT MAP INDICATORS

MATH PROJECTIONS

2017 District

(Levels 3 & 4)

Fall: 29%

Winter: 27%

SBAC 2016: 28%

SBAC 2015: 25%

ELA PROJECTIONS

2017 District

(Levels 3 & 4)

Fall: 41%

Winter: 43%

SBAC 2016: 43%

SBAC 2015: 37%

SPRING 2017 LISTENING CIRCLES FOR IMPROVEMENT AND INNOVATION

McCaffrey	Lake Canyon	River Oaks	Marengo Ranch	Greer	Valley Oaks <i>Added 4-6-17</i>
<ul style="list-style-type: none"> • Relationships • Voice/Choice • College & Career • Motivation/ Inspiration • Extra Curricular • Hands-on 	<ul style="list-style-type: none"> • House System • Electives • Scheduling • Technology • Fun & Humor 	<ul style="list-style-type: none"> • Relationships • Youth Voice • Challenge • Project-based Learning • Science 	<ul style="list-style-type: none"> • Personalized Learning Choice • Club Options and Exploratory • Up-to-Date Books and Resources • Science and Technology 	<ul style="list-style-type: none"> • Welcoming Environment • Elective Choice and Variety • Careers and Active Learning • Active Engagement 	<ul style="list-style-type: none"> • Motivation & Challenge • Incentives & Recognition • Educational Games • Arts • Equipment • Homework • School Beautification

SUSPENSION/EXPULSION DATA

Lake Canyon	11-12	12-13	13-14	14-15	*15-16
Suspension	16	6	4	11	7
Expulsion	1	0	0	0	0
Marengo Ranch	11-12	12-13	13-14	14-15	*15-16
Suspension	22	9	11	3	9
Expulsion	0	2	1	0	0
River Oaks	11-12	12-13	13-14	14-15	*15-16
Suspension	12	4	11	6	10
Expulsion	1	0	0	0	0
Valley Oaks	11-12	12-13	13-14	14-15	*15-16
Suspension	29	17	23	36	11
Expulsion	0	0	4	1	1
Greer	11-12	12-13	13-14	14-15	*15-16
Suspension	6	7	12	8	5
Expulsion	0	0	0	0	0
McCaffrey	11-12	12-13	13-14	14-15	*15-16
Suspension	92	74	53	63	42
Expulsion	8	6	8	5	1

* 15-16 Data from CalPads

GALLUP STUDENT POLL: DISTRICT RESULTS

FALL 2015

Hope	Engagement	Entrepreneurial Aspiration	Career/ Financial Literacy
4.32	4.10	2.52	3.28

FALL 2016

Hope	Engagement	Entrepreneurial Aspiration	Career/ Financial Literacy
4.37	4.11	2.45	3.28

All items are on a 5-point scale where 5 means strongly agree, and 1 means strongly disagree.

STRENGTHS AND NEEDS

- SBAC Overall Improvement for ELA and Mathematics
- SBAC ELA Higher than Mathematics
- Suspension: Needs Area
- English Learners Subgroups: Needs Area
- Special Education Subgroup: Needs Area

Support Services & Programs For High Needs Learners

GOAL AREA 1: Personalized Learning Pathways and Strengths-based Growth Plans for every learner... to close achievement gap

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
Class Size Reduction	Further reduces TK-3 class size to 20:1 to more effectively personalize learning and support growth for high needs learners	District-wide	1,407 learners	Supplemental & Concentration (S&C)
Personalized Learning Plans (PLPs)	PLP Admin.& clerical provide additional monitoring and support of personalized learning for high needs learners; TK-8	District-wide	3,800 learners	S&C
ECE Home Visitor	Academic, social emotional Learning (SEL) for at-risk families with children 0-3	Fairsite	22 families	S&C
Preschool	Delivers academic and social emotional learning for high needs children, ages 3-5	Fairsite	210 learners	Migrant Ed, State Preschool, First 5, Title 1, SpEd, QRIS
Counselors/ Social Workers: Social Work Interns	SEL, behavior and academic support; PreK-8	VO- 1 , MMS- 1 RO/GES- 1 MRE/LC- 1	3,800 learners	Title I, S&C, Mental Health

Support Services & Programs For High Needs Learners

GOAL AREA 1: Personalized Learning Pathways and Strengths-based Growth Plans for every learner... to close achievement gap

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
Instructional Assistants	Reading and Math academic support for high needs learners grades TK-6	VO- 7, GES- 4 RO- 4, MRE- 3 LC- 4, MMS- 0	Approx 1,407 learners	Title I, S&C
Bilingual Instructional Assistants	Additional academic support for beginning ELs; TK-3 & newcomers	VO- 7, GES- 4 RO- 4, MRE- 2 LC- 3, MMS- 2	Approx 800 learners	Title I, Title III, S&C
Newcomer Teacher	Additional academic support for ELs at the beginning level of English proficiency; 7-8th	MMS- .20 FTE	10 learners	S&C
Extended Day	Afterschool small group intervention by teacher or homework club by an IA; TK-8;	District-wide	415 learners	Title I, Migrant Education
BFLC Clubs and Summer Academies	Classified & certificated staff provide Expanded Learning opportunities for every learner- clubs and academies for TK-8th afterschool/ summer	District-wide	1680 learners	RTTT, S&C, Base

Support Services & Programs For High Needs Learners

GOAL AREA 1: Personalized Learning Pathways and Strengths-based Growth Plans for every learner... to close achievement gap

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
ASES Afterschool Program	SEL and academic support to learners afterschool; priority enrollment for high needs learners; 1st-8th	GES, VO, MMS	375 learners	ASES, Title I
SCOE CARE Program	Provides self-contained classroom setting to increase personalization for learners at-risk of dropping out of school; 8th	MMS	18 learners	ADA
Migrant Summer Academy	4 week summer learning program for migrant learners PreK-8	District-wide	200 learners	Migrant Education
Long-Term English Learner Summer Academy	4 week summer learning program for LTELs and high-needs learners; 4-8th	District-Wide	100 learners	RTTT, S&C
Program Specialist	Support site admin and all special education staff with implementation and compliance of SpEd. PreK-8	District-wide- 1	530 learners	SCOE, Mental Health

Support Services & Programs For High Needs Learners

GOAL AREA 1: Personalized Learning Pathways and Strengths-based Growth Plans for every learner... to close achievement gap

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
SpEd Extended Year	Summer learning for learners in grades PreK-8 with services on IEPs	District-wide	114 learners	SpEd, Base
Behaviorists	Staff support student behaviors and teacher training; PreK-8	District-wide- 5	Ratio 1:730 learners	SpEd, Base, Mental Health
Psychologists	Assessing for learning disabilities, counselling, Rtl support; PreK-8	District-wide PreK-6 = 4 7-8 = 1	Ratio 1:850 learners	SpEd, Base, Mental Health
Speech & Language Pathologist	Assessing learners to identify speech/lang disability, small group therapy, Rtl team support; PreK-8	PreK- 2, VO- 1.5 GES- 1, RO- 2 MRE- 1.5, LC-1.5, MMS- 1	434 learners	SpEd, Base,

Support Services & Programs For High Needs Learners

Goal Area 2: Implementation of Common Core State Standards ...in a variety of blended learning environments while closing the achievement

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
ELD Coach, Curriculum Coaches, & EL Lead Teachers	Build site leadership capacity and support teachers in CCSS and ELD implementation; PreK-8	District Coaches- 7 EL Leads: VO- 1 GES- 2, RO- 1 MRE- 0, LC- 2, MMS-2	3,800 learners	Title I, Title II, NGSS, Base, CVF
Online learning courseware	Provides blended learning opportunities to supplement CCSS (math, ELA); TK-8	District-wide	3,800 learners	S&C, Title I
Chromebook w/wifi check out	To support blended learning at home for learners without computer and/or wifi access; TK-8	District-wide	412 learners	S&C, RTTT, Base
Preschool Site Supervisor	Coordinates preschool services & collaborates with School Readiness; ages 0-5	Fairsite	208 learners	State Preschool

Support Services & Programs For High Needs Learners

Goal Area 2: Implementation of Common Core State Standards ...in a variety of blended learning environments while closing the achievement

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
School Readiness (SR) Supervisor	Coordinates SR activities, parent Ed. and playgroup designed for high needs families; ages 0-5	Fairsite	300 families	First 5
Bilingual Office Assistants	Increase parent access to school information and services for non-English speaking families; PreK-8	District-wide	1,200+ families	S&C, Title I
Parent Engagement and Involvement	Empower parents to support their children through SSTs, family nights, parenting classes/ workshops; PreK-8	District-Wide	Approx. 3,000 families	Title I, Title III, Migrant Ed., MOUs, First 5
Additional MMS Transportation	Provides transportation to/from MMS for learners living west of Hwy 99; 7-8th	McCaffrey	120 learners	S&C

Support Services & Programs For High Needs Learners

Goal Area 2: Implementation of Common Core State Standards ...in a variety of blended learning environments while closing the achievement

PROGRAM OR SERVICE	DESCRIPTION	DISTRICT OR SCHOOL	LEARNERS	FUNDING SOURCE
Expanded Learning Transportation	Afterschool & summer routes to insure access to expanded learning; TK-8	District-wide	3,800 learners	S&C, Migrant Education
Targeted Planning, Teamwork & Services	18 hours principally directed to higher needs learners PreK-8	District-wide	3,800 learners	S&C
E-3 Innovation Projects	Equity, excellence, engagement & innovation site-based grants TK-8	District-wide	3,550 learners	RTTT
School Resource Officer(s)	Supports school safety	District-wide	3800 learners	General Funds, Measure R, Grant

PRELIMINARY LCAP REFINEMENT RECOMMENDATIONS AND FEEDBACK

1. Based on data and progress:
 - A. Continue with the six 2016-17 Improvement Areas with deeper implementation
 1. **Academic Rigor** for Every Learner Strategies
 2. Implementation of Key **ELD Strategies**
 3. **Mathematics** Pacing
 4. Selection of Core **English Language Arts/English Language Development**
 5. **Professional Learning Growth Cycle** to align with rigor and more personalized instructional strategies
 6. **Multi-Tiered System of Support (7)**
 - B. Include one additional area: restorative practices
2. Chart Feedback and Ideas
 - Six refinement areas and restorative practices
 - Additional Considerations

NEXT MEETING: MAY 2ND

LCAP Sessions

May 2nd: LCAP presentation to DAC,SSC, DELAC (location/time TBD)

May 17th: Tentative Board Study Session (location/time TBD)

May 23rd: LCAP Response to Comments (location/time TBD)

May 25th: Post LCAP

June 14th: Tentative LCAP Public Hearing

June 28th: LCAP Adoption

KRA 1: Academic Rigor & District Responses

- ❖ English Language Arts (ELA)/English Language Development (ELD), Math, Next Generation Science Standards (NGSS) & Academic Vocabulary

ADMIN

- Strategies for serving GATE learners implemented universally (GATE certification/Professional Development)
- Strategies for scaffolding to support all learners
- What does rigor look like?
 - Best practices identified & implemented for consistency across district
 - Coaches provide personalized PD
 - SBAC- like assessments ✓
 - Read the Framework
 - Depth of Knowledge
 - Organizational Consistencies
- Wednesday Professional Learning Community (PLC)/Academic Conference to plan from data
 - Analysis and next steps
 - Goal setting
- Calibration of observations
- Allow time for learners to apply skills/knowledge
 - Project-Based Learning
 - Sense-making ✓

DAC

- In all core areas English Language Arts, Math, Science and Social Studies
- Apply skills across curricular
- Increasing motivation
- Parent inclusion activities
- Parent trainings
 - Change Back To School Night format to embed trainings
- Accelerate learning to meet the needs of learners

DELAC

- Fun learning
- Better explanation of program goals
- Parents should know the goals and levels better in English

KRA 2: English Language Development & District Responses

ADMIN

- Ongoing English Language Development (ELD) Professional Development & Coach support integrated into all core areas ✓
- Universal Design for Learning use: Implement ELD strategies across all core content areas ✓
- Continue to develop site administrators as instructional leaders to improve ELD instruction
- Continue CALLI implementation “Focus on improving English Language writing”
 - Middle School
- Continue teaming & advisory for implementation of English Language Development

DAC

- Develop Academic language in all core content areas for all learners
 - Augmentation citing evidence cross-cutting concepts critical thinking
- Project-based learning to develop language ✓

DELAC

- Focus and encourage parents
- How can parents give support at home
- Academic vocabulary

KRA 3: Mathematics Pacing and Learner Needs & District Responses

ADMIN

- 6th grade math program consistencies
- Pacing
 - Develop guide district wide
 - Re-establish district-wide grade level Professional Learning Communities focused on pacing & instruction ✓
 - Guide to identify essential standards ✓
 - Reintroduce Common District Math Assessments
 - Math interventions ✓

DAC

- Combine lessons and modify pacing (re-teaching concepts) ✓
- Conceptual understanding (developing) math concepts ✓
- Review (develop and maintain basic skills) ✓
- Questioning styles/formats

DELAC

- Instruction/learning should be more fun
- Share successes with other schools

KRA 4: Implement English Language Arts/English Language Development Resources & District Responses

ADMIN

- Professional Development for implementation of new program ✓✓✓
 - Specialized for Special Education
 - Amplify (McCaffrey)
 - Coach support
- Re-establish district wide grade level Professional Learning Communities to share/processes
- Use program assessments/Illuminate

DAC

- Facilitator and purpose for grade-level Professional Learning Community meetings
- Give Common Assessments
- Flexibility with teacher-developed units
- Purpose of reading/English Language Arts is literacy in ALL content areas ✓
 - Use literacy skills to do science, social studies, etc.

DELAC

No Comments

KRA 5: Professional Learning Growth Cycle with Rigor and Personalized Learning Alignment & District Responses

ADMIN

- Provide district-wide Purchase Order for teachers ✓✓
 - Monthly site learning events
 - Coaches provide more Professional Development (PD)
 - Summer learning opportunities
 - PD focused on rigor, depth of knowledge
 - Micro-credentials – “extra column”
 - Teachers observing self w/ camera ✓
 - More teachers observing each other
- Administrator Professional Development ✓
 - Visit classrooms together in order to calibrate rigor
- Meaningful conversations about growth expectations ✓✓✓
- Professional Development for personalized reading instructions

DAC

- Options for improving/refining in all content areas & specialties including science and social studies
- Opportunities for Next Generation Science Standards (NGSS)
 - 4 core areas: English Language Development, Math, Science, Social Studies

DELAC

No Comments

KRA 6: Strengthen Special Education Services with State Direction Alignment & District Responses

- ❖ WHAT IS DISTRICT VISION FOR IMPLEMENTATION OF MTSS? PROTOCOLS? CONSISTENCY ACROSS DISTRICT?

ADMIN

- district-wide sharing of information
- Interventions
- Modifications
- Idea bank
- Standard protocols

- ❖ ORGANIZATIONAL CONSISTENCIES
- Special Education referrals
- Response To Intervention (RTI)
- Full-time Social worker at each site ✓

DAC

- Balance of Personalization and Individualization
- Inclusion for all content areas
- Child Find

DELAC

No Comments

KRA 7: Implement Restorative Practices

ADMIN

- ❖ Affective statements, questioning intervention, circles, conferences

Why? Create understanding & Buy in

- Train everyone on Restorative Practices: Teachers, Instructional Assistants, Yard Supervisors, Bus Drivers, etc.
- Teacher training on class circles
- Implement & own it

DAC

- Provide parent training on Restorative Practices
- Use Restorative Practices to build interest and increase engagement in core areas

DELAC

No Comments

Additional Areas or Comments

ADMIN

- Organizational guidelines (instructional)
- Innovation through Making Space/Making Creating: Entrepreneurial Aspirations ✓✓
- Tap into teacher strengths, expertise & passions for Professional Development: Pay stipends ✓
- Continue to expand early learning & include intentional collaboration between PK-TK-K teachers

DAC

- Parent involvement
- Improve District Office efficiencies to maximize services to schools
- Stretch our realities for “nextgen” school environments
- Improve community and District interaction
- Outdoor education opportunities are provided for all students across all curricular areas
- Increase instructional minutes
- Increase engagement through sense making strategies from Next Generation Science Standards (NGSS)

DELAC

- Understanding teachers
- Better communication between parents and school
 - ❖ “open door” 5 minutes after school
- Better parent involvement
- Better communication with parents about what does “EL” mean and why they are in the program: Goals, Levels, Progress
- Motivation in beginning of each year explain about all of the English Learner (EL) programs in a meeting
- Use different methods to attract parents to the meeting/give them information (e.g. church, personal contact)
- Electronic communication
- Special small meetings for EL parents
- Technology classes for parents

GJUESD LCAP

Local Control Accountability Plan
Feedback Session: May 2, 2017

District
Advisory
Committee

School
Site
Council

English
Learner
Advisory
Committee



Galt Joint Union Elementary School District

SESSION OVERVIEW

- 1.** Review feedback themes and priorities from continuous improvement feedback sessions
- 2.** Present and clarify district response to feedback
- 3.** Elicit additional feedback and fine tune the Local Control Accountability Plan (LCAP) for the 2017-18 school year



GROWING AND LEARNING TOGETHER

Our Goal:

Inspire learners-
one plan at a time!

2016-2017

Develop and implement personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

Plan Implementation

- » Strengths and growth mindset
- » Learner ownership
- » Career pathways

**GOAL
1**

Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

**Blended Learning
Environments & Tools**

- » Classroom
- » Outdoors & Community
- » Mobile devices
- » Foundational and on-line resources
- » Bright Future Learning Centers

**GOAL
2**

Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.

A Systems Approach!

- » Learning cycle
- » Responsive data use
- » Meaningful evaluation

**GOAL
3**

School facilities are safe, healthy, hazard free, clean and equipped for 21st Century Learning.

**Support 21st Century
Learning Environments**

- » Safe
- » Healthy
- » Flexible

**GOAL
4**

PERSONALIZATION WORKING DEFINITION



Personalization efforts tailor learning to each learner's strengths, needs, culture and interests including the learner's voice and choice in what, how, when and where they learn. This is achieved by supporting learners, teachers and families in the development of flexible and equitable learning environments ensuring mastery of the highest learning standards in pursuit of each learner's goals.

~adapted and revised from iNACOL and RTT-D Sustainability Committee

APRIL STAKEHOLDER SESSION RECAP

1. Reviewed local and State Dashboard results
2. Advanced LCAP four goal areas with fine tuning through the Key Refinement Areas (KRA's)
3. Continued six Refinement Areas with the addition of restorative practices:
 - 1) Academic Rigor
 - 2) English Language Development
 - 3) Mathematics Pacing and Learner Needs
 - 4) Implement English Language Arts/English Language Development Resources
 - 5) Professional Learning Growth Cycle with Rigor and Personalized Learning Alignment
 - 6) Strengthen Special Education Services with State Direction Alignment
 - 7) Implement Restorative Practices
4. Stakeholder feedback acquired for seven areas with additional considerations

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities	GJUESD Response
1. ACADEMIC RIGOR FOR EACH AND EVERY LEARNER	A. State testing (SBAC) like assessments	a. Currently the Measures of Academic Progress (MAP) assessment is the common assessment and has demonstrated strong correlations to Smarter Balanced assessment Consortium (SBAC). While the standards are taught in math through Eureka, the assessments are not formatted to mirror SBAC. The new English Language Arts/English Language Development (ELA/ELD) materials do have assessments that mirror SBAC items.
	B. Sense-making through inquiry-based practices across content areas	b. Next Generation Science Standards (NGSS) is assisting with the process of helping teachers plan science lessons through inquiry-based practices. Through the lesson study process, teachers connect sense-making practices to all content areas. Planning ahead, we will explore NGSS professional development sessions that could incorporate cross-content inquiry practices. Math practices also address this concept – at this time, our district does not have a plan that assists in focusing on specific sense-making practices.
	C. Build capacity and spread best practices through 1) PLC efforts, 2) Academic Conferences, 3) coaches and professional growth areas, and 4) parent trainings	c. Many of the academic conferences and staff meetings focus on building capacity and increasing familiarity with both the math and ELA/ELD frameworks. Academic Coaches continue to support individual teachers and support administrators with site focus areas planning. Coaches will further explore Hattie's research to focus on high impact strategies at the site and district level.
	D. Parents desire better explanation of English Learner program goals	d. Reinforce the need to better explain English Learner programs at each site through English Learner Advisory Committee (ELAC) meetings. Given the new ELA/ELD materials, sites will have opportunities to share designated and integrated ELD materials. To reach more parents, sites will set two English Learner (EL) Program information meetings: a school-day meeting and an evening meeting. The ELAC and District English Learner Advisory Committee (DELAC) leaders will be the communication point between parents and school. Training will be given to ELAC leads by the District.
	E. Ideas: Rethink Back-To-School Night to embed trainings	e. Explore this idea with site Administration. Site Administrators can opt to focus on the ELA/ELD materials, along with NGSS learning sequences to address rigor.
	F. Role and format of Organizational Consistencies	f. Organizational consistencies (expectation guidelines) will be revisited and updated to be used as a guide for all sites to follow.

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities		GJUESD Response	
<p>2.</p> <p>MORE</p> <p>CONSISTENTLY</p> <p>IMPLEMENT</p> <p>KEY</p> <p>STRATEGIES</p> <p>FOR ENGLISH</p> <p>LANGUAGE</p> <p>DEVELOPMENT</p>	A.	<p>Ongoing English Language Development (ELD) professional development and coach supported integrated into all core areas</p>	a.	<p>Coaches under the leadership of the English Language Development (ELD) Coach will continue to provide 1) ELD-focused training in the form of Stanford's online courses; 2) Massive Open Online Courses (MOOCs), 3) Results: Academic Language and Literacy Instruction (RALLI)/Content Area Language and Literacy (CALL) refreshers. This professional learning is integrated into Next Generation Science Standards (NGSS) and Math Professional Development (PD). Opportunities include attending ELD trainings at Sacramento County Office of Education (SCOE).</p>
	B.	<p>Universal Design for Learning (UDL) with implementation of ELD strategies across all core content areas</p>	b.	<p>Examine the new curriculum through the UDL lens, working with the publisher on the alignment tools and our District ELD coach so every English Learner (EL) can access the curriculum with the ELD strategies across all core content areas.</p>
	C.	<p>Project-based learning to develop language</p>	c.	<p>Coordination with professional learning/service learning leaders to more intentionally implement project-based learning to develop language through science, service learning and the integration of key EL strategies and standards that intersect in the "Convergence Model" into the content.</p>
	D.	<p>Stronger parent support for ELD implementation and meeting attendance</p>	d.	<p>District English Language Advisory Committee (DELAC) Leader will work with English Learner Advisory Committee (ELAC) School Leads to brainstorm ideas on how to best support parents of ELs and to address low attendance at ELAC/DELAC. Principals and site leadership representation at quarterly DELAC meetings.</p>

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities		GJUESD Response	
3. BALANCE MATHEMATICS PACING WITH LEARNER NEEDS	A.	Re-establish district-wide grade level Professional Learning Communities focused on pacing and instruction	a.	Consider holding voluntary district-wide Professional Learning Community (PLC) meetings that can focus on math pacing and instructional delivery.
	B.	Guide to identify essential standards	b.	Revisit essential standards already identified in Eureka Math. Middle school will need to initiate the process with math teachers.
	C.	Math interventions	c.	Identify interventions being used district-wide through the analysis of results to identify most promising interventions.
	D.	Combine lessons and modify pacing for re-teaching concepts	d.	Revisit pacing guides (3-6) with Administrator team to draft an action plan.
	E.	Review, develop and maintain basic skills	e.	Explore the addition of supplemental resources that reinforce basic math skills (not provided with Eureka/College Preparatory Mathematics (CPM)). Revisit this topic with site Administrators.
	G.	Share success with other schools in district	g.	Analyze state and local data to discuss with site administrators. Successes will be shared with all.
	H.	Make math more engaging and/or fun	h.	Collect list of on-line games, web resources, etc. that address “fun math”.

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities		GJUESD Response	
4. IMPLEMENT THE SELECTED ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT RESOURCES	A.	Professional development for new program implementation with 1.) specialized considerations for special education, 2) Amplify for McCaffrey and 3.) Coach Support	a.	Initial program overview may be scheduled for June 9 th . Professional Development (PD) in September and October will focus on English Language Arts (ELA)/English Language Development (ELD) materials. Three coaches will be directly assigned to support ELA/ELD implementation. Next Generation Science Standards (NGSS) learning sequences also provide support for ELD.
	B.	Support understanding of the purpose of reading/English Language Arts is literacy in All content areas	b.	Supporting the understanding of the purpose of reading and literacy in all content areas will be addressed during site PD events. Results: Academic Language and Literacy Instruction (RALLI)/Content Area Language and Literacy (CALL) strategies will continue to support the purpose for reading, importance of literacy. New program addresses the skills and strategies needed to acquire transferable literacy skills in all content areas. The goal is to have a balanced literacy program for each learner that addresses ALL content areas.
	C.	Provide direction for flexibility with teacher-developed units	c.	Expectations will be shared with all teachers. At this time, it is expected that all teach through Unit 7 in Benchmark and Unit 4 in Amplify- allowing flexible time for teachers to continue to use self-created units and novel projects.

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities	GJUESD Response
5. STRENGTHEN PROFESSIONAL LEARNING GROWTH CYCLE TO ALIGN WITH RIGOR AND PERSONALIZED INSTRUCTIONAL STRATEGIES	A. Provide district-wide professional development for teachers: 1. Monthly site learning events 2. Coaches 3. Summer Learning 4. Focused on rigor, depth of knowledge 5. Micro-credentials and incentives 6. Classroom camera options for teacher self-review and feedback 7. More teachers observing each other	a. Additional refinement of the Professional Learning Cycle will take place to ensure personalized support, clear reflection, additional peer observations, etc.
	B. Administrator Professional Development (PD) including visiting classrooms together to calibrate rigor	b. Coordinate calibration events to further align feedback and expectations of mini and formal teacher observations
	C. Meaningful conversations about growth expectations	c. Explore support needed to assist site Administrator with meaningful conversations about learner growth
	D. Opportunities for Next Generation Science Standards (NGSS) a. 4 core areas: English Language Arts (ELA)/English Language Development (ELD), Math, Science and Social Studies	d. Administrators and academic coaches will need to work further with the application of the language convergences model throughout content areas. Additional considerations will need to be looked at to connect NGSS PD with ELA/ELD. A focus area for NGSS sustainability could include focus on Lesson Study/Teaching Learning Collaborative (West Ed) Model lead by coaches

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities		GJUESD Response	
<p>6.</p> <p>STRENGTHEN</p> <p>SPECIAL</p> <p>EDUCATION</p> <p>SERVICES TO</p> <p>BETTER ALIGN</p> <p>WITH STATE</p> <p>DIRECTION:</p> <p>MULTI-TIERED</p> <p>SYSTEM OF</p> <p>SUPPORT</p>	A.	District-wide sharing of information, interventions, modifications, idea bank and standardized protocols	a.	<ul style="list-style-type: none"> ▪ Multi-Tiered System of Supports (MTSS) district leadership team is working on guidelines to promote common language and common practices. The guidelines will be shared with Administrators at the beginning of August 2017. ▪ Train SpEd staff to more widely use the <i>SpEd Folder in Google Sites</i> to access information/forms, share ideas/resources ▪ Utilize an online platform to deliver training and Professional Development (PD) ▪ Monthly <i>District Lead SpEd team</i> meetings ▪ Trimester district SpEd meetings ▪ Trimester check-ins with MTSS lead team
	B.	Balance of personalization and individualization, inclusion for all content areas and Child Find. Child Find involves the legal requirement to “find” children who have disabilities and need services.	b.	MTSS district leadership team is working with achieving the varied learning needs balance with consideration of Child Find laws in the guidelines and support processes
	C.	Full-time Social worker at each site	c.	To maximize efforts within the MTSS model to implement Restorative Practices and also to proactively meet the social-emotional needs of our high needs learners, an additional social worker/counselor that is bilingual is being considered pending the State’s May budget revise.

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities		GJUESD Response	
<p>7.</p> <p>IMPLEMENT RESTORATIVE PRACTICES WITH COMMON COMPONENTS DISTRICT-WIDE</p>	<p>A.</p>	<p>Training for certificated and classified staff including instructional assistants, yard supervisors, and bus drivers</p>	<p>a.</p>	<ul style="list-style-type: none"> ▪ District will expand Memorandum Of Understand (MOU) with Community Matters to provide additional Training ▪ District Staff Development Days will be utilized to train all classified employee groups in restorative practices strategies ▪ Restorative Circles training is being considered as a common district practice involving training for certificated staff ▪ Sites will work with Community Matters to decide on the implementation of the Safe School Ambassadors Program

GJUESD RESPONSE TO FEEDBACK

Refinement Area	Feedback Themes or Priorities	GJUESD Response
8. OTHER IMPROVEMENT OR INNOVATION AREAS	A. Develop learner entrepreneurial aspirations (Example: maker spaces for creative thinking, design, projects)	a. Consider GALLUP Student Poll Entrepreneurial Aspiration indicators for planning learner activities. Pilot Real World Scholar program for student-run businesses to foster real world skills. Furniture and site improvements support flexible learning spaces and entrepreneurial learning opportunities. Site stakeholders (youth, staff, school neighborhood community) will continue to be included in improving learning environments including learning space redesign, technology/equipment and furniture considerations.
	B. Tap into GJUESD teacher strengths, expertise and passions for professional development with stipend considerations	b. Coaches, School District Administration and School District Professional Learning Community recommendations will be considered to maximize educator recruitment and incentives.
	C. Expand early learning with intentional collaboration between PK-TK-K teachers	c. District will arrange a trimester communication meeting between Pre-K and K for the purpose of improving school readiness, sharing kinder expectations, sharing Pre-K goals, standards alignment
	D. Parent Involvement: Communication, Open Door time, English Language (EL) meaning-Why?, new ways to personally engage parents	d. District shall explore increasing bilingual office assistants contracted hours to maximize the following services: <ul style="list-style-type: none"> • Increase opportunities for parents to meet with teachers face-to-face with an interpreter • Provide more time for home-school communication • Increase parent involvement with more personal contact time • Added training to increase effectiveness with families

GJUESD RESPONSE TO FEEDBACK (CONTINUED)

Refinement Area	Feedback Themes or Priorities		GJUESD Response	
8. OTHER IMPROVEMENT OR INNOVATION AREAS	E.	Stretch realities for “nextgen” school environments	e.	Each site shall have the opportunity and access to preferred provider and product lists that will provide equitable access to NextGen facilities and learning environment opportunities. Resources will be provided to promote the flexible spaces in modernization of classroom structures and appropriate furniture that meets our student need. Measure K approved Modernization and NextGen Priority Projects will assist in supporting these strategies
	F.	Improve district level services efficiencies to maximize services	f.	Through District Office Staff collaboration regarding operational needs, Process Redesign activities have been established and meetings on a regular basis are occurring to improve efficiencies of process. The purpose of the redesign of the processes is to eliminate redundant activities, decrease resources spent on staff time serving outdated processes and create greater opportunity time for staff to increase their services to the District. Technology and Electronic processing of all areas is being studied and best practices are and will be developed to better serve our staff and school sites.
	G.	Address engagement through sense making strategies from NGSS	g.	Extended Learning Coordinator, NGSS Academic Coach and Project-based Service Learning Coordinator consider expanded learning opportunities (After School Clubs, ASES, Summer) and sense making strategies from NGSS.
	H.	Strengthen Personalized Learning Plan (PLP) for great functionality and user purpose: learner, teacher and parent.	h.	Illuminate is working with district leadership to address functionality for PLP efficiency in development or updating. The district is working to support an improved format for 2017-18 with greater youth involvement (as age appropriate) and clearer coordination with special education Individual Education Plans (IEPs).

GJUESD RESPONSES: REVIEW, DISCUSSION & FEEDBACK

- 1. Review and clarify district responses to feedback for Key Refinement Areas (KRAs)**
 - a. Academic Rigor**
 - b. English Language Development**
 - c. Mathematics Pacing and Learner Needs**
 - d. Implement English Language Arts/English Language Development Resources**
 - e. Professional Learning Growth Cycle Strengthened to Align with Rigor and Personalized Instructional Strategies**
 - f. Strengthen Special Education Services with State Direction Alignment**
 - g. Implement Restorative Practices**
 - h. Additional Improvement or Innovation Areas**

- 2. Provide additional feedback, ideas or considerations for each Key Refinement Area (KRA)**

NEXT STEPS AND UPCOMING MEETING DATES

**May 17th: Board
Study Session
at GJUESD
District Office**

**May 23rd
LCAP Revisions
Review & Input**

**May 25th
Post LCAP to
District
Website**

**June 14th
LCAP Public
Hearing at
GJUESD District
Office**

**June 28th
LCAP Adoption
at City Hall
Chamber**

LCAP Key Refinement Areas (KRAs)

KRA 1: Academic Rigor & District Responses

- More communication with parents at beginning of trimester
- Better communication between teacher and parent
- Reporting system on-line (monthly)
- Workshops for parents-“Parenting Ed to support academic achievement of student learners”
- Student learner workshops to teach and motivate
- Eureka isn’t formatted the same as Smarter Balanced Assessment Consortium (SBAC) assessments
 - How are they going to mirror SBAC more?
 - Interim
- Kinder has no aligned math assessments
- Getting them across the district?
- Use Hatties research to strengthen!
- Parent concerns, regarding different math implementation at River Oaks, Lake Canyon, etc.
- Trainings for parents on what curriculum materials are being used
- Principals highlight new curriculum to meet standards
- Would like to see a better explanation of English Learner program goals
- Organizational Consistencies
 - Expectations need to be the same on some things
- Kinder – What District Common Assessments information addressing math rigor/ELA rigor do we need to explain to Kinder parents?
- Add grades 3-8 next to SBAC
- Add grades 1-8 next to MAP Survey
- How can we use a variation of the Science model to support building capacity and spread best practices?
- What is the ELAC lead expectation for training teachers to increase information sharing with parents?
- Schedule Back To School Nights (BTSN) on different nights
 - Build parent and teacher relationships during this time. How can it be more personalized? How can parent get involved early on?
 - What would this really look like?
 - Rotation at BTSN for training
 - Math night for example shared by sites
 - BTSN parent survey, what do you want BTSN to look like?
 - What is the purpose of organizational consistencies: How do they increase learning?
- Supplement to help balance depth of understanding compared to Smarter Balanced Assessment Consortium (SBAC)
 - mini lessons/Daily 5/District Professional Learning Community (PLC)
- New Adoption looks good. Testing skills to go with SBAC
- Share resources across district via Administrators
- Strengths-based Parenting at Back to School Night, Open House, Parent trainings

KRA 2: English Language Development & District Responses

- Maintain a strong focus on effective ELD instruction – across schools and grade levels, using adopted materials
- Professional Development: Leadership recruiting is key
- Need to strengthen DELAC at every site and offer English learner classes to parents.
 - It's an untapped resource in our community!
 - After school and evening meetings is a good idea
- DELAC is a resource to us
- Eliminate “Examine the new curriculum” word THE. Eliminate “access the curriculum” word THE and Maybe eliminate the word NEW.
- Logic Model *add and content state standards to Goal 2
- Time scheduling. Have youth voice reports.
- Full day Kinder develops language in a flexible way/structured play/unstructured

KRA 3: Mathematics Pacing and Learner Needs & District Responses

- Stronger focus on basic skills in primary grades
- Support class in place of enrichment for struggling middle school students
- Academic conferences should have a heavier emphasis on math and sharing progress regularly with students
- More after school support for math
- Instructional Assistants support small group level math instruction
- Eureka Math – Spanish materials needed for Alternative Bilingual program (ABP)
- 6th grade is forgotten again, we don't use Eureka or College Preparatory Mathematics
- Glad to see district consistencies will be revisited
- Make sure basic skills are being developed and maintained
- Math is fun if it's presented this way! “Fun Math” is concerning
- Math pacing goes too slow at times
- Students NOT being challenged at the junior high level
- Add Illustrative Math (Stanford) to Guide to identify essential standards
- 5th Wednesday facilitated PLC
 - Vertical K-8 collaborations to discuss gaps in instruction
 - Coordinate conversations between 6 – 7&8, throughout the year
 - Cross grade level meetings to address learner needs
 - Talk about needs of math learners
 - Include discussion of skills maintenance in AC
 - Shared access to games, resources, etc...
 - District Common Math Assessment
- Address all Eureka Math all standards. Provide support materials:
 - mini lessons/Daily 5/Zearn/Compass/Moby Max/video style prodigy/Khan for engagement
 - Mathtific class ranks
 - run small math groups
 - Professional Learning Community: Administrator with each grade level to Support Goals, Create Agenda, Facilitate, Personalize teacher needs , Support Professional Development
- 5th Wednesday benefits of district wide support

KRA 4: Implement English Language Arts/English Language Development Resources & District Responses

- Establish common norms for teachers and students in every school
- Spanish Benchmark for Kinder ABP @ River Oaks
- District consistency and pacing is important
- Teacher use all 7 units before implementing teacher created novel projects
- Buddy me up with another teacher that has used Benchmark
- Add: NGSS Professional Development (PD) will also include ELA/ELD connections and math
- Network with Folsom, Cordova or other Districts
- Voluntary training for new English Language Arts adoption: June 9th and/or before new teacher work day
- How many leave with materials – Teacher Edition and access.
- Survey...\$ good/summer time good/start and school with some training before Sept. 5th PD. Jun 9th opt out August pre-service day 3 hours
- Mandatory at some point before school starts

KRA 5: Professional Learning Growth Cycle with Rigor and Personalized Learning Alignment & District Responses

- Consistent practice balance class lists – academic levels (H/M/L)
- What's a Micro-credential? If this is a badge system, do they then teach their peers? Layered support for teachers
- How much flexibility do teachers have regarding homework? Example: Child failing math, but getting handwriting worksheets
- If you're going to send homework home, why not send it in the area students are struggling or need help
- Would like the KRA to be a continued focus!
- Is alignment happening?
- Why are we doing evaluations if it's not going to help
 - Don't just jump through hoops
- Who will create the micro credential and incentive classes?
- Add Administrator learning regarding pedagogy
- Variety of blended learning opportunities for PD
- Remember all content areas for PD
- 1:1 observations are more authentic.
- Micro credentials math and badges/earn recognition/small groups/incentives=units=\$salary bonuses/steps/class level/stay with completed units

KRA 6: Strengthen Special Education Services with State Direction Alignment & District Responses

- Social worker sees children outside regular day so they don't miss school work
- More inclusion time for Special Education students in general Ed classroom
- We need consistency!
 - Different protocols at each school!
- When a process is established, we need training!
- It has potential, but there are a lot of gaps and holes!

- Common language and practice mean common forms?
 - As a teacher, when you have students that struggle, you hit walls!
 - Some teachers have stopped referring students because of frustration
- Process needs to be ongoing from TK-8
- We can't get Kinder qualified, but Kinders come in with IEP's from preschool! How?!
- It can't be a "can't do anything attitude!"
- There is a lot of not knowing "who does what?"
- Instructional videos for parents regarding IEP paperwork – See Jamie regarding more information.
- All supports: GATE to SpEd
- Social worker support attendance.
- Big benefits to everyone students, families, staff
- Need more information on Saturday School. Yes to F/T social worker, very supportive

KRA 7: Implement Restorative Practices

- Behavior at one site should be treated the same at other sites
- Ed Code dictates what is automatic, so we need to be consistent on that
- Direct training with classified staff and/or all staff.
- Plus Strengths Training/Coaching

Additional Areas or Comments

- Additional counseling/social worker at McCaffrey
- Do all schools have option of leaving voicemail messages?
- Set aside time each month for teachers to meet with parents
- Need school signs advertising parent meetings
- Idea: New title for ELAC "Parent Committee for Bilingual Learners"
- Monthly district encouraging message to parents - text, email, telephone call or "positive suggestion"
- Fix drainage on sidewalks at River Oaks
- Dangerous in parking lot in front of cafeteria at River Oaks
- Stronger focus on sports
- Some schools have leaky roofs, others cockroaches. Take these things into account.
- Provide parent training. Do on teacher training (PD) days!
- When we do something new, are we looking at assessments to see if it was affective or not?
- Parent involvement is essential, especially at certain sites!
- Like that we are working to strengthen PLP documents.
 - PLP gets more complicated every year!
 - Simplification is the best goal!
- Why is Special Ed doing IEP's and PLP's?
- District leadership isn't the one working with the PLP.
 - Why aren't teachers involved?
- It would be great if we had PLP for more than 1 year!
- What is the conversation that goes with the Learner Profile page of the PLP?
 - Parent doesn't care for PLP!
 - I want to know academic grades!
- Keep a balance don't add too much

- What is the function of furniture? Don't buy just because
- Focus on the function of spaces and reality of spaces.
- Involve parent and students inputting on PLP (living doc)
- Innovation: purposeful technology without recreating the tools. What are the best practices through technology?
- Meet with teachers who have Google skills or Microsoft certificate
- Teacher showcase

Listening Circle

Youth Voice Matters

River Oaks Elementary School
Galt Joint Union Elementary School District



Galt Joint Union Elementary School District

Dear GJUESD Stakeholder,

Thank you for your gift of time today to assist our school and district with continuous improvement through participation in Listening Circles. Today's session will involve time to 1) learn about the school's work to support college and career success, 2) listening carefully to the ideas and challenges our school's youth convey and 3) work together to improve or innovate school learning efforts.

With a district vision to **Grow And Learn Together** and goal to *inspire learners- one plan at a time, the listening circle process will help us dream together with our eyes open on behalf of every child!*

On behalf of the Galt Joint Union Elementary School District, thank you for your participation and contributions in this learning and problem solving opportunity.

Sincerely,

Karen Schauer, Ed.D.
GJUESD Superintendent

Dear Families, Friends, and Fellow Staff Members,

Thank you for joining us today for this unique opportunity to hear our youth voice. This is our second year of hosting a Listening Circle event. This Listening Circle event provides children and adults with an opportunity to share ideas, thoughts, and concerns and to give general feedback about the learning experience at River Oaks.

This morning, our learners will use their talents and youth leadership skills to help us explore ways to strengthen our school. We are looking forward to listening to our learner voices and having a dialogue about themes that are revealed. Our goal is to serve all learners at a very personal level as we lay the foundation for a pathway to college and career success.

Warm Regards,

Lois Yount
Principal, River Oaks Elementary School

Why Conduct a Listening Circle?

- Gives students a meaningful opportunity to contribute to school decision-making
- Contributes to positive relationships between students and staff
- Adults learn that students really value adults who listen to them
- Students learn that young people from different backgrounds have very similar perspectives and develop a greater respect for similarities and differences across groups and cultures
- Contributes to improved school climate

Guide to a Student–Family–School–Community Partnership: Using A Student & Data Driven Process to Improve School Environments & Promote Student Success Created by Bonnie Bernard, MSW and Carol Burgoa; Written by Carol Burgoa and Jo Ann Izu, PhD with Jamie Hillenberg. November 2010

Why It Is Important (Potential Benefits)

The reversal of formal roles makes a strong impression on students and adults alike. Youth and adults learn what students really think and have impetus to work in partnership to develop strategies for change.

1. The school community benefits (Izu, 2004, 2008) from:

- a. A strengthening of adult-student relationships
- b. Improvements in school climate
- c. Action plans and activities that youth feel make a difference
- d. Adults taking responsibility to follow-up on recommendations generated by students (Bernard and Slade, 2009).

2. Adults benefit from:

- a. Discovering that young people value adults who genuinely want to help them.
- b. Learning that students appreciate knowing the “little things” that are within their power to do in order to make a difference in the lives of youth.
- c. Realizing that young people know a great deal about how their schools and communities operate.

3. Students benefit from:

- a. Experiencing a process that embodies the three major protective factors (caring relationships, high expectations and meaningful Participation).
- b. Identifying and making school program and policy changes based on their needs, experiences and interests.
- c. Learning that young people from different backgrounds have very similar perspectives on important questions, and develop a greater respect for similarities and differences across different groups, cliques and even gangs.

What It Requires of Adults Who Participate

1. about 3.5—4 hours of your time
2. Adults who are willing to listen to and support students

*During the student orientation the S3 School Climate Team should plan to meet, review progress toward S3 goals, making adjustments to work plan activities, and/or plan next steps.

Overview of the Listening Circle Process

Purpose

1. Provide an opportunity for student voices to be heard.
2. Provide an opportunity for students, staff, and parents to improve their school climate.
3. Give richer meaning to the GJUESD LCAP Goals

What It Is?

A three part focus group process that examines positive caring relationships, high expectations, meaningful participation, and other areas of improving school climate.

Welcome/Introduction (10 minutes)

Part 1. Adult Orientation (60 minutes)

- a. Review the importance of a positive school climate
- b. Review the high expectations, caring relationships, and meaningful participation at the school.
- c. Discuss the importance of listening to students.
- d. Review the Listening Circle process

Part 1. Student Orientation (60 minutes)

- a. Making students feel comfortable with speaking out
- b. Explaining the purpose of the listening circle is to uncover what adults can do to strengthen students' connection to school
- c. Clearly describing the process
- d. Clearly describing the student agreements
- e. Writing answers to the questions
- f. Practice reframing complaints, criticism, and negative comments as positive examples, ideas, and suggestions

Part 2. Listening Circle: Youth Speak and Adults Listen (45 minutes)

- a. A group of 6-8 students representative of the school sit in a tight circle with a facilitator.
- b. Youth respond to a set of 4-6 questions with one youth at a time answering the same question.
- c. A group of 12 -16 adults sit in a larger circle around the students.
- d. Adults listen.

Part 3. Dialogue (50 minutes)

- a. Everyone moves his or her chair to form one large circle.
- b. Two volunteers (one adult and one student) take notes on chart paper
- c. Discuss main ideas, themes, key points, concerns, recommendations, action items and those responsible.

Part 4. Finale (15 minutes)

- a. Everyone shares their feedback on the Listening Circle.

Student Agreements

- Turn off cell phone and refrain from texting.
- Focus on what you do like, want, or need (not on what you don't).
- Only use people's names when making positive comments.
- Be respectful of each other.
- Pay attention to the timekeeper.
- Speak your truth!

Adult Agreements

- Turn off cell phone and refrain from texting.
- Stay for the entire listening circle.
- Be silent during the student voice portion, i.e. listen attentively.
- Commit to a plan of action that reflects the students' perspectives.

Visit GJUESD at...

www.galt.k12.ca.us



Gallup Student Poll

Engaged Today – Ready for Tomorrow

GALT JOINT UNION ELEMENTARY

FALL 2016 SCORECARD

INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. The Gallup Student Poll includes noncognitive metrics with links to student success. This scorecard reflects results from surveys completed in U.S. public schools.



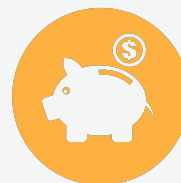
Engagement: The involvement in and enthusiasm for school.



Hope: The ideas and energy students have for the future.



Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.



Career/Financial Literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

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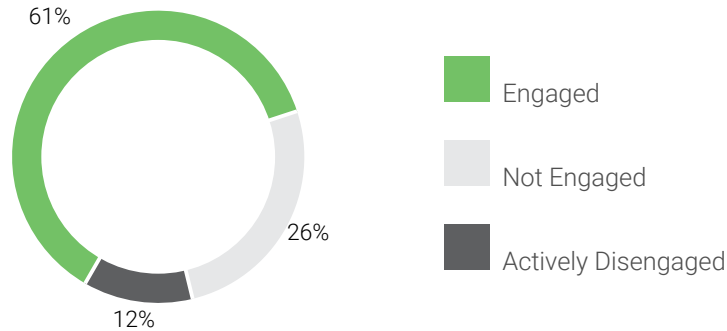


Engagement

The involvement in and enthusiasm for school.

ENGAGEMENT INDEX*

N=1,480



ENGAGEMENT GRANDMEAN	Your District		U.S. Overall
	2015	2016	2016
Overall	4.10	4.11	3.88
At this school, I get to do what I do best every day.	3.70	3.72	3.57
My teachers make me feel my schoolwork is important.	4.24	4.23	4.02
I feel safe in this school.	4.11	4.11	3.89
I have fun at school.	3.88	3.91	3.49
I have a best friend at school.	4.64	4.68	4.38
In the last seven days, someone has told me I have done good work at school.	3.73	3.69	3.63
In the last seven days, I have learned something interesting at school.	4.14	4.09	3.90
The adults at my school care about me.	4.01	4.07	3.86
I have at least one teacher who makes me excited about the future.	4.34	4.35	4.11

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.29	4.10	4.08	3.99	-	-	-	-

ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
At this school, I get to do what I do best every day.	1,567	5	7	24	33	28
My teachers make me feel my schoolwork is important.	1,607	2	3	14	26	53
I feel safe in this school.	1,600	4	5	15	25	49
I have fun at school.	1,631	6	7	17	27	41
I have a best friend at school.	1,618	3	1	3	6	84
In the last seven days, someone has told me I have done good work at school.	1,480	12	9	14	24	39
In the last seven days, I have learned something interesting at school.	1,595	5	5	14	26	48
The adults at my school care about me.	1,453	4	5	13	30	46
I have at least one teacher who makes me excited about the future.	1,576	4	4	8	18	64

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.

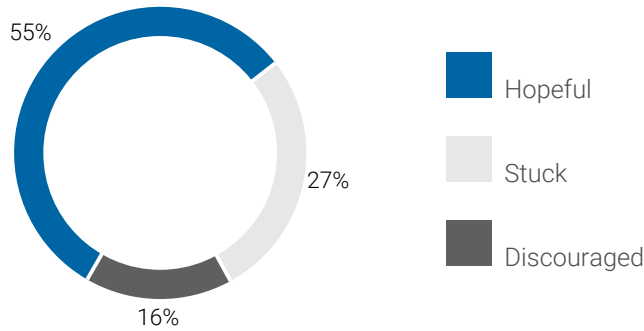


Hope

The ideas and energy students have for the future.

HOPE INDEX*

N=1,588



HOPE GRANDMEAN	Your District		U.S. Overall
	2015	2016	2016
Overall	4.32	4.37	4.24
I know I will graduate from high school.	4.67	4.70	4.68
I have a great future ahead of me.	4.53	4.54	4.44
I can think of many ways to get good grades.	4.28	4.32	4.20
I have many goals.	4.25	4.28	4.22
I can find many ways around problems.	3.92	3.97	3.91
I have a mentor who encourages my development.	3.72	3.75	3.50
I know I will find a good job in the future.	4.57	4.63	4.41

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.36	4.39	4.35	4.40	-	-	-	-

ITEM RESPONSES

ITEM	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	1,531	0	0	4	14	79
I have a great future ahead of me.	1,501	0	1	8	21	67
I can think of many ways to get good grades.	1,613	2	2	10	29	55
I have many goals.	1,603	2	4	11	25	55
I can find many ways around problems.	1,577	2	5	18	38	34
I have a mentor who encourages my development.	1,398	10	8	17	25	38
I know I will find a good job in the future.	1,502	0	0	5	19	73

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.



Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

N=1,055

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your District		U.S. Overall
	2015	2016	2016
Overall	2.52	2.45	2.42
I will invent something that changes the world.	3.02	2.81	2.72
I plan to start my own business.	3.18	3.05	3.02
I am learning how to start and run a business.	2.42	2.31	2.39
I have my own business now.	1.60	1.54	1.55

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
2.72	2.43	2.37	2.30	-	-	-	-

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I will invent something that changes the world.	1,255	23	19	25	16	15
I plan to start my own business.	1,372	21	16	21	18	22
I am learning how to start and run a business.	1,487	41	18	17	12	10
I have my own business now.	1,521	77	6	5	3	5



Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

N=1,373

CAREER/FINANCIAL LITERACY GRANDMEAN	Your District		U.S. Overall
	2015	2016	2016
Overall	3.28	3.28	3.31
I have a paying job now.	2.00	2.01	2.11
I am learning how to save and spend money.	3.87	3.95	3.76
I have a bank account with money in it.	3.08	3.01	3.22
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.21	4.16	4.11

GRANDMEAN BY GRADE							
5th	6th	7th	8th	9th	10th	11th	12th
3.33	3.33	3.22	3.25	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I have a paying job now.	1,568	61	9	9	6	13
I am learning how to save and spend money.	1,623	8	7	14	19	49
I have a bank account with money in it.	1,466	41	4	5	5	42
I am involved in at least one activity, such as a club, music, sports or volunteering.	1,593	13	3	5	7	69

GALT JOINT UNION ELEMENTARY
ITEMS BY GRADE

FALL 2016

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	4.29	4.10	4.08	3.99	-	-	-	-
At this school, I get to do what I do best every day.	3.82	3.76	3.65	3.67	-	-	-	-
My teachers make me feel my schoolwork is important.	4.50	4.28	4.11	4.06	-	-	-	-
I feel safe in this school.	4.33	3.90	4.18	4.06	-	-	-	-
I have fun at school.	4.21	3.89	3.90	3.67	-	-	-	-
I have a best friend at school.	4.66	4.71	4.67	4.67	-	-	-	-
In the last seven days, someone has told me I have done good work at school.	3.75	3.74	3.68	3.61	-	-	-	-
In the last seven days, I have learned something interesting at school.	4.25	4.12	4.09	3.88	-	-	-	-
The adults at my school care about me.	4.32	4.06	4.04	3.90	-	-	-	-
I have at least one teacher who makes me excited about the future.	4.55	4.35	4.27	4.25	-	-	-	-
HOPE GRANDMEAN BY GRADE	4.36	4.39	4.35	4.40	-	-	-	-
I know I will graduate from high school.	4.63	4.73	4.65	4.80	-	-	-	-
I have a great future ahead of me.	4.55	4.57	4.49	4.55	-	-	-	-
I can think of many ways to get good grades.	4.37	4.35	4.27	4.30	-	-	-	-
I have many goals.	4.17	4.28	4.30	4.36	-	-	-	-
I can find many ways around problems.	3.92	4.00	3.94	4.00	-	-	-	-
I have a mentor who encourages my development.	3.93	3.75	3.60	3.76	-	-	-	-
I know I will find a good job in the future.	4.71	4.65	4.61	4.56	-	-	-	-
ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE	2.72	2.43	2.37	2.30	-	-	-	-
I will invent something that changes the world.	3.11	2.77	2.82	2.57	-	-	-	-
I plan to start my own business.	3.30	3.10	2.97	2.85	-	-	-	-
I am learning how to start and run a business.	2.60	2.21	2.24	2.25	-	-	-	-
I have my own business now.	1.69	1.63	1.45	1.41	-	-	-	-
CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE	3.33	3.33	3.22	3.25	-	-	-	-
I have a paying job now.	2.24	1.97	1.99	1.88	-	-	-	-
I am learning how to save and spend money.	4.03	3.95	3.95	3.86	-	-	-	-
I have a bank account with money in it.	2.77	3.05	2.99	3.21	-	-	-	-
I am involved in at least one activity, such as a club, music, sports	4.31	4.36	4.02	3.95	-	-	-	-

- No data available

DEMOGRAPHIC ITEMS

WHAT IS YOUR AGE IN YEARS?*

10 or under	11	12	13	14	15	16	17	18 or over
21%	26%	27%	21%	2%	0%	0%	0%	0%

WHAT IS YOUR GENDER?*

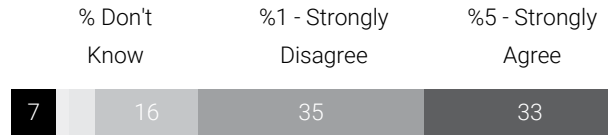
Male	48%
Female	47%
Choose not to answer	3%

AFTER I FINISH HIGH SCHOOL, I WILL MOST LIKELY:

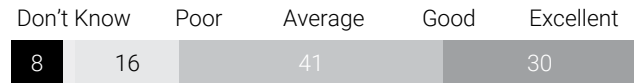
Attend a four-year college or university	58%
Attend a two-year college	9%
Attend training to learn a skill or trade	1%
Enter the military	4%
Work at a paid job	5%
Volunteer or serve on a mission	0%
Take time off	0%
Start my own business	2%
Other	5%
Don't know	11%

*Minimum n size of 30 required to report results.

COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR WITHOUT A GOOD REASON OR BECAUSE YOU WERE SICK?

A lot	4%
Some	16%
Not much	54%
None at all	17%
Don't know/Choose not to answer	6%

APPENDIX

SHARING GALLUP STUDENT POLL RESULTS

Gallup encourages schools and districts to share their Gallup Student Poll results with their local community and key stakeholders. Below are some guidelines for the public release of school, district and the overall convenience sample data and results.

- You can share the Gallup Student Poll participation results for your school and/or district. The N sizes on the scorecard represent the total number of respondents for your school or district. Your school or district participation rate is based on the total number of eligible students in your school or district. Students in fifth through 12th grade are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in fifth through 12th grade were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school's or district's data to the overall line of data on your scorecard when publicly sharing results. Because the overall data in your school or district report are an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in fifth through 12th grade and are thereby not fit for data comparisons.
- You can share district or school plans to use the data to inform strategies and focus.

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is offered at no cost for U.S. schools and districts. The online poll is completed by a convenience sample of schools and districts each fall. Gallup does not randomly select schools participating in the annual Gallup Student Poll or charge or give these schools any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in fifth through 12th grade. The Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The overall data are not statistically weighted to reflect the U.S. student population; therefore, local schools and districts should use the overall data and scorecards cautiously as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the participating school or district.

Journey to Personalized Learning

***Bright Future: A Race to the Top-District
Initiative in Galt Joint Union Elementary
School District***

Betsy McCarthy, WestEd
Karen Schauer, Galt Joint
Union Elementary
School District

WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, and Georgia to Illinois, Arizona, and California, with headquarters in San Francisco.

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Overview

The concept of “personalized learning” is fairly new in K–12 education; however, the intriguing practice of providing individualized, targeted, just-in-time learning opportunities for every learner is capturing the interest of practitioners and policymakers across the United States (EdWeek, 2014 Project Tomorrow, 2016). Over the past few years, policies and funding sources supporting personalized learning have grown significantly (Banister, Reinhart, & Ross, 2015 Bill & Melinda Gates Foundation, 2014; U.S. Department of Education, 2017). As various personalized learning models and strategies are being put into practice, researchers now have an opportunity to study the implementation and effectiveness of personalized learning (Bingham, Pane, Steiner, & Hamilton, 2016). Though several early studies and evaluations of personalized learning have reported positive results (Pane, Steiner, Baird, & Hamilton, 2015; Patrick, Worthen, Frost, & Gentz, 2016; U.S. Department of Education, 2017), there is an urgent need for research to examine and understand how schools and districts are implementing personalized learning.

What Is Personalized Learning?

Definitions of personalized learning often focus on the individualized instruction and support provided to students, often involving blended learning that integrates technology and digital tools to support students’ learning in various ways. For instance, Bingham, Pane, Steiner, and Hamilton (2016) define personalized learning as “a technology-based instructional model designed to tailor instruction to student needs, strengths, and interests to promote mastery of skills and content” (p. 2). Other definitions do not mention technology, and focus instead on meeting the individual needs of students in order for them to be successful. For instance, the U.S. Department of Education (2017) defines personalized learning as instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

Personalized learning typically provides learners a degree of choice in how and what they learn, which ultimately allows learners to build upon their individual strengths, needs, motivations, and goals. According to EdWeek (2014), personalized learning often encompasses:

- Competency-based progressions: Students’ progress toward clearly defined goals is continually assessed.

- Flexible learning environments: Students' needs drive the design of each individualized learning environment.
- Personal learning paths: All students follow a customized path that responds and adapts based on their individual learning progress, motivations, and goals.
- Frequently updated learner profiles: All students have up-to-date records of their individual strengths, needs, motivations, and goals.

Moreover, with personalized learning, frequent informal measurement of students' progress, areas of need, motivations, and goals allows educators and digital learning resources to adapt instruction in real time to best support learners' needs (Bill & Melinda Gates Foundation, 2014; U.S. Department of Education, 2017).

Bright Future: A Personalized Learning Initiative

In 2012, Galt Joint Union Elementary School District (GJUESD) in Galt, California was awarded a \$10 million federal Race to the Top-District (RTT-D) grant to implement personalized learning for its learners¹ and educators through a districtwide initiative called Bright Future. Located in California's San Joaquin Valley, the small to mid-sized (~3,900 students) district supports a population of diverse learners. For instance, the percentage of students classified as low-socioeconomic status ranges from 40% to 81% across the district's schools; the percentage of students classified as English language learners ranges from 8% to 55% across each of the district's schools; and the percentage of students receiving special education services ranges from 13% to 17%. During the first three years of the RTT-D effort, GJUESD created the necessary infrastructure for the initiative, and then implemented personalized learning for all of its transitional kindergarten (TK) to grade eight learners.² To implement the initiative, the district made profound, yet coordinated, changes to district, school, and out-of-school policies and practices. The efforts resulted in a unique and integrated system that is designed to support every learner's strengths and individual learning needs.

Evaluating the Bright Future Initiative

Though personalized learning policies and funding sources are increasing (Banister, Reinhart, & Ross, 2015; Bill & Melinda Gates Foundation, 2014; U.S. Department of Education, 2017), there remains a strong need to identify best practices in personalized learning and to articulate its benefits and challenges. WestEd has been conducting an evaluation of GJUESD's Bright Future initiative that speaks to this need, as it examines the

¹ The GJUESD community uses the terms "learner" and "student" interchangeably.

² GJUESD also implemented aspects of personalized learning in the district's preschool.

various components of the district’s personalized learning initiative, and describes specific implementation successes and challenges. WestEd’s mixed-methods descriptive evaluation study (see Appendix A for details on the evaluation methodology) addressed the following overarching research questions:

1. How was personalized learning implemented at the district level?
2. How was personalized learning implemented at the school level?
3. What were the benefits of personalized learning for learners and educators?
4. What were the challenges in implementing personalized learning?

Results from WestEd’s evaluation of the Bright Future initiative can provide useful knowledge for administrators, teachers, researchers, policymakers and others about how personalized learning can be implemented in small and medium-sized school districts that support ethnically and economically diverse populations of learners. Accordingly, this paper describes the framework and components of GJUESD’s Bright Future initiative; presents excerpts of case studies on GJUESD schools currently implementing personalized learning; and shares feedback from focus groups and interviews with GJUESD educators, administrators, and parents on the successes and challenges of implementing personalized learning at the school level.

The Bright Future Initiative: Framework and Components

The federal Race to the Top-District program supports bold, locally directed improvements in learning and teaching that will directly improve student achievement. Upon receiving funding, GJUESD implemented the Bright Future initiative, an innovative program to evolve the district's strategic planning efforts to incorporate RTT-D objectives. One goal of the initiative was to allow the district to move from a student-centered proficiency model to a learner-centered growth and achievement model as a basis for instruction and learning, which in turn would maximize growth and achievement. The project allowed for TK to grade eight learners to experience personalized learning in their classrooms and in multiple other environments, including in their school library, which was transformed into a tech-rich, extended-hours community space called a Bright Future Learning Center; in afterschool clubs with activities focused on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS); in school-based and off-site outdoor service-learning activities; and in learners' homes.

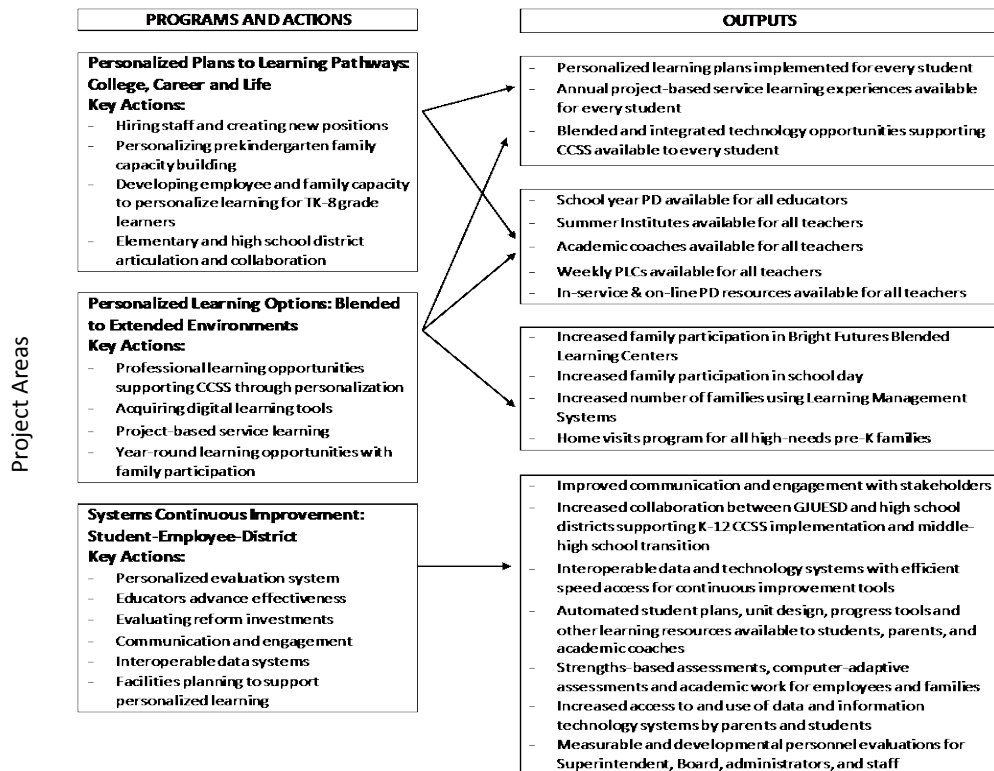
Theoretical Framework

The theoretical framework that guided planning and implementation of the Bright Future initiative included implementing three interconnected project areas:

1. *Personalized Plans to Learning Pathways: College, Career, and Life.* These are locally designed personalized learning plans (PLPs) for TK through grade eight learners related to their college, career, and life pathways. The PLPs are designed to help educators and learners set goals and track progress. The information that PLPs provide also informs educators as they make decisions on the use of digital learning resources, face-to-face and small group instruction, and other learning opportunities. The information in the PLPs can also inform updates to learners' daily schedules to better reflect the interests, needs, and talents of each learner.
2. *Personalized Learning Options: Blended to Extended Learning Environments.* Examples of these learning environments include the Common Core State Standards being implemented and applied in classrooms, school libraries, community settings, virtual platforms, and other expanded learning environments.
3. *Systems Continuous Improvement: Learner-Employee-District.* This area of the initiative includes processes, tools, and measures for continuous improvement and accountability that are applied throughout the system with personalized evaluation practices.

Figure 1, taken from the Bright Future initiative’s logic model, shows key programs and actions for each project area; projected “outputs” (structures, tools, and resources) produced by these key programs and activities; and the relationships between project areas and outputs.

Figure 1. The Bright Future Initiative Logic Model



Note: The figure illustrates the programs and actions related to each of the three project areas; the projected outputs (structures, tools, and resources); and the relationships between project area and outputs.

PD stands for “professional development” and PLC stands for “professional learning community.”

The initiative’s theoretical framework specifies that by implementing these three project areas, the district will move from a student-centered proficiency model to a learner-centered growth and achievement model as a basis for instruction and learning. It indicates that these changes will maximize growth and achievement.

Key Districtwide Structures, Tools, and Resources to Support Personalized Learning

Districtwide implementation of the Bright Future initiative — which involved implementing each of the programs and actions detailed in the initiative’s logic model — brought new products and tools to GJUESD, as well as new ways of thinking, working, communicating, and learning. A number of structures, tools, and resources played important roles in the effective implementation of the initiative, including:

- Personalized learning plans
- Blended and integrated technology opportunities
- Bright Future Learning Centers
- Strength-related assessments
- Computer-adaptive assessments
- Learning management system
- Personalized educator professional learning and growth cycle
- Extended learning opportunities and annual project-based service learning

Following a detailed strategic plan over the first three years of the Bright Future initiative, district leaders worked with schools to implement these structures, tools, and resources (described in the sections below) at all schools in GJUESD.

Personalized Learning Plans

Personalized learning plans (PLPs), stored and accessed via the district’s data and learning management platform, are a cornerstone of GJUESD’s Bright Future initiative. Every learner, TK through grade eight, has an individual PLP that is updated to reflect changes in learner information related to grades, learning, and goal setting (see Appendix B for a sample personalized learning plan). The PLPs store dynamic information in multiple sections, including:

- *Learner profile*: A section focusing on learning information, with CCSS growth data, district assessments, and engagement information (e.g., learners’ strengths and attendance data).
- *Goal-setting*: A section focused on goal setting that includes goal-setting information on reading/language usage, mathematics, engagement, English language development for English language learners, and service-learning.
- *Performance progress*: A section that includes a grade report.

Educators and learners frequently use PLPs to reflect on individual learner data, participate in individualized goal setting, and blend digital learning resources with face-

to-face instruction to work toward goals. The PLP online platform includes drop-down menus with suggested activities and the platform enables users to designate stakeholders (e.g., educators, parents, instructional assistants, school social workers, afterschool staff) who will support the learner’s goals and actions.

Through the PLPs, educators and parents have weekly access to updates on learners’ progress and accomplishments. The PLPs represent a shift away from the “traditional” trimester report cards toward the district’s new ongoing growth and achievement model. The PLP is a goal-setting tool designed to facilitate frequent reflection and discussion — by capturing and reporting multiple sources of data at frequent intervals, learners, as well as their educators and parents, can monitor growth and set goals for achievement in specific areas.

Blended Learning and Integrated Technology Opportunities

The Bright Future initiative brought a wealth of technology and opportunities for blended, virtual, and other types of digital learning to GJUESD. Blended learning involves integrating various technology tools and platforms into the learning process, alongside “traditional” classroom instruction, in order to support learning by tapping into additional modalities that can, ideally, engage more learners. For instance, Chromebook laptop computers were made available to every GJUESD classroom, and the district is approaching a one-to-one learner to device (laptop or tablet) ratio districtwide. Broadband was strengthened, so connectivity for each school and classroom is robust. Learning platforms, accessible to all learners and educators, deliver courseware that supports learning in reading/language, mathematics, science, and English language development. The courseware is adaptive, meaning it adjusts support and learning activities to best target learners’ specific learning needs.

Bright Future Learning Centers

In the first year of the Bright Future initiative, all school libraries in GJUESD were transformed into Bright Future Learning Centers, or BFLCs. BFLCs are open daily — both after school and throughout the summer — at every school location to offer safe, caring, and connected learning support and opportunities. These resource- and technology-rich centers have become hubs for extended learning opportunities. Each center is well-stocked with Internet-connected computers and tablets for use at the center and for “checking out” to take home. For instance, families can explore options for clubs and other afterschool activities, including off-site service-learning activities. With computers available for use, learners can also use the BFLCs to participate in virtual courses and to complete homework, use digital tools, courseware, and learning platforms. And, with

extended hours during the school year and summer, learners' families are welcome to visit BFLCs to chat with bilingual staff and to use technology and the Internet.

Strength-Related Assessments

Educators, administrators, staff members, and learners in grades four to eight in GJUESD take the Gallup Strengths Finder Survey, which identifies each individual's three strongest strengths or talents. By identifying individual strengths, the survey supports the district's efforts toward personalization and building a culture that recognizes and maximizes each individual's strengths. Educators, administrators, and staff members often identify their strengths publically, for instance, on email signatures, nametags, and office signs.

For each learner, the three strongest strengths or talents identified by the Gallup Strengths Finder Survey become part of the learner's PLP and they are included in the PLP information to parents. Learners are also made aware of their strengths and talents, and this awareness plays a part in the engagement goals that learners make on their PLPs. Educators encourage learners to apply their strengths and talents daily, and they provide activities to help develop and nurture learners' strengths and talents.

Learners in grades five to eight also take the Gallup Student Poll each year. The poll anonymously measures hope, engagement, entrepreneurial aspiration and career/financial literacy. The web-based survey is administered in the fall of each school year and supplies educators, administrators, and community leaders with actionable data. Results of the poll are disaggregated by classroom, school, and district, and are discussed with district staff, the school board, and at annual community outreach meetings. The results are also reported in the district's Annual Performance Report to the U.S. Department of Education.

Computer-Adaptive Assessments

Since year one of the Bright Future initiative, all learners from TK to grade eight have taken the CCSS-aligned NWEA Measures of Academic Progress (MAP) English language arts and mathematics assessments three times per year. The MAP assessments address reading, language usage, and mathematics. The assessments are accessed via computers and are adaptive, meaning that the difficulty of each question is based on how well the learner answered all the previous questions.

The detailed MAP assessment data is valuable in measuring learners' growth in English language arts and mathematics. Along with other district assessments, including the district reading and writing assessments and the recently introduced Smarter Balanced assessments for English language arts and mathematics, the MAP assessment allows learners, educators, and families to follow learners' progress on specific academic skills. In

addition, data from the adaptive assessments guide each learner's individual blended learning experiences by allowing their online coursework to be adjusted based on current ability level.

Learning Management System

The district uses a comprehensive and integrated learning management system, Illuminate, which allows educators and administrators to create, store, and update PLPs. A parent portal provides anytime access for parents and caregivers to view their children's ongoing classroom progress and accomplishments. All schools and educators are provided weekly learner information online using a single system for performance and engagement data.

Educator Professional Learning

In similar fashion to the learners in their classrooms, educators also personalize their own professional growth by setting personal learning growth areas and creating strategies to meet those focus-area goals. Specifically, each educator creates a professional growth plan that involves selecting a content or pedagogy focus area, indicating a district strategic plan goal, and identifying a need. Based on their professional growth plans, educators take part in personalized learning experiences during the school year. Professional learning opportunities are available to educators via professional learning communities, online resources and courses, and opportunities to attend professional learning conferences.

In addition, educators respond to reflective questions from their administrator mid-year and at the end of the school year. The year-end reflective conferences serve as a starting point for the professional learning cycle in the new school year.

Extended Learning Opportunities and Project-Based Service Learning

The Bright Future initiative promotes year-round learning beyond the classroom by offering a wide range of CCSS- and NGSS-focused afterschool activities and clubs, school-based and off-site outdoor service-learning activities, and rich summer learning opportunities. This expanded learning program operates at every school across the district. Afterschool activities and summer camps include intentional connections to college and career planning, mathematics and reading components, and strengths-development by support staff trained in youth development principles. These outside-of-school learning opportunities and resources are made possible through efforts with partner organizations.

Each year, over 2,500 TK through grade eight learners participate in project-based service learning. Learners engage in these service-learning projects in a range of learning spaces,

including school-site outdoor nature areas, garden habitats, and the nearby Nature Conservancy preserve. An online toolkit entitled *Invisible Walls: Learning Beyond the Classroom*, is available on the GJUESD website for “one-stop” access to help learners identify and register for service learning activities in outdoor and community settings.

Implementing Personalized Learning at the School Level: Case Study Excerpts

With the support of GJUESD, every school in the district put into place all of the structures, tools, and resources prescribed by the Bright Future initiative (as described in the previous section). Analysis of educator and administrator interviews and focus groups showed that implementing these personalized learning structures, tools, and resources has resulted in important changes in the way that instruction and learning take place in GJUESD schools.

Educators mentioned that teaching with a focus on personalized learning has led to finding new ways to address the abilities and interests of individual learners. By thinking “out of the box,” gathering and sharing ideas with other educators, and testing innovations on a small scale before putting them into practice with the entire class, educators reported finding ways to effectively implement personalized learning.

The shift to personalized learning in GJUESD has also resulted in creativity and flexibility in classroom systems. Examples include using rotation models between classrooms that allow learners to occasionally move to different classrooms for certain subject-matter instruction that will benefit them the most; using flexible seating to allow learners to choose the position in the classroom where they learn best; creatively transforming classrooms into alternative spaces like an underwater world or Jurassic Park; and making instructional adjustments to account for learners’ formative assessment results or social-emotional observations.

Educators’ instructional approaches have also shifted in various ways. For instance, within a single subject like math, some educators reported implementing multiple curriculum pathways tailored to different learner levels. And, as one administrator cited from an English lesson she observed, teaching about metaphors can involve visualization, drawing activities, and using alternate approaches that generate what they referred to as “different opportunities to access the content.” One educator noted, “What we’ve accomplished this year is more than I’ve ever accomplished in any year, but in a different way. I’ve almost never used a textbook this year but taught everything through other means.”

In this section, we provide excerpts from four case studies to illustrate examples of the learning and instructional shifts that have been taking place at schools in GJUESD.

Case Study Excerpts

WestEd researchers used case study research methods to investigate how the Bright Future initiative was being implemented at individual schools. Case studies were created for six GJUESD schools from which data were collected. Review of the final case studies showed that, while each school implemented all key programs and actions specified in the initiative's logic model, each school found unique and innovative ways to implement personalized learning. Brief excerpts from case studies of four schools in the GJUESD are presented below.

Greer Elementary School: Using Technology to Support Learning

The Bright Future initiative provided learners with access to diverse online resources and technology. It also supported the expansion of the wireless infrastructure, and Greer Elementary now uses over 500 Chromebooks and 70 tablets every day. Learners have access to a multitude of online educational resources, which study participants said allow for greater differentiation and individualized instruction for every learner. Greer has also been able to expand opportunities for learners to demonstrate their learning through technology, including through the use of a new media center. Educators commented that the increased access to technology was key to supporting a personalized, blended learning environment. Typical comments included, "One of the single best things that came out of the grant is the technology," and, "It really helps us with personalized learning...That's really where you individualize for learners in...a very meaningful way."

Online programs such as Lexia Learning, Compass Learning Odyssey, Accelerated Reader, and Khan Academy have helped to accommodate differences in student academic preparation, as in the case of an out-of-state transfer student who entered second grade with below-grade-level skills and content knowledge. This student was able to work on kindergarten-level material that matched his current achievement level, while continuing to be supported by these digital platforms as he progressed towards mastery of grade-level content.

Lake Canyon Elementary School: Personalization Within and Beyond the Classroom

Lake Canyon Elementary School's model for personalized learning is driven by a commitment to college and career readiness. With more than 20 afterschool clubs, Lake Canyon has generated a wealth of indoor and outdoor learning opportunities that directly align to building students' civic, college, and career readiness. Crucial partnerships with parents, community members, and businesses have added to Lake Canyon's success in delivering a wide range of offerings and learning experiences. Club offerings range from

knitting, to robotics and mechanical engineering, to art and mural design. These indoor club offerings are complemented by distinctive outdoor service learning experiences, including pollinator gardens. As one administrator shared in an interview:

Now we have kids, three years in, in the classroom, who know robotics, computer programming (who have built their own animations), and performing arts and who understand other cultures and the food of other cultures because they've had opportunities to engage in [those things]. That goes back to the classroom and it becomes part of the student choice model.

Lake Canyon Elementary School's afterschool-learning, outdoor-learning, and service-learning opportunities help introduce learners to possible future pathways and interests they might pursue. This approach aligns closely to the school's overall attitude toward personalization. As an administrator stated:

It truly is about knowing each and every student deeply. What are their interests? What excites them? What are they passionate about? Then providing them real access — not just talking, but doing — to explore and engage in those opportunities.

Marengo Ranch Elementary: Genius Hour

Genius Hour, an initiative that was introduced in third through sixth grade classrooms at Marengo Ranch Elementary, allows learners to explore their own passions and encourages creativity in the classroom. Within a designated block of time in the school day, learners are offered a choice of what they would like to learn, allowing them a unique opportunity to direct and take ownership of their own learning. With basic parameters from their educators, learners can select a topic they are interested in, engage in research to learn more about the topic, and find a creative way to present their findings to the class.

Genius Hour allows learners to harness their creativity, conduct research, and develop presentation skills around a topic they feel personally invested in. An administrator at Marengo Ranch highlighted the value and impact of the Genius Hour initiative on learners and educators:

I think the Genius blocks have been critical. Because they have really opened the teachers' eyes to, "You know what? These kids really can self-select topics to research and study — topics they're interested in." I think [the teachers] really understand now that [the Genius block] is so engaging for the kids. It's meaningful for them. You want them to have that buy-in to what they're doing in the classroom. That's been a huge part of it.

River Oaks Elementary: Flexible Seating

At River Oaks Elementary, several grade levels introduced flexible seating arrangements in the classroom to help create a personalized learning environment. Educators from the fourth and fifth grades physically transformed their classrooms away from traditional layouts to allow learners to move around within the room and change position based on what is most comfortable for them. These flexible seating options, which help accommodate different learning styles and incorporate learner choice, appear to be having a positive effect on learners' involvement in learning and collaboration. Teachers expressed that the new and varied seating options make it easier and more natural for students to work together in groups and stay engaged throughout the school day. One administrator said:

Kids aren't just sitting in the same desk or chair all day. They are able to get up and move around the room and use the seating that suits them the best. I think that's helped with engagement and motivation. Students are saying, "Oh it makes it exciting because we never know where we're going to get to sit and we feel like our teachers are listening to our needs."

A teacher described the joy that ensued for students as a result of being able to take control and come to understand where and how they learn best:

We had an occupational therapist come in and explain [to the students] some of the different options that we were giving students and what it would offer students. To see the [students'] faces light up because they understood for the first time why they were more comfortable laying on the floor to do their writing than they were sitting at a desk. They were so excited that it was real, it wasn't just their imagination playing with them. There was a reason behind it.

The Bright Future Initiative: Implementation Successes and Challenges

To evaluate the implementation of the Bright Future initiative, WestEd researchers conducted site visits as well as focus groups and interviews with educators, administrators, and parents. This section presents selected findings and quotes about successes and challenges related to the various components of the initiative.

Overall Shift to Personalized Learning

In focus groups and interviews, educators, parents, and administrators were enthusiastic about the district's shift to personalized learning, particularly the new and diverse learning options and environments. A majority of participants mentioned that schools and classrooms had changed tremendously, and that the learners were engaged in new ways of learning. As one parent commented:

It seems to me as if [my kids] are always sharing with me new ways they're learning. They seem to be always excited about it, which I really appreciate.

Similarly, an administrator described the positive effect that the shift towards personalized learning has had on how learners are motivated:

What's changed about their learning is that it's evolving into more than sit and receive from the teacher and spit back what you think the teacher wants to hear. It's becoming a more creative process where students are a little bit more responsible for their learning in terms of utilizing the technologies that are available.

Despite these changes, one challenge faced by the district during implementation of the Bright Future initiative was ensuring that programs and actions were implemented consistently across all schools and in all classrooms. For instance, parents voiced concerns that their children's teachers were not all employing personalized learning at the same capacity. In a focus group, one parent stated:

The individualized learning needs to be heard and done by every teacher...I think more teachers need to get on board with that quicker.

Challenges in implementation were particularly acute in the middle school, where educators often work within one academic domain instead of teaching multiple subjects to one group of students. Middle school teachers expressed that they would benefit from additional support through professional learning opportunities geared toward the grade levels and subjects they teach, noting that much of the professional development opportunities around personalized learning seemed to cater more to the elementary grades.

Personalized Learning Plans

Personalized learning plans (PLPs), which have replaced report cards in the district as a way to document learners' progress, have been an important tool in reshaping and redefining learners' learning experiences. According to analyses of educator focus groups and interviews, PLPs have helped allow learners to learn at their own pace, marking an important change in practice. As one educator explained:

I think we address some of the things with this grant through personalized learning plans that parents have been concerned about for a long time, [such as,] “Why is everybody [expected to go] at the same pace?” Because not everybody is up to the same pace. So I think it’s been a benefit to the kids.

In addition to helping educators support all their learners through differentiated learning, PLPs also encourage educators to critically consider and adjust their approaches to teaching. As indicated by one educator:

It has been more of a learning thing for us [educators]. I think it’s probably more helpful for us than the kids, in terms of getting us to think about [the] individual — like, “What does this group of kids need to work on?” or “What does this child need?”

Similarly, one administrator noted:

[The PLPs have] definitely made [educators] think more about what they can do to personalize their instruction.

The use of PLPs has also resulted in increased parent awareness of their children's progress. The data suggest that the PLP offers parents a more comprehensive view of their child's progress. As one parent commented:

It seems to me [the PLP] is more personalized and more direct. I see exactly where [my children are] excelling, where they're not. It's more than just the grade and a comment by a teacher. They're looking into all things: their effort, their ability, their getting along with others.

Though participants widely agreed that the PLP is a useful document, some educators and parents mentioned that the PLP is sometimes difficult to interpret, particularly for parents. Because the PLP has many more details than the traditional report card, parents were often confused by all the data and terms on the PLP. While the PLP has been refined and made easier to understand over the past year, additional revisions are likely still needed to enhance parents' understanding of the document as well as to reduce the time and effort that teachers spend preparing PLPs. As one educator explained:

Preparing the PLP is very cumbersome. But I do see that evolving. There's been little tweaks along the way, but there still needs to be more changes. I think there's so much information for parents, I think they're overwhelmed. I know for myself as a parent that I just think...I [understand] a lot of it because I'm a teacher, but someone who's not necessarily in this field...I just don't think they pay attention to as much of the information, so I kind of think less is more.

Transitioning to a Growth Model

Educators indicated they felt the PLPs represent a positive transformation away from trimester report cards toward ongoing growth, goal-setting and achievement plans. One educator said the PLP is a living document that is the focus of reflection and discussions with learners, educators, and parents. A significant finding from the educator focus groups was that the PLP is viewed as a useful tool for monitoring and highlighting learner growth. As one educator noted:

A "pro" is that I can see some of the student growth. It's a good tool for me. The concept overall, it's wonderful. It's wonderful to have that growth model instead of saying, "They have to meet this benchmark." Parents dread coming and hearing, "Oh, they didn't meet the benchmark." The other exciting part about the growth visuals [in the PLP] is the kids love them. You show them, "Look, you were here, and now you're here — oh my gosh!" Celebrate all that.

Goal Setting for Learners

Educators and parents indicated that by allowing learners to reflect on their learning paths and create their own goals, learning becomes more personalized and learners can take a degree of ownership in their learning. In focus groups and interviews, educators and parents recognized the value of the goal-setting process as an important experience for learners, and as a way for parents and educators to understand and help guide individual learner growth. One educator described the importance of goal setting as follows:

My biggest takeaway from the whole Race to the Top grant has been goal setting for the students, and giving them a little bit more choice...It's part of them now and they know about goal setting.

Similarly, one parent explained:

[The goal-setting process] makes [learners] more aware of what they might need to work on, or the areas that they struggle with, and it calls attention to these...It gives them initiative to work on it.

A number of educators mentioned in focus groups that the act of goal setting raises awareness for learners' own growth and introduces an aspect of accountability in the classroom. One educator commented:

I was so thrilled with this part of personalized learning, that they took complete control...Setting their own goals and knowing what their weaknesses are and what they need to work on. I think that's so important...You're totally holding them accountable.

Educators also shared that introducing goal setting has come with some challenges. For instance, teachers discussed that it can often be difficult to track student completion of certain goals:

If I say [the goal is to] go to the Bright Future Learning Center, I don't know if they met that goal because I'm not walking them there every day. No one is taking roll every day if they need to use the Learning Center. So I want something tangible that I can [measure] — and that part's not optioned.

Several teachers also shared that the expectation for the younger students to be capable of creating their own goals was unrealistic. As one teacher stated:

At a primary grade they're supposed to choose their own goals. My kids don't even know what their snack or their lunch is. So the idea is [good], but the practicality is lacking.

Bright Future Learning Centers

Analysis of educator, parent, and administrator focus groups and interviews indicated that the Bright Future Learning Centers (BFLCs) were important to the success of personalized learning at their schools. Hosting afterschool clubs, summer programming, and various other activities during the school day, BFLCs have become a valuable feature for schools across the district. As one administrator explained:

Learning centers that are open after school and during vacations, including summer vacation, the different clubs that are offered, the different options that are available to students through the BFLC — I think is outstanding. It just gives students opportunities to extend their learning in different ways other than [just classroom] math, writing, and reading. The kids love it.

Interview findings also highlighted the important role that BFLCs play for the larger community, beyond the school, as a resource for information, services, and access to technology. As one parent commented:

The BFLC is the biggest, biggest, biggest blessing for us...[At] this school, a lot of students didn't have access to a physical computer...I've seen moms in there with little ones to utilize the services.

Educators also noted the value of the BFLC to parents and community members:

We see a lot of parents come in, and even daycare providers will come with the students so that they can receive the services they need that can't necessarily be accessed at home.

Technology, Digital Tools, and Blended Learning

Findings from focus groups and interview data revealed positive feedback on the increased access to technology (such as laptops and tablets) that resulted from the RTT-D grant. Administrators agreed that the new technology served as a valuable tool for personalized learning. As one said:

Probably some of the biggest successes [in the initiative] have to do with the way we are able to use technology now to personalize learning and how we've been able to expand almost one-to-one devices to students.

Another administrator mentioned that as educators became familiarized with technology and digital tools, their teaching methods changed, allowing them to make instructional decisions based on individual learners' needs and strengths:

As you go from classroom to classroom, you'll find that teachers, when they have this kind of suite of tools available to them, they make choices based on

the needs of their learners. So it looks very different from grade level to grade level and classroom to classroom.

One educator described how she used information from the Lexia literacy courseware to make instructional decisions for a struggling learner:

Lexia has diagnostic testing that tells me, “They don’t understand phonics. They don’t know sight words. They don’t know how to do syllables.” So that really helps me...I personalize their homework with Lexia. So if they are in Unit 4 — that’s a second grade level — I’m pulling everything for level 5 to give them some background knowledge so they can move forward.

The increase in technology and digital tools available to students and teachers provided ample opportunities for blended learning in the classroom, allowing educators to integrate technology and digital platforms into lessons to complement their more traditional instruction. Overall, educators, parents, and administrators largely consider blended learning to be a positive addition to the district’s elementary and middle school classrooms. Educators described positive outcomes of the use of blended learning, including increased involvement in learning, new ways to solve problems and communicate, and an increase in self-directed learning. One educator commented:

Kids like using [the technology], so they’re more motivated to do math, or write. They can [include] pictures. For instance, I have a writing club, and they find pictures of whatever it is they’re writing about, like a shark. So they’ll put a shark on their paragraph page. They’re super proud of their work...I think it’s definitely improved the kids’ interest and motivation. I love the technology. [I have seen] leaps and bounds as far as what they [the students] can do online compared with pen and paper...Even my reluctant writers will go on the computer and start typing and stuff.

Another educator shared:

My kids are on the Chromebooks daily, and all of their writing assignments are completed on the Chromebooks. We begin with their graphic organizers, transition to rough drafts, edit via shared documents, and then publish. All of it is done with the Chromebooks. The students are highly tech savvy already, but this gives them a specific platform on which to operate. [Students] ask to take the Chromebooks home even when I don’t assign them to do those programs...[They] always [ask for] Prodigy and Khan Academy [courseware] for math. What kid is begging to do math? It’s awesome.

Blended learning has also allowed learners to deepen their research and problem-solving skills and to engage in new forms of communication. One administrator noted:

I think we've kind of lit the fire under them and they all have this little research bug where they wanted to find out information and they're realizing...their Chromebooks have access to all kinds of things. They'll go in there and research and look up things to share with their classmates.

Similarly, one educator noted learners taking initiative to seek out information and to problem-solve:

[The students have] become more independent due to the technology. You know, I've had students go on Khan because they didn't understand what I just taught, and they wanted to go back on Khan just for fun to learn it again. We didn't see that before technology. Their troubleshooting skills are also better — I don't have so many hands being raised over the Internet not working, or they got an error. They're figuring it out. So the problem-solving is higher.

Another administrator mentioned that learners and educators are finding new ways to communicate with each other:

There's more interaction now between teacher and student, especially as they get into the older grades, because they are able to communicate in ways that they didn't really communicate before. Via Google Classroom, via email, via chats or messages or whatever, I think in a way it has allowed them [learners] to take a little more responsibility for their own learning.

While much of the feedback on technology and blended learning was positive, there were also a variety of challenges in the integration of new technology into the learning process. For instance, some educators quickly became familiar with technologies while others were slower to adapt digital tools. Educators reported feeling challenged by having limited time and training to both become proficient in new digital programs themselves and complete the necessary prep to implement them in the classroom:

There's so many programs that are supposed to be so wonderful out there, but if we get trained in five minutes and then go back to class and do it — I don't have the time to sit and set it up for everybody.

Educators also found it to be a significant challenge to deliver seamlessly functioning technologies and digital products. For instance, many educators recounted stories of creating lessons for a class period, then having to change plans at the last minute due to glitches in the required technology. As one teacher recounted:

I think there are a lot of pros and cons to our technology in this district. We'll plan for this epic technology lesson — and then the Internet doesn't work. Or the printers don't work. Or the system kicks the kids out because too many people are on at the same time. You only get helped on the day that

[the technology] person's going to come...So you've got to hurry up and find the next lesson that you would have done on a different day, or come up with something on the fly.

Another educator reflected on the need for consistent information technology support for successful blended learning:

Blended learning depends on the IT support [teachers] have. If teachers don't trust [technology], they won't use it.

Educator Professional Learning

Findings from analysis of educator focus group data from across the district showed educators' satisfaction with activities related to their professional learning, as well as an appreciation for the opportunities provided by the district. A strong majority of educators recognized several major improvements from the past: the increased focus on professional development opportunities and the ability to select their professional learning opportunities. As one educator noted:

I think our district is amazing in the fact that they've given us so much time and resources and coaches and in different ways to learn. So that has been amazing.

The implementation of the Bright Future initiative has also provided educators with an opportunity for growth and self-expression through risk taking and adopting new approaches. Findings from administrator interviews indicated that personalized learning has challenged educators to move beyond their comfort zones and more fully integrate their own passions into their teaching. As one administrator said:

I think Race to the Top has pushed us, whether the teachers know it, pushed us hard to rethink how we teach — step outside the traditional role of the teacher, take some risks, and do some things that we know are going to be better in the long run.

Another administrator reflected on the benefits of a more personalized approach to educators' professional learning:

If the social-emotional needs of my teachers are met, just like with the students, and they have access to operate in their areas of passion...they flourish and they thrive. They love what we're doing with this.

Afterschool and Summer Learning Opportunities

As part of the Bright Future initiative, all schools developed rich afterschool and summer opportunities for learners. Overall, findings showed that educators and parents viewed the afterschool activities, clubs, and summer program opportunities as both unique, engaging, and a complement to classroom learning. According to parent, educator, and administrator focus groups and interviews, the school clubs have created opportunities for learners to engage in new and worthwhile experiences, and for parents to become more involved in their children's education. One educator commented:

The changes that we've seen with parent buy-in through the clubs has been absolutely amazing.

Parents also expressed appreciation for the availability of school clubs and summer programs. Comments from parents included:

I see that this is another thing where my kids can be really excited about doing something that is creative. It's productive. They get to interact with peers on a different level than they may in the classroom. They're obviously doing things that they wouldn't have the opportunity to do otherwise.

Data on Academic Achievement and Engagement

The results of the evaluation of the Bright Future initiative suggest that there have been significant benefits to the use of personalized learning in GJUESD, and academic data from the district reveal various gains in achievement from 2014/15 to 2015/16. In this section, we present data on learners' academic achievement and engagement.

In year three of the Bright Future initiative, as the initiative's key programs and actions were fully implemented, growth in learner academic achievement and in learner engagement were noted from the 2014/15 school year to the 2015/16 school year. Highlights of these findings include gains in measures of academic achievement and student engagement. Notable gains in student academic achievement from 2015 to 2016 include the following:

- The percentage of pre-kindergarten students who met all reading benchmarks, as measured by the District Reading Assessment,³ went from 51% to 62%.
- The percentage of first grade students who met all reading benchmarks, as measured by the District Reading Assessment,⁴ went from 52% to 60%.
- In 2016, MAP assessment results showed gains in mathematics achievement for grades 1, 2, 4, 6, 7, and 8, when compared to 2015 scores.
- Findings on the Smarter Balanced state assessment showed that, from 2014/15 to 2015/16, the percentage of GJUESD students who met or exceeded the specified achievement level for their grade increased by 5.3% on the English language arts/literacy component and increased by 2% on the mathematics component.
- Findings from the Smarter Balanced state assessment also showed achievement gains, from 2014/15 to 2015/16, of 8.9% for grades 4 and 8 on the reading/English language arts component.
- Findings from the Smarter Balanced state assessment also showed achievement gains, from 2014/15 to 2015/16, of 8.9% on the mathematics component.

³ The GJUESD Pre-K District Reading Assessment includes items adapted from the Pre-K Houghton Mifflin Harcourt Reading Assessment. The assessment was modified to align with the preschool assessments used by other First 5 school readiness districts.

⁴ The GJUESD K-8 District Reading Assessment includes items adapted from the California Reading and Literature Project and the Dynamic Indicators of Basic Early Literacy Skills reading passages.

- Children from low-income communities in grades 4 and 8 showed substantial gains from 2014/15 to 2015/16 on the Smarter Balanced state assessment in both reading/English language arts and math achievement.
- 67% of GJUESD learners met individual reading goal targets assessed through the MAP assessment, with 45% exceeding the targets.
- 70% of GJUESD learners met individual math goal targets assessed through the MAP assessment.
- The number of course failures in the district decreased by 19.4%.

In addition, gains in student engagement from 2015 to 2016 include:

- Decreased suspensions rate from 131 to 127.
- Increased attendance rate (learners with an attendance rate of 95% or above) from 37% to 40%
- Individual engagement goal accomplishment increased for every significant subgroup and ethnicity (grades 4–8) from the previous year as noted in students' Personalized Learning Plans.

The GALLUP student poll, measuring hope and engagement in learners in grades 5–8, also showed significant gains from 2015 to 2016.

- Engagement scores increased in the district from 4.10 to 4.11 (the U.S. average for 2016 is 3.88).
- Scores from the measure of hope increased from 4.32 to 4.37 (the U.S. average for 2016 is 4.24). In addition, individual survey item scores related to hope were impressive:
 - 93% agreed or strongly agreed that they will graduate from high school. Not one learner disagreed.
 - 92% agreed or strongly agreed that they will have a good job in the future. Not one learner disagreed.
 - 88% agreed or strongly agreed that they have a great future ahead of them.

Conclusion

This evaluation study provides an example of a small to mid-size school district that implemented a Race to the Top–District initiative focused on personalized learning. The district used a unique combination of programs and actions to implement the project that could provide a compelling example to educators, administrators, policymakers, and others interested in gaining a better understanding of effective personalized learning models. By providing more individualized and differentiated learning experiences for learners, focusing on goal-setting and learner choice, and broadening the everyday contexts where learners encounter personalized learning, GJUESD has been finding ways to engage and support learners to achieve college and career readiness.

Implementing the Bright Future initiative in GJUESD involved change at every level of the district, and involved thousands of stakeholders. Despite surmounting and continuing to work through various challenges associated with this major initiative, GJUESD has been successful in implementing personalized learning across all of its schools by building a coherent initiative based on: (1) personalized plans to learning pathways for college, career, and life; (2) personalized learning options involving blended and extended learning environments; and (3) continuous systems improvement that benefits learners, employees, and the district as a whole.

Appendix A. Evaluation Methodology and Data Analysis

WestEd conducted the evaluation of the Bright Future initiative. As of 2017, the evaluation is ongoing as the initiative continues to progress and evolve. The evaluation used a mixed-methods descriptive evaluation design to address the study's research questions. Evaluation study designs are useful in assessing the processes and consequences of innovations in social policy or organizations (Payne & Payne, 2004). Moreover, descriptive evaluation designs provide information about changes in an environment without manipulating the environment for the purposes of the study (U.S. Office of Research Integrity, 2016). In addition to a descriptive evaluation design, the study also used case study design and research methods to investigate how the Bright Future initiative was implemented at individual schools. Case study research methods are useful because they allow researchers to rigorously investigate a phenomenon within the environment in which it is occurring (Yin, 1984).

Data Collection

In the spring of 2016, WestEd researchers conducted site visits at six schools (five elementary schools and one middle school) in the GJUESD. Each site visit included classroom site visits as well as focus groups and interviews with educators, parents, and administrators. Data collection included over 30 focus groups and interviews with parents, educators, and administrators. In addition, researchers reviewed and coded numerous reports, administrator reflections, evaluation reports, and other written artifacts from each school and from the district.

Data Analysis

Audio files from focus groups and interviews were transcribed. All transcripts, notes from site visits, and from artifact review were coded using qualitative data analysis methods. To address the research questions, researchers analyzed the data to generate themes, using a combination of grounded theory (Strauss & Corbin, 1998) and established methods for coding qualitative data (Miles & Huberman, 1994) to identify and categorize participants' responses and information gathered during school site visits. Throughout the process, researchers used peer debriefing and auditing to check codes and concepts. Identified codes and concepts were further sorted to generate categories. These categories were again reduced to produce the themes that emerged from the data. While the district data

analysis was conducted, data from individual schools were analyzed in separate analyses to create school case studies. Analysis for each school case study included educator, parent, and administrator focus group and interview data, as well as data from school site visits, reports, and other written artifacts from the schools and district.

Appendix B. Sample Personalized Learning Plan

The following is a sample Personalized Learning Plan for a grade 4 student.



Learner's Name:
Teacher:
Grade: 4

Personalized Learning Plan
School Year: 2016 - 2017

		<i>My Learner Profile</i>		
		Future Thinker	Achieving	Caring
		My Engagement Goal	<i>Learner will strengthen involvement and enthusiasm for learning.</i>	
LEARNER ENGAGEMENT	My Future College and Career Aspirations	I would like to be a Fashion Designer and attend Stanford University.		
	My Year-Long Action(s)	T1 I will ask for help when I need it. T2 I will continue working towards the same goal.		
	My Service Learning Project(s)	This year, I will learn about how recycling helps our world. Then I will help to improve recycling efforts at school, home, and in my community.		
	Comments	T1 "I asked for help a few times and it helped. I was struggling so I asked the teachers if they could help me."		
	Did I meet my Engagement Goal?			
	Extra Curricular Activities/BFLC Clubs/School Clubs/ASBS	I participated in the Arts and Crafts Club.		

Attendance:	Fall	Winter	Spring
Days Absent	8	11	
Tardies	0	12	



Galt Joint Union Elementary School District

Learner's Name:

NWEA MAP Reading		Prior Spring	Fall	Winter	Spring	Annual Growth
NWEA/MAP READING (Measure of Academic Progress)	Overall RIT SCORE	158	212	211		6
	Literature	Low	High	High		
	Informational Text	Low	HiAvg	Avg		
	Vocabulary Acquisition & Use	Low	HiAvg	Avg		
	Lexile		817	799		
My Literacy Goal	<i>Learner will demonstrate continuous growth as evidenced by MAP Annual Growth Progress, District Writing Assessment and other evidence.</i>					
Action	I will read chapter books and fourth grade social studies book to develop my comprehension skills. I will read at least 30 minutes a day from my AR book.					
Comment	"I'm struggling with with main idea. The class activities were hard because I was absent."					
Action						
Comment						
Reading Goal	<i>Did I meet my Reading Goal?</i>					
District Writing Assessment			Fall	Winter	Spring	NOT EVERY WRITING TYPE MAY BE SCORED EVERY TRIMESTER
WRITING Assessments	Opinion/Argument Task					
	Narrative Task					
	Informative/Explanatory Task		2			
Action	I will use transitions that are appropriate for the detail, example, or reason they are introducing.					
Comment	"I need to work on this goal. Informative writing is difficult. I need to use the posters to help with this."					
Action						
Comment						
My Writing Goal	<i>Did I meet my Writing Goal?</i>					
NWEA MAP Mathematics		Prior Spring	Fall	Winter	Spring	Annual Growth
NWEA/MAP MATH (Measures of Academic Progress)	Overall RIT SCORE	199	197	205		12
	Operations & Algebraic Thinking	Avg	LoAvg	LoAvg		
	Number & Operations	LoAvg	Low	HiAvg		
	Measurement & Data	LoAvg	LoAvg	LoAvg		
	Geometry	Avg	LoAvg	LoAvg		
My Math Goal	<i>Learner will demonstrate continuous growth as evidenced by MAP Annual Growth Progress and other evidence.</i>					
Action	Practice your multiplication facts through 12x12. Reread and chunk information in math problem to aid in comprehension.					
Comment	"I'm working on multiplication facts. I have a bad memory and that makes it difficult. I need to use the multiplication chart."					
Action						
Comment						
My Math Goal	<i>Did I meet my Math Goal?</i>					



Learner's Name:

SCIENCE GOAL	<i>Learner will accurately use evidence from Science Standards aligned investigations and/or texts to support a claim.</i>
Action(s)	Use evidence from a variety of sources to make a claim about a specific phenomenon.
Comments	"We learned about waves and how they move back and forth. We wrote in our journals which helps with our projects."

SOCIAL STUDIES GOAL	<i>Learner will cite specific textual evidence to support analysis of primary and secondary sources in Social Studies.</i>
Action(s)	Use a secondary source to cite evidence to support their claim.
Comments	"We learned about Native Americans. We learned about their culture areas and how they lived. I haven't started the project yet."

Additional Comments	
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Galt Joint Union Elementary School District

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GRADE 4 PERSONALIZED LEARNING PLAN: GRADEBOOK REPORT SCHOOL YEAR: 2016 - 2017

Name:

Teacher Name: _____

Subject	Trimester 1	Trimester 2	Trimester 3
Reading	S		
Writing	S		
Mathematics	S		
Science	E		
Social Studies	S		
Music	E		
Physical Education	E		
Citizenship	S		
English Language Development			
Band			
Choir			

E= Excellent (90%-100%) A= Above Average (80%-89%) S= Satisfactory (70%-79%) N= Needs Improvement (<69%)

How did I do 1st Trimester?

Nightly reading is an important part of Sophia's reading progress.

How did I do 2nd Trimester?

How did I do 3rd Trimester?

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Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:

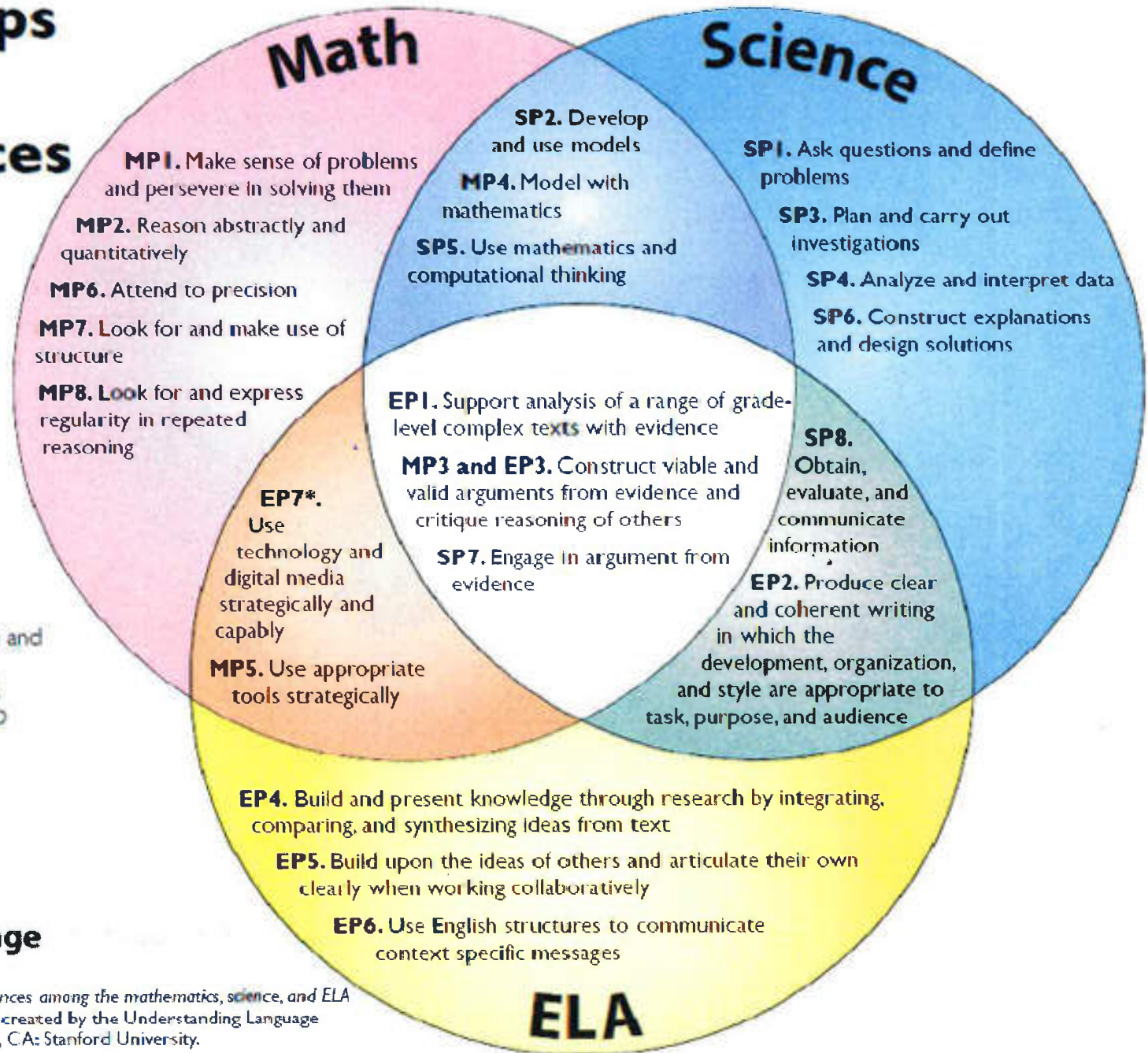
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EPI–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

Stanford
GRADUATE SCHOOL OF
EDUCATION

Understanding Language

Suggested citation:

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JANUARY 2017

UNLOCKING LEARNING:
SCIENCE AS A LEVER FOR
ENGLISH LEARNER EQUITY



The Education Trust—West

UNLOCKING LEARNING: SCIENCE AS A LEVER FOR ENGLISH LEARNER EQUITY



The second-grade classroom at Christopher Elementary School in San Jose, California, is alive with academic conversation as students — 54 percent English learners — work in small groups at “learning stations.” During part of a life science unit, one group is using magnifying glasses to examine sea urchin shells and dried starfish, while another group examines snails. Students work excitedly with the specimens as they make observations and compare the diversity of animals in different habitats. Students at another station work in pairs at laptops to find information about seashore birds and their environment. At a third table, students match animal figures with photograph habitat cards and read detailed descriptions about each animal.

At first glance, the scene may seem no different than the many other classrooms across California that use learning stations. But there is a rare level of coherence and intentionality. This school — and the Oak Grove School District — adopted the Sobrato Early Academic Language (SEAL) program, which centers on rigorous academic home language and English language development through the coordinated study of science and social studies thematic units.

The walls are covered with poster boards, but these are hardly random. Each poster contains chants with highlighted science vocabulary words that are color-coded to match key words in sentences on a white board, which also are repeated on index cards at each of the learning stations. The result? A vibrant learning environment that motivates students to engage in practicing spoken language, written communication, and meaningful cognitive tasks. Language development is the vehicle for learning science. It’s a reciprocal process as students learn to speak like scientists and use science learning to build language skills.

Authors: Sarah Feldman, *Director of Practice* and Verónica Flores Malagon, *Senior Practice Associate*

The students in this Oak Grove School District classroom are experiencing what research indicates: that, done right, science education has enormous potential to advance language development for English learners (ELs).¹ Scientific literacy unlocks skills across the learning spectrum and can be a powerful lever for education equity, not to mention a gateway to economic mobility.

However, access to science education in California is highly unequal, and English learners are among the most shortchanged. Despite the fact that more than one out of every five students in California K-12 public schools is an English learner,² these students are less likely to attend elementary schools where teachers report they have adequate time for science, less likely to complete the rigorous secondary science courses required for admission to the state's public universities, and, in middle and high school science courses, less likely to be taught by teachers with a strong science background. Furthermore, affluent schools were more than twice as likely to report launching science initiatives than the state's poorest schools.³

But it doesn't have to be this way. The confluence of several major state policy initiatives in California creates a rare opportunity to advance opportunities and achievement for English learners through high-quality science education. Currently, districts are required to implement the California Common Core State Standards (CCSS), the California English Language Development Standards (CA ELD Standards), and the California Next Generation Science Standards (CA NGSS), all of which demand more sophisticated approaches to meeting the needs of English learners and other subgroups of students. At the same time, the Local Control Funding Formula (LCFF) allocates dollars to districts based on the number of ELs enrolled and the Local Control and Accountability Plan (LCAP) process requires districts to identify how they will improve outcomes for ELs. Together, these policies present a rare opportunity for state and local education leaders to prioritize equity — especially for English learners — when implementing the state standards.

Most recently, the passage of California's Proposition 58 is ushering in opportunities to better educate English learners through bilingual programs and the use of students' native languages in classroom instruction. Passed in November 2016, Prop. 58 repeals 1998's Proposition 227, which required California public schools to deliver instruction primarily in English. Prop. 58 allows

schools more opportunities to implement bilingual/biliteracy programs and no longer requires English-only education for English learners.

What would it actually look like for district or state leaders to prioritize equity for English learners in standards implementation? Because the science and ELD standards are relatively new — and the idea of coordinated implementation even more so — we turned to the data. Our first goal was to see what data could tell us about where we are now as a state. Then, we wanted to identify and learn from districts and schools that are doing better than the state as a whole and proactively using science learning to advance achievement for English learners.

This report shares what we learned. We begin by reviewing the data on ELs and science. We then focus on a handful of leading districts. Finally, we lay out a set of recommendations for how state and local leaders can promote English language development integrated with high-quality science education opportunities.

WHO ARE ENGLISH LEARNER STUDENTS IN CALIFORNIA?

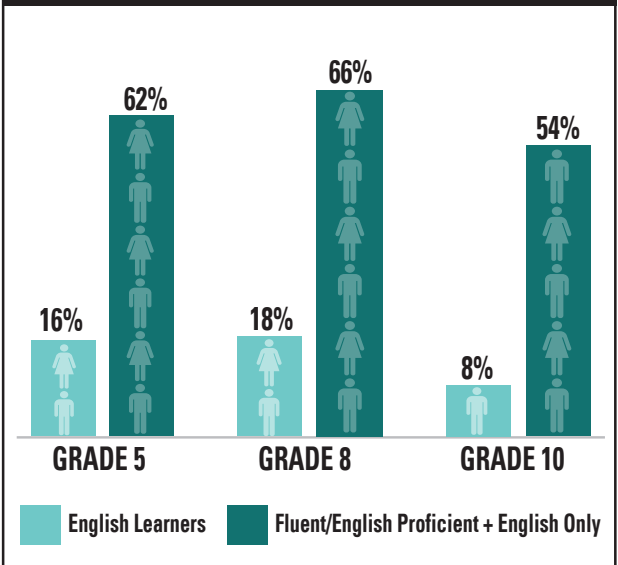
- 1.37 million public school students in California are English learners. This is more than one out of every five students.⁴
- 44 percent of Californians over age 5 speak a language other than English at home. California's ELs speak more than 60 different languages, bringing linguistic and cultural diversity to California public schools.⁵
- EL students live in nearly every California community. In 2015-16, Los Angeles Unified served the most EL students — 165,450 (26 percent of students). Many other districts serve higher percentages of EL students than the statewide average of 22 percent, such as Santa Ana Unified's 23,500 (42 percent of students) and Garden Grove Unified's 17,745 (39 percent of students).⁶

ENGLISH LEARNERS FACE OPPORTUNITY AND ACHIEVEMENT GAPS IN SCIENCE

English learners in California consistently score below the general student population on science assessments, mirroring EL performance in other subjects. This is true on both state and national assessments.

- On the 2015 National Assessment of Educational Progress in science, fourth and eighth-grade EL students in California scored considerably lower than their English fluent counterparts. For example, only 3 percent of fourth-grade English learners in California performed at or above the proficient level, compared with 32 percent of fluent English speakers. Similarly, just 2 percent of eighth-grade ELs performed at or above the proficient level, compared with 27 percent of fluent English speakers.⁷ Moreover, California's English learners perform considerably below English learners in many other states—often in the bottom quartile nationally. It is important to note that the NAEP is administered in English only.
- On the California Standards Test (CST) in science, there are also worrisome patterns. A substantial majority of fluent English speakers — 62 percent in fifth grade, 66 percent in eighth grade, and 54 percent in 10th grade — scored proficient or advanced in 2016. But only 16 percent of fifth-grade, 18 percent

FIGURE 1: Percent of Students Scoring Proficient or Advanced on 2016 California Standards Test in Science



Source: California Department of Education, 2016 CAASPP CST Science Results

of eighth-grade and 8 percent of 10th-grade English learners scored proficient or advanced on the 2016 science CST.

The achievement data are just the tip of the iceberg. Underneath, other data point to seriously different opportunities to learn.

- By law, for example, ELs are generally assigned extra instructional minutes in English language arts as designated ELD time. Yet some students receive that additional instruction during other classes, such as science. The fact is, they should get both.
- Statewide, only 9 percent of ELs complete the 15 A-G courses required to be eligible for admission to a California State University (CSU) or University of California (UC) campus, compared with 43 percent of all students.⁸ In high school, English learners do not have the same access to rigorous science courses and are underrepresented in lab science classes and other college preparatory coursework.⁹
- In California, only 58 percent of high schools even offer chemistry, 51 percent offer physics, and 7 percent offer math courses titled advanced.¹⁰ Only 11 percent of ELs attend schools that offer the “advanced” math courses, and ELs are less likely than their non-EL peers to be enrolled in these courses when available.¹¹





SCIENCE EDUCATION IS A LEVER FOR ENGLISH LEARNER ACHIEVEMENT

Research points to the potential of science to increase students' academic performance in reading, writing, and science simultaneously.¹² In part, this is the result of weaving together language development skills with engaging science content. Instruction aligned to the performance expectations of the CA NGSS and CA ELD standards can provide English learner students with rigorous science learning when teachers scaffold lessons to encourage their participation. It can also change teacher perceptions of what ELs can do.

Research studies show that:

- Engaging science investigations can provide students with language practice and opportunities to develop academic vocabulary skills and make meaning from using evidence and interpreting scientific data. Inquiry-based science activities using collaborative peer-talk increase student motivation to use new language.¹³
- Science and engineering lessons motivate students to access prior knowledge, engage in problem solving, and develop new language skills simultaneously.
- Many key science vocabulary words are Spanish cognates, making the language more accessible to the majority of ELs who are Spanish speaking.¹⁴
- Scientific and engineering data are often presented in visual diagrams, graphs, charts, tables, and equations, providing opportunities for ELs to engage with

information in different ways to build conceptual understanding using evidence.

- Projects integrating ELD and science instruction in a sample of elementary schools raised teachers' expectations of what they believed their EL students could learn and produce.

As English language development researchers note, "Students do not need to wait until they learn English in order to engage in scientific thinking and complex scientific content."¹⁵

A NEW DIRECTION FOR TEACHING SCIENCE TO ENGLISH LEARNERS

Simultaneously implementing four new sets of standards — CCSS-Math, CCSS-English Language Arts, CA ELD Standards, and CA NGSS — is a Herculean task. That they are meant to be integrated makes it even tougher. Indeed, for effective integration of English language development and science education to take hold, teachers need:

- Curriculum aligned to the CA NGSS and CAELD standards;
- Instructional materials that provide coherence in approach and training to use those materials with English learners;
- Time for collaboration among teachers with science content expertise and teachers with English language instruction expertise;
- Professional learning, including both instructional strategies and content; and
- Standards-aligned, performance-based assessments that provide EL students the opportunities to demonstrate what they know.

State leaders could do a lot more to support teachers' transition to the new standards.

AS ENGLISH LANGUAGE DEVELOPMENT RESEARCHERS NOTE, "STUDENTS DO NOT NEED TO WAIT UNTIL THEY LEARN ENGLISH IN ORDER TO ENGAGE IN SCIENTIFIC THINKING AND COMPLEX SCIENTIFIC CONTENT."

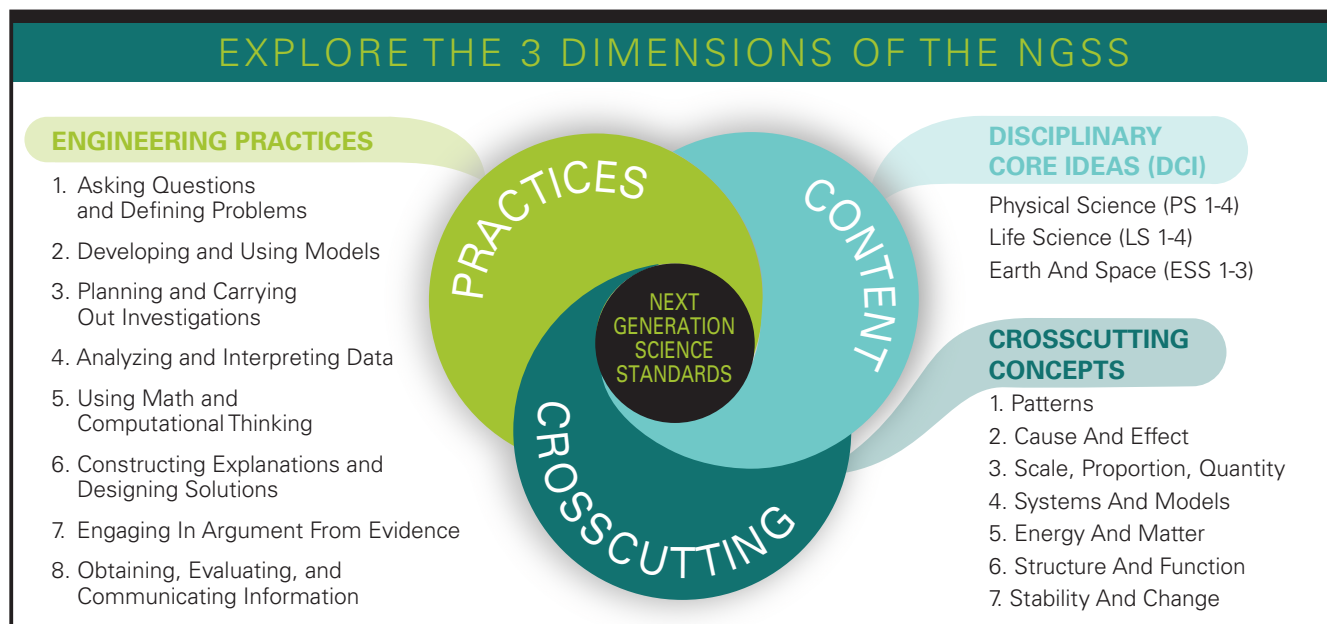
The new approach of CA NGSS has many advantages for ELs. The three dimensions of CA NGSS (see Figure 2) – scientific and engineering practices, disciplinary core content ideas and crosscutting concepts – can bring California science education up to speed with significant advancements in science, preparing students for the modern workforce if implemented with fidelity. California adopted CA NGSS in September of 2013 and the California Science Framework was recently approved in 2016. CA NGSS includes fewer disciplinary core ideas than previous science standards, in order to provide more time for teachers and students to develop deeper understanding of those scientific ideas. NGSS places greater emphasis science and engineering practices that involve language, such as arguing from evidence, and communicating information, which supports academic language development for ELs. With a new emphasis on engineering in CA NGSS, activities may involve developing drawings, constructing prototypes, and engaging in problem solving, which also support EL access to science learning. Additionally, NGSS crosscutting concepts are scientific ideas that ask students to make connections across different science topics as well as to other subject areas by finding patterns, identifying cause and effect, stability and change. These connections reinforce the relevance of science in students’ everyday lives. The CA Science

ADDITIONALLY, NGSS CROSSCUTTING CONCEPTS ARE SCIENTIFIC IDEAS THAT ASK STUDENTS TO MAKE CONNECTIONS ACROSS DIFFERENT SCIENCE TOPICS AS WELL AS TO OTHER SUBJECT AREAS BY FINDING PATTERNS, IDENTIFYING CAUSE AND EFFECT, STABILITY AND CHANGE.

Framework serves as a guide for how science materials should be developed by providers, reviewed by districts for CA NGSS alignment, and implemented for instruction by teachers. While some districts are already developing CA NGSS-aligned materials, most have not yet purchased them. CA NGSS-aligned state assessments will not roll out until the 2018-19 school year, and leadership is just beginning to address the redesign of high school science courses or teacher credentialing to align with CA NGSS.

Nevertheless, a number of California districts are ahead of the curve, adopting promising practices that weave ELD strategies with science education in order to provide high-quality learning for EL students. In this report, we highlight six of these districts. Together, they give us some examples of what is possible.

FIGURE 2: The Three Dimensions of NGSS



METHODOLOGY FOR SELECTING DISTRICTS

In search of districts that might have promising practices to share, we reviewed quantitative data to identify which districts serve more than the state average of English learners and students qualifying for free and/or reduced-price meals and whose English learners also scored higher than the state average for English learners on the 2015 Science CST.¹⁶ This narrowed the pool of potential districts to a dozen that we wanted to further investigate.

We also spoke with more than 20 experts in the field, including both science and English language development experts. We asked them to recommend districts engaged in innovative initiatives to advance science learning for EL students. Our interviews with experts also gave us insights into noteworthy instructional practices that help English learners access science. The experts came from WestEd's K-12 Alliance, the Learning Design Group at the Lawrence Hall of Science, CSU Long Beach, the University of San Francisco, Loyola Marymount University's Project STELLAR, Stanford University's Understanding Language center, the Exploratorium, and the Monterey Bay Aquarium, among others.

The data review and expert interviews yielded 12 districts and one charter management organization meriting further investigation. After conducting informational interviews with department directors and instructional specialists at each district, we selected a diverse set of six districts to visit in person:

CALIPATRIA UNIFIED SCHOOL DISTRICT (CUSD)

in rural Imperial County serves 1,144 students in four schools. Nine out of 10 students are Latino, and more than a third (37%) are English learners. The majority of ELs in Calipatria are second-generation, dual-language speakers who are fluent in Spanish and possess varying levels of English fluency. EL students in CUSD have a graduation rate of 83 percent on par with the district rate of 85 percent. In CUSD, 68 percent of eighth-grade EL students scored proficient on the 2015 Science CST, above the state EL average of 20 percent scoring proficient.

IMPERIAL UNIFIED SCHOOL DISTRICT (IUSD)

serves 4,000 students in five schools in rural Southern California. Four out of five students are Latino, and 23 percent are English learners, nearly all of them Spanish speakers. EL students have a 96 percent graduation rate in this district, and 33 percent of eighth-grade EL students scored proficient on the 2015 Science CST above the state EL average of 20 percent scoring proficient. In 2015 Reclassified Fluent English Proficient (R-FEP) eighth-grade students outpaced their peers with 80 percent of R-FEPs scoring proficient on the Science CST compared with 60 percent of English only students.

OAK GROVE SCHOOL DISTRICT (OGSD)

serves 10,632 students in 22 schools in San Jose. ELs make up 29 percent of the student population. Two-thirds of ELs in Oak Grove speak Spanish, while the other third consists of students who speak one of 46 languages. EL achievement slightly outpaces the state's 19 percent average, with 22 percent of fifth-grade ELs scoring proficient on the Science CST in 2015.

OAKLAND UNIFIED SCHOOL DISTRICT (OUSD)

educates 49,098 preK-12 students in 118 schools. In OUSD, 31 percent of students are ELs, with more than 50 languages spoken at home.¹⁷ In 2014-15, only 51 percent of ELs were graduating — below the district rate of 63 percent for all students, with 31 percent of ELs dropping out.¹⁸ In 2014, Oakland experienced a 122 percent increase in the number of newcomer students since 2012, including refugee students and unaccompanied minors, many fleeing violence abroad.¹⁹

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD)

serves 58,865 students in pre-K through grade 12 in 120 schools. Twenty-seven percent of these students are ELs and speak 48 languages at home, with Spanish (48 percent) and Chinese (28 percent) the most common languages. EL achievement is above the state's 19 percent average with 25 percent of fifth-grade ELs scoring proficient on the Science CST in 2015.

WESTMINSTER SCHOOL DISTRICT (WSD)

in Orange County serves 9,401 students in kindergarten through eighth grade in 17 schools. Nearly half of the students are English language learners (47 percent), and the EL population is evenly split between Vietnamese and Spanish speakers. EL student achievement on the 2015 Science CST outperformed state averages with 57 percent of fifth-graders achieving proficiency compared with the state average of 19 percent, and 45 percent of EL eighth-graders scored proficient compared with the EL state average of 20 percent. In 2015, the White House Initiative for Educational Excellence for Hispanics honored the district as a Bright Spot for their work in increasing achievement for English learners.

While it is still early in implementation of the CA NGSS and CA ELD standards, we found that these districts share several effective strategies for advancing science learning for ELs. They include:

- 1 Providing high-quality, job-embedded professional learning for teachers and administrators to build science content knowledge and integrate science instruction with research-backed ELD instructional strategies;**
- 2 Partnering with science institutions;**
- 3 Systematically increasing science instructional time in the early grades for EL students;**
- 4 Encouraging innovative, multilingual strategies to advance science learning for ELs;**
- 5 Using LCAP budgeting to dedicate funding to promote equity and advance science instruction for English learners.**

The following discussion will highlight these practices, illustrated with examples from the six districts we visited that serve robust populations of EL students.

- 1 Providing high-quality, job-embedded professional learning for teachers and administrators to build science content knowledge and integrate science instruction with research-backed ELD instructional strategies.**

Schools and districts with the best outcomes for English learners in all subjects offer teachers job-

embedded professional learning that addresses their students' needs through every professional learning topic.²⁰ In these schools and districts, it is clear that students benefit from their teachers having a shared language and common learning goals related to language acquisition.¹⁹ As districts and schools confront the need for sophisticated instruction in science to meet the demands of the new standards, an increased commitment to professional learning is needed.

In the Calipatria Unified School District, all teachers are trained in language acquisition strategies and weave language learning and academic vocabulary building across all subjects, including science. The result is engaging lessons that advance content learning with language development. Middle school students take science, technology, engineering, and math (STEM) courses, studying in groups that teachers strategically organize to include students with different levels of English proficiency. Teachers encourage students to help each other and support their language development. CUSD has invested significant time and resources to develop the knowledge and skills of its teachers and school leaders, with particular emphasis on instructional shifts relevant to English learners in both content standards and CA ELD standards. In CUSD, high expectations for teachers aligns with high expectations for EL students: all high school students are encouraged to take two to three years of science courses in high school to meet the science course requirements to qualify for admission to California's four-year public universities, and students enrolled in the district's migrant students summer program engage in learning with a science focus.

Oakland Unified School District has made enormous strides to prepare teachers to provide science learning for ELs in just the past year. In response to data showing that teachers lacked the experience and support they needed to effectively reach English learners, in 2015 OUSD developed a district wide "Roadmap to English Language Learner Achievement." This plan aims to integrate CA ELD in all content areas and build the capacity of teachers — through ongoing professional learning — to provide instruction for ELs that meets the criteria of both the CA ELD and CA NGSS standards. In OUSD two specific efforts stand out.



Oakland Language Immersion Advancement in

Science: OLAS is a partnership between instructional leadership teams at five dual-language elementary schools, the OUSD Science Department, the OUSD English Language Learner and Multilingual Achievement Office, and outside partners such as UC Berkeley’s Principal Leadership Institute (PLI), Multicultural Urban Secondary English Program (MUSE), Museum of Paleontology, and Bay Area Writing Project. These partners work together to integrate science learning with language instruction. During a weeklong OLAS summer institute, teams of five teachers and the site principal from each school strengthen their skills in pedagogy, instructional leadership, and equity. The training includes how teachers can help students access prior knowledge, develop academic language, and engage in oral language practice during science lessons. The educators learn to integrate science into their literacy lessons, preparing to engage students in academic conversations with peers and assigning students to record their scientific thinking in notebooks. During the institute, school teams also construct plans for the implementation of CA NGSS and language development at their schools. Following the institute, participating schools receive 12 hours of coaching and facilitation support throughout the school year to ensure job-embedded learning for teachers at the site.

Professional Learning Communities (PLC): In addition to the OLAS initiative, OUSD middle school teachers representing a cross section of schools participate in professional learning communities to share best practices. At a culminating PLC, teachers display student artifacts and instructional resources for a variety of CA NGSS-related skills, including academic conversations and graphic note-taking with science demonstrations. This teacher-led professional learning model is central



to changing science education. One science specialist shared observations on the shift to CA NGSS: “It’s been tough to shift to hands-on science instruction. Teachers are helping each other see ways to make deeper connections to literacy and language development.” The hope is that job-embedded professional learning will boost teachers’ ability to support ELs in learning science.

Experts such as Kathy DiRanna, WestEd’s K-12 Alliance Statewide Director, explained that needs for elementary and secondary teachers are different: more training will be needed to equip secondary science teachers with ELD instructional strategies, whereas at the elementary school level, teachers need more training in the science content.

2 Partnering with science institutions.

With the new CA NGSS standards, teachers need training in both science content and effective scientific teaching practices. Several districts have developed meaningful partnerships with science institutions to deepen and accelerate their efforts to provide high-quality science for their English learners. To bring teachers up to speed on the cutting-edge science concepts in CA NGSS and increase their confidence to provide science learning, science educational institutions can provide in-person and virtual professional learning opportunities. These institutions are uniquely positioned to provide guidance and curricular resources to guide teachers on using scientific content, the three dimensions of CA NGSS, and research-based instructional strategies in their lesson planning.

Some partnerships focus on strengthening science instruction and CA NGSS implementation specifically. Twelve districts, including OUSD, partner with the Lawrence Hall of Science at UC Berkeley in the BaySci

EDUCATORS (IN OUSD) LEARN TO INTEGRATE SCIENCE INTO THEIR LITERACY LESSONS, PREPARING TO ENGAGE STUDENTS IN ACADEMIC CONVERSATIONS WITH PEERS AND ASSIGNING STUDENTS TO RECORD THEIR SCIENTIFIC THINKING IN NOTEBOOKS.

program. BaySci works with San Francisco Bay Area school districts to strengthen the quality and amount of science instruction they provide. A partnership with the Lawrence Hall of Science, the Exploratorium, and Inverness Research, BaySci network provides district leadership seminars, a teacher leadership academy summer institute, and master group planning meetings. An evaluation conducted by SRI International in 2014 reported increases in the quality and duration of science instruction and student engagement in the majority of participating districts.²¹

Even districts physically far from science institutions can leverage partnership opportunities. For example, Calipatria's partnership with Research and Education Cooperative Occultation Network gives high school students access to an astronomer's telescope to make planetary observations and conduct astronomy research; the Astronomy Club students videotape observations from the telescope and send the recordings to university partners in St. Louis and Arizona.

The San Francisco Unified School District partners with the Exploratorium to provide teachers with ongoing training to use science as a catalyst for language acquisition and integrate science with ELD instruction. The Exploratorium science museum in San Francisco provides a specific focus on preparing teachers to use CA NGSS-aligned science instruction for ELD learning. Specifically in 2015, Science as A Spark For Language Learning (SPARK) launched at Marshall Elementary, a Spanish immersion school of 256 students with 63 percent English learners. Developed for schools serving 50 percent or more ELs, SPARK includes a four-day summer institute, professional learning sessions throughout the academic year, and weekly coaching from a science specialist. Additionally, it provides technology and science materials and paid planning time for teachers.



Teachers use a combination of approaches, including scientific and engineering practices and “science talk,” to help students develop language and scientific understanding simultaneously. To support designated ELD goals, procedural, conceptual vocabulary and language functions are introduced in the lessons. This helps ELs to develop the language skills required to communicate about the content, and to practice and apply their new understandings to science investigations. During professional learning, teachers learn about scientific practices, science vocabulary instruction, language functions, investigation planning, and science talk norms — what Lynn Rankin, director of the Exploratorium's Institute for Inquiry, calls “into and from science” lessons. Teachers develop skills and ideas to connect ELD lessons to meaningful science investigation and make the shifts in content and instructional approaches that the CA NGSS standards demand.

3 *Systematically increasing science instructional time in the early grades for English learners.*

Science has long been shortchanged in elementary school classrooms. Although 95 percent of elementary school teachers think that science should be offered beginning in early grades (K-2), 92 percent of the responding elementary teachers stated they had only limited time for science.²² Clearly, that needs to change.

Oak Grove School District leaders have made a commitment to increasing instructional time in science and improving the quality of instruction for young ELs. In 2008, the Sobrato Early Academic Language (SEAL) program was piloted in Redwood City School District and San Jose Unified School District. In 2013, OGS D began SEAL implementation and by 2015, 14 OGS D

TEACHERS USE A COMBINATION OF APPROACHES, INCLUDING SCIENTIFIC AND ENGINEERING PRACTICES AND “SCIENCE TALK,” TO HELP STUDENTS DEVELOP LANGUAGE AND SCIENTIFIC UNDERSTANDING SIMULTANEOUSLY.

schools were in various stages of implementation.²³ Developed by English language learner expert Laurie Olsen, SEAL is a comprehensive language and literacy model designed to support the needs of pre-K through third-grade learners in English and Spanish.²⁴ The SEAL program centers on rigorous academic home language and English language development through the study of science and social studies thematic units that infuse the best practices for EL learning. Instruction provides multiple opportunities for students to use language with an emphasis on building both content understanding and use of complex academic language. An external evaluation shows that by the end of second grade, two-thirds of SEAL students closed language and literacy gaps compared with peers and scored higher in ELA and math than similar students in English-only programs.²⁵

In SEAL classrooms, a variety of research-based strategies are used to engage students in activities to promote oral and academic language with science learning. Each classroom becomes a supportive, language-rich environment with multiple opportunities to develop language. Structured oral language development takes the form of interactive read-alouds, think-pair-share activities, small group discussion, dramatic play, and story retelling. The learning environment reflects the model's focus on academic language with graphic organizers, photos, picture cues, and student work on full display. With science as the focus, students often work in table groups to conduct observations and experiments and record findings in notebooks following group discussions. Students use scientific tools and everyday objects to support science learning and academic language development.

The SEAL approach marks an important shift in providing CA NGSS-aligned science education by infusing research-based instructional strategies that are most effective for young EL students. To prepare teachers, SEAL requires extensive professional learning days over two years and coaching support for teachers to hone their practice. Teachers collaborate between classrooms and grade levels in order to vertically and horizontally align curriculum and instruction. There is an emphasis on developing programmatic and instructional coherence and encouraging teachers to collaborate across Spanish and English instruction. The thematic units integrate strategies purposefully incorporating the CA ELD, CCSS ELA, and CA NGSS

standards. Parent engagement modules and weekly family literacy activities in the classroom and at home have led to positive outcomes. SEAL families are more likely to engage in literacy-related activities than a national sample of Latino parents and as likely as college-educated parents.²⁶ Early elementary classrooms serving EL students have not historically provided significant exposure to science instruction for a variety of reasons. SEAL is changing that by expanding to serve young learners in 16 districts across California.²⁷

The SPARK program in San Francisco, discussed previously, has resulted in an increase in science instructional time. At Marshall Elementary School, teachers reported an increase from 1½ days each week during the 2014-15 school year teaching science to an average of three days per week a year later. With the increased time for science instruction, teachers felt that students gained a better understanding of scientific concepts and concurrently developed their academic language skills, according to Sarah Delaney, district science supervisor. As one teacher noted: "This is a breakthrough because the kids are getting the language they need and they're also getting the science they should have. I'm very grateful for the program because I don't have to hide my science. I can just teach more than an hour if I want to because... I'm teaching ELD too." A key component of SPARK is engaging in schoolwide conversations about the importance of increasing the amount of instructional minutes for science and supporting language development through science learning. Many teachers were initially concerned that adding science instruction would take away from





instructional time in other areas. But by integrating science and ELD instruction, teachers found that “they were able to teach more science, while still supporting their students’ English language learning.”²⁸

4 Encouraging innovative, multilingual strategies to advance science learning for English learners.

Research shows that multilingual strategies work. Even so, more innovation is needed to expand these practices and connect them to science education. Recent studies found that English learners in dual-language classes caught up to their English learner peers in English-only instruction on ELA assessments by fifth grade, outperformed them by seventh grade and throughout high school,²⁹ and were more likely to be reclassified as fluent English proficient.³⁰ Likewise, a recent evaluation of Project GLAD (Guided Language Acquisition Design) provides important evidence of the impact of sheltered instruction on fifth-grade EL achievement.³¹ The recent passage of Prop. 58 will also provide school districts with greater autonomy and opportunities to implement high-quality multilingual or biliteracy programs.

The Calipatria Unified School District has focused on recruiting local teachers with bilingual teaching credentials and who are multilingual, so that they can effectively communicate with students and families.

In Westminster School District, the district recently opened California’s first Vietnamese dual-language program. The program is well-attended by both Spanish and English-speaking students. In 2016-17, the district plans to launch a Spanish dual language immersion program starting with pre-K and kindergarten. To further support language acquisition while honoring all heritage languages, the district partnered with the Orange County Department of Education to offer the Pathways to Biliteracy program at pre-K, kindergarten, third, fifth/sixth, and eighth grades. Students can also earn the Seal of Biliteracy in high school, giving them a competitive advantage for college admission, scholarships, and careers.

WSD has taken up the challenge to use research-based practices to encourage innovation. All district teachers are trained in CA ELD standards and GLAD strategies to provide a solid foundation for supporting EL students and integrating ELD instructional approaches into all subject areas. Renae Bryant, executive director of the Office of Language Acquisition commented: “English language development is no longer the sole responsibility of the English language arts teacher. English language development must be context and content-rich and facilitated in every content area by every teacher.”

In the third-grade classrooms, innovative student focused instruction integrates ELD best practices with science learning as students rotate through stations in groups of five, learning about states of matter through group discussion, written activities, scientific experiment activities, and a technology research station. Each station provides academic language practice using visual materials, infusing science learning with best practices for EL instruction at every table. Teacher Rochelle Farley commented on the impact of changing her teaching: “I’m noticing a shift in the way that the kids are collaborating... making more observations themselves instead of being told something. It’s more investigative doing an experiment first and then deciding what that showed instead of top-down instruction where the teacher tells what we are going to experiment about.” Teacher Wendy Sorce said, “There really is a growth mindset on how we learn and what risks we’re willing to take. You have to let your kids do.” Their classrooms provide a safe space for students to experiment, take risks, and collaborate to problem solve.

Alongside neighboring districts, WSD participates in the ScienceWorks initiative, which provides a science coordinator at the elementary level. Every teacher in the district receives ScienceWorks training and science kits with lab materials. Denis Cruz, executive director of teaching and learning for the district, commented: “Every EL student receives hands-on inquiry science, and they conceptually can understand what we’re doing. It’s not just talking, and it’s not just in the book.”

In Imperial Unified School District, the district offers science explorations for second, third, and fourth-graders. High school students who are enrolled in the High School Explainers program as a science elective course facilitate these labs, guiding elementary school students through scientific and engineering experiments on topics ranging from erosion to wind energy to the solar system. The high school students create science and engineering demonstrations and practice problem-solving lessons during their elective class held in the makerspace lab set up with tools for engineering projects. They move back and forth between Spanish and English in order to engage the students. Teachers say the program is effective. “The high school students make the science accessible whether you speak English or not, and it does wonderful things for the high school students as well,” one teacher said.

Innovation is at the heart of IUSD’s effort to advance science for ELs in partnership with the San Diego Science Project’s CREATE STEM Success Initiative. Not only do teachers engage in advanced science professional learning trainings with the Imperial Valley Regional Occupation Program, but the district has transformed science learning through the Imperial Valley Discovery Zone, a “pop-up science center” in which a team of eight K-12 teachers across grade levels and subject areas collaborate to develop a series of CA NGSS-aligned lessons and train 145 high school students to facilitate problem-solving science activities for elementary school students. The result is community-wide excitement about science learning.

During eight full-day science instructional days, second, third and fourth-grade students rotate through five classrooms where 145 high school students wearing lab coats facilitate science experiments on topics ranging from erosion to wind energy to the solar system. The high school students create science and engineering demonstrations and practice problem-solving lessons during their elective class held in the makerspace lab.

Founding high school teachers and brothers Dan Gibbs and Dennis Gibbs explain their approach: “We try to build an experience, not a lesson. It’s going to be something the kids will remember and something that their classroom teacher could not do in the classroom either because of expertise in their particular area or because of time. Science is effective for our English learners, and they are drawn to it for so many reasons — the experiential hands-on learning and the curiosity is universal. It’s high engagement because it’s concrete and you can really put your hands on it and be thoughtful about it.”

The elementary EL students are supported to engage in the science lessons. A high school student explained, “One kid, he didn’t speak English very well, so I made sure to talk to him and go over the whole thing while

“I’M NOTICING A SHIFT IN THE WAY THAT THE KIDS ARE COLLABORATING...MAKING MORE OBSERVATIONS THEMSELVES INSTEAD OF BEING TOLD SOMETHING.”

– Wendy Sorce, Teacher

speaking Spanish. You could see he was excited. He was shy about not being able to speak English as well, but he was engaged.” To prepare the second-grade students for these full-day science investigations, elementary teachers front-load vocabulary about scientific concepts.

Teachers use collaborative lesson planning time to tackle challenging scientific concepts. One teacher commented, “I think working through the lessons together as a curriculum group helps because it gives you a model for developing an argument, using evidence, formulating a model, and vocalizing what that model might be.” After teachers have engaged in the process themselves, they are better positioned to provide students with the opportunities that CA NGSS promotes—to derive meaning from scientific and engineering experiences, analyze and interpret data, and use evidence to define and solve problems.

Teachers find the program raises both student and teachers’ expectations for science education for English learners. “The high school students make the science accessible whether you speak English or not, and it does wonderful things for the high school students as well,” one teacher said. Students, both those doing the teaching and those receiving instruction, are highly engaged. The program has inspired high school students to take more rigorous science courses. Dennis Gibbs said that 35 percent of the 11th- and 12th-graders take one or two Advanced Placement science courses, including AP Chemistry and AP Physics. In addition, many students take science courses in chemistry, geology, and anatomy/physiology. As the high school students talk about their role as leaders, the excitement is palpable. One bilingual student remarked, “being in this class has reassured me that science is where I want to be.”

5 Using LCFF & LCAP budgeting to dedicate funding to promote equity and advance science instruction for English learners.

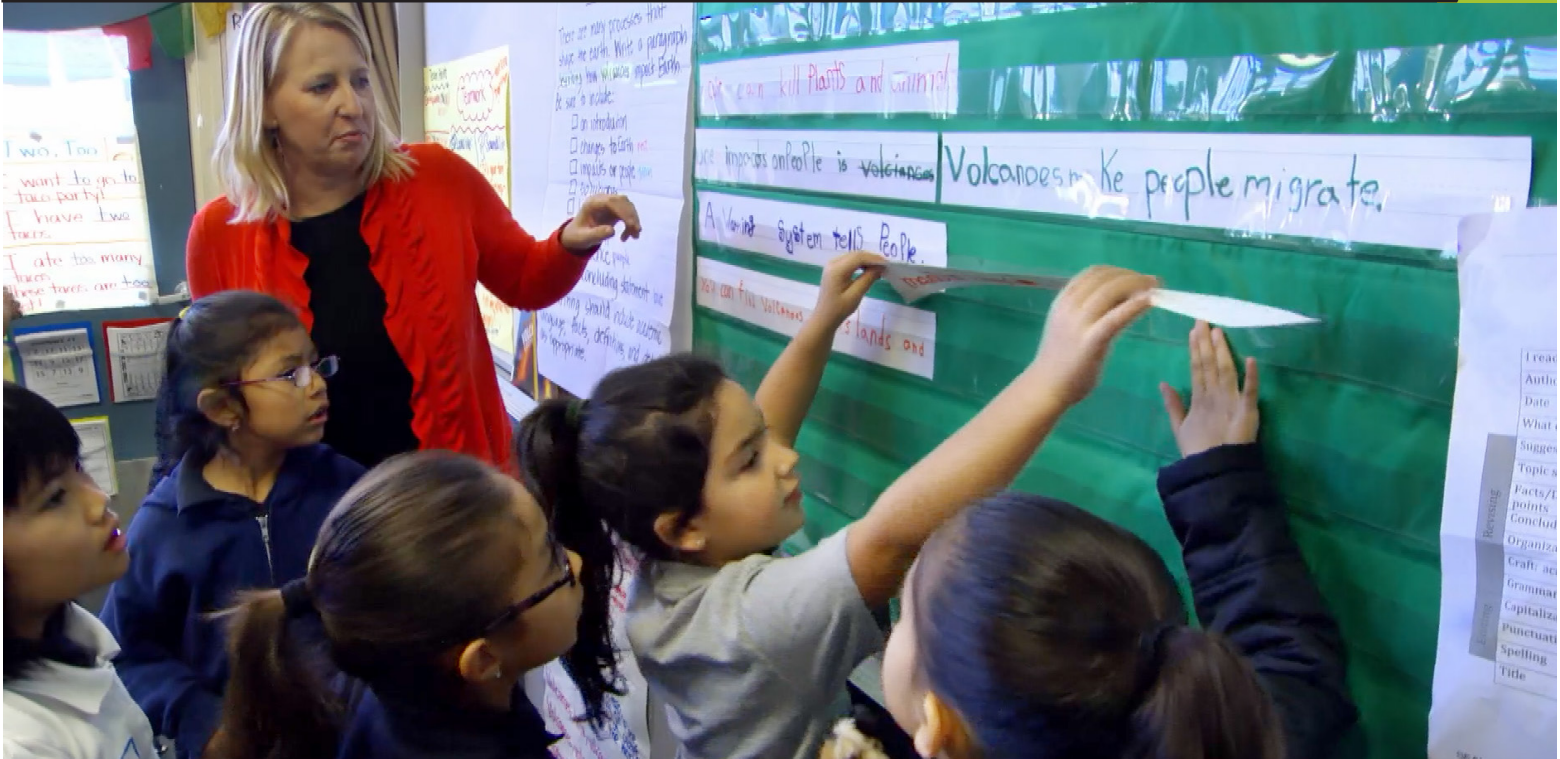
Funding structures in California can help advance science learning for ELs. With the shift in 2013 to the Local Control Funding Formula (LCFF), additional funding is allocated to districts for each EL student they serve. Districts are required to use this supplemental funding to “increase or improve services”³² for English learners, foster youth, homeless students, and low-income students, and they are required to report how they will spend that funding in their Local Control and Accountability Plans (LCAP).

Some districts used this opportunity strategically:

- IUSD used LCFF funds to hire an EL program assistant and to offer instructional strategies, including differentiated instruction for EL students in ELD and core content areas, academic vocabulary building, and oral language development.
- WSD’s LCAP includes investments in both science and ELs, including the design of grade-level units to integrate CA ELD standards with science using GLAD, thinking maps, Gifted and Talented Education (GATE) and Sheltered Instruction Observation Protocol (SIOP), and literacy skills for middle school science and social studies teachers.
- CUSD allocated LCFF funds to hire a part-time high school biology teacher and to provide professional learning for single-subject science teachers to incorporate ELD strategies. The district’s middle school principal refocused the academic content delivery across all grade levels and eliminated tracking students based on their status as English learners, special education students, or GATE students. The principal instituted a schoolwide daily science period and daily classroom visits to support teachers. At the high school, counselors promote a culture of college preparatory A-G coursework completion, encouraging all students to complete chemistry and take at least two years of science.

IN IMPERIAL UNIFIED SCHOOL DISTRICT, 35 PERCENT OF THE 11TH- AND 12TH-GRADERS TAKE ONE OR TWO ADVANCED PLACEMENT SCIENCE COURSES, INCLUDING AP CHEMISTRY AND AP PHYSICS. IN ADDITION, MANY STUDENTS TAKE SCIENCE COURSES IN CHEMISTRY, GEOLOGY, AND ANATOMY/PHYSIOLOGY.

PERSISTENT CHALLENGES IN THE DISTRICTS



Our investigation surfaced not only noteworthy practices, but also substantial challenges. These challenges have implications for state policy and district implementation of integrated science education for English learners.

Funding has not been used for CA NGSS

implementation. Assembly Bill 86 allocated \$1.25 billion in funds from 2013 through 2015 for the implementation of state standards.³³ But of this total, we estimate that only 2.4 percent went to professional learning and instructional materials in science and only 2.2 percent to ELD. Effective implementation of CA ELD and CA NGSS will require fiscal support.

LCFF and LCAP are underutilized as levers for equity.

We noted three districts that made strategic LCAP investments in science for ELs. Unfortunately, these are the exceptions to the rule. A 2015 study by Education Trust–West found that only 27 out of 40 reviewed LCAPs mentioned CA NGSS, an increase of only three districts from 2014.³⁴ Another study of LCAPs noted that the plans in 2015 gave insufficient attention to the needs of English learners.³⁵ LCFF and the LCAP process have not yet achieved their potential as levers for equity.

Schools lack adequate curriculum and instructional materials.

Most schools do not yet have full sets of curriculum or instructional materials for CA NGSS-aligned science instruction and approach the change to CA NGSS one instructional unit at a time, with the burden falling on the individual teacher. Curriculum and instructional materials that integrate EL supports, such as Seeds of Science/Roots of Reading, which supports integrated instruction in grades 2 through 5, are not widely available. It is anticipated that districts will provide materials in 2018, but in the interim, teachers are making do with what they have.

Schools currently offer inadequate instructional time and coursework in science to master the expectations of CA NGSS.

Most districts are just beginning to plan for integrated implementation of CA NGSS and CA ELD, with front runners at the elementary school level due to participation in grant-funded consortiums such as BaySci or the K-12 Alliance. At the high school level, experts agree³⁶ that it will require more than two courses in science for students to master the standards contained in CA NGSS at the high school level, so the current state graduation requirement of two science courses is not sufficient.



High-need students need more access to A-G approved courses to ensure equity. ELs are generally under-enrolled in A-G college-preparatory coursework at California high schools overall so it is critical to ensure access for ELs to college-preparatory science courses.

Helen Quinn, Stanford University physics professor emerita and chair of the National Research Council committee that developed “A Framework for K-12 Science Education” in 2012 said that high school science coursework has traditionally been a sequence of biology, chemistry, and physics courses taught by science teachers who have credentials in those specific specialization areas. Implementation of CA NGSS will require districts to revise their science courses, making stronger connections across the disciplines and infusing engineering and earth sciences into other science courses. Or districts can choose to add stand-alone earth science courses, requiring more years of science study and finding teachers with the science content expertise to teach them. In addition, districts will need new and more interdisciplinary science courses approved as A-G lab courses by UCOP.

Schools will need support to implement the new performance-based assessments starting in 2018. Performance-based assessments can provide English learners with the opportunity to demonstrate what they know and apply scientific thinking, but most schools

are new to this approach and will need support to implement the CA NGSS assessments due to roll out in 2018. In focus groups at the districts we visited, teachers shared that they would like to see an CA NGSS assessment that includes both performance-based assessment activities and application of knowledge to real situations.

Staffing is a major hurdle for schools and districts.

The call for a more interdisciplinary approach to science instruction in CA NGSS presents staffing challenges particularly at the secondary level because, as Calipatria Unified School District high school teacher Keitha McCandless explained, “As a single-subject science teacher, you may have your units in physical science, but then you can’t necessarily teach earth science.” Administrators in CUSD offer one solution: they rotate students so that the physical science teacher will teach physical science to all middle school students and not just the eighth-graders.

At the high school level, “the challenge is to attract teachers with the appropriate credentials to come to the district. In a community with a strong agricultural focus, science courses are in demand. Yet the agricultural science teacher is not credentialed as highly qualified, so those courses do not currently count towards A-G,” Ortiz explained. “A teacher may have the science content knowledge but not the teaching credential.” Ortiz likes to recruit homegrown teachers who share the firsthand experiences, needs, and strengths of their students and can offer powerful role models. In particular, ELs benefit from strong relationships with teachers who understand what it means to enter a school system that requires simultaneous second language acquisition and academic language learning.

PERFORMANCE-BASED ASSESSMENTS CAN PROVIDE ENGLISH LEARNERS WITH THE OPPORTUNITY TO DEMONSTRATE WHAT THEY KNOW AND APPLY SCIENTIFIC THINKING, BUT MOST SCHOOLS ARE NEW TO THIS APPROACH AND WILL NEED SUPPORT TO IMPLEMENT THE CA NGSS ASSESSMENTS.

DISTRICT RECOMMENDATIONS AND QUESTIONS FOR COMMUNITY STAKEHOLDERS TO ASK

Districts are just beginning to figure out how to weave together the implementation of the CA NGSS and CA ELD standards. Effective practices are still emerging. There is no one formula for effective science education for ELs, so districts need to do their own inquiry about how to best help their English learners achieve their potential as science learners. Here, we offer key recommendations for districts, and questions to guide districts and stakeholders to seek further understanding followed by a key action item. We follow this section with state level policy recommendations.

FUNDING: Use district LCFF investments and set LCAP goals to support science instruction with specific supports to increase opportunities for EL students.

- Are LCFF funds allocated to support CA NGSS-aligned science education for high-need students, including ELs?
- Does resource allocation advance equity for ELs? For example, do schools with greater concentrations of EL students have greater access to science specialists who have training in ELD strategies?

KEY ACTION: Include resources, training and staffing for CA NGSS and CA ELD integration in district LCAP.

ACCESS TO RIGOROUS COURSEWORK: Ensure English learners are provided a rigorous science education, including equitable instructional time, courses that lead to A-G completion, and linguistic supports to excel in college preparatory coursework.

- Do EL students in elementary, middle, and high schools in the district have the same access to science instruction (coursework and time) and science specialists as other students, regardless of the school they attend?
- How is science content integrated into designated ELD-ELA time?
- Are EL students enrolled in high school science courses that are A-G approved?
- Are linguistic supports provided so that EL students are supported to excel in college preparatory science courses?
- To what extent do the college and career science courses ELs take include the CA NGSS standards, which include three dimensions: core ideas, scientific and engineering practices, and crosscutting concepts?

KEY ACTION: Provide access and support for EL students to succeed in a rich array of A-G approved CA NGSS science courses.

CURRICULUM RESOURCES: Provide high-quality science curriculum materials that are genuinely aligned to CA NGSS and vetted to support English language development.

- Has curriculum been selected and purchased to support CA NGSS implementation and language development for EL students? If not, what criteria will the district use to adopt instructional materials?
- Does the district use coherent, high-quality curriculum and provide training for teachers to use this curriculum to integrate science and ELD instruction?

KEY ACTION: Select high-quality curriculum that integrates CA NGSS with ELD strategies.

FAMILY ENGAGEMENT: Engage families in the district process of implementing the ELD and science standards including implementation planning to expand multilingual learning opportunities.

- How does the district welcome families of English learners to learn about science and language development opportunities?
- Are families, particularly those of EL students, informed about the requirements for college preparatory science coursework and their students' progress toward A-G completion versus graduation requirements?
- How is the district providing increased multilingual learning opportunities with the newly passed Prop 58?

KEY ACTION: Ensure that families, particularly of EL students are welcomed and informed regarding standards implementation and access to multilingual learning opportunities.

PROFESSIONAL LEARNING AND BUILDING TEACHER CAPACITY: Invest in teacher capacity to support CA NGSS science learning for ELs and provide adequate time for high-quality professional learning for teachers and administrators.

- How much collaboration time are teachers provided with experts in ELD and science to engage in instructional planning?
- Does the district allocate funding to support the development of multilingual teachers' ability to teach science in students' home languages?
- Is professional learning focused to provide teachers and administrators with training on both the CA ELD and science standards to advance English language acquisition best practices using the three-dimensions of CA NGSS science?
- Does the district make an effort to attract and retain effective bilingual teachers and science teachers with significant EL teaching experience, drawing from local communities to maximize the likelihood of retention?

KEY ACTION: Invest in time for high quality CA ELD/CA NGSS science professional development for teachers and administrators.

PARTNERSHIPS: Develop district partnerships to support science education for EL students and training for teachers.

- Does the district partner with science institutions, universities, and businesses to train teachers and provide curriculum content to support CA NGSS science education and STEM career preparation for EL students?

KEY ACTION: Foster partnerships with science rich institutions to advance CA NGSS implementation.



THERE IS NO ONE FORMULA FOR EFFECTIVE SCIENCE EDUCATION FOR ELS, SO DISTRICTS NEED TO DO THEIR OWN INQUIRY ABOUT HOW TO BEST HELP THEIR ENGLISH LEARNERS ACHIEVE THEIR POTENTIAL AS SCIENCE LEARNERS.

STATE POLICY RECOMMENDATIONS

The state can advance science education and boost conditions for English learners to excel by doing the following:

1. STRENGTHEN TEACHER PREPARATION.

Preparation of science teachers needs to look radically different. This is particularly true at the high school level, which has traditionally siloed science education by biology, chemistry, and physics. The California Commission on Teacher Credentialing (CTC) should:

- a. Work swiftly to expedite the development of revised science teaching standards and science professional credentialing tests to ensure implementation of CA NGSS as early as possible; and
- b. Ensure that courses offered through teacher preparation programs, including those required for elementary teacher and administrator credentials, are updated to include preparation for the demands of CA NGSS and instructional strategies for the CA ELD standards.

2. MAKE SCIENCE CURRICULUM AND INSTRUCTIONAL MATERIALS BROADLY AVAILABLE.

Few schools have CA NGSS-aligned curriculum, even though educators need access to the best possible resources and materials for teaching CA NGSS. In addition, they need science materials that are integrated with CA ELD strategies. In the absence of state-approved resources, teachers often search online to find instructional materials or develop their own lessons.

These stop-gap solutions are not sufficient.

The California Department of Education (CDE) should:

- a. Disseminate a list of vetted, high-quality curriculum and instructional materials for integrated CA ELD/ CA NGSS science, including resources developed by science-rich institutions such as The Lawrence Hall of Science and The Exploratorium.
- b. More broadly disseminate the CA NGSS science curriculum framework, so that more educators have access to it; and
- c. Provide training on strategies for integrating the CA ELD standards with CA NGSS.

3. IMPROVE ASSESSMENT IN SCIENCE.

It is encouraging that the CDE is developing optional performance-based formative assessments designed to measure what students know and understand. In order to make these performance-based assessments more accessible, the CDE should develop a guide for teachers to use them, and it should also provide translations into key native languages to ensure EL access. The current plan also calls for performance tasks to be included in the summative CA NGSS assessments; these should be developed with supports for EL students in mind.

4. SUPPORT MULTILINGUAL/DUAL-LANGUAGE EDUCATION.

Dual-language proficiency is associated with improved academic outcomes overall, including more sustained academic growth. To promote multilingualism, the state can:

- a. Strengthen the bilingual teacher pipeline by providing funding to districts for teachers to get a bilingual credential (BCLAD); and
- b. Foster implementation of Prop. 58 by disseminating multilingual resources for science and other subject areas through the CDE's digital platform.

5. IMPROVE COLLEGE AND CAREER PREPARATION IN SCIENCE.

To meet the performance expectations of CA NGSS, students will need more rigorous science instruction and more time learning science. To get there, we need to reconsider our state graduation requirements and our expectations for rigorous, college-preparatory science coursework. Specifically, we recommend:

- a. When reviewing and approving science courses, the UC system must ensure that each course meaningfully prepares students for mastery of the CA NGSS standards. It is also important that high school teachers and instructional leaders design A-G approved courses that include the CA ELD standards.



- b. To advance CA NGSS implementation and EL achievement, state leaders should convene a meeting of district leaders with the UC and CSU regents to share approaches for developing curriculum and syllabi that meet A-G requirements and support EL college preparatory learning.
- c. Increase the current state graduation requirements in science to provide more opportunities for learning the performance expectations of CA NGSS.

6. ENSURE THAT STATE ACCOUNTABILITY SYSTEMS PROMOTE A FOCUS ON SCIENCE AND ENGLISH LEARNERS.

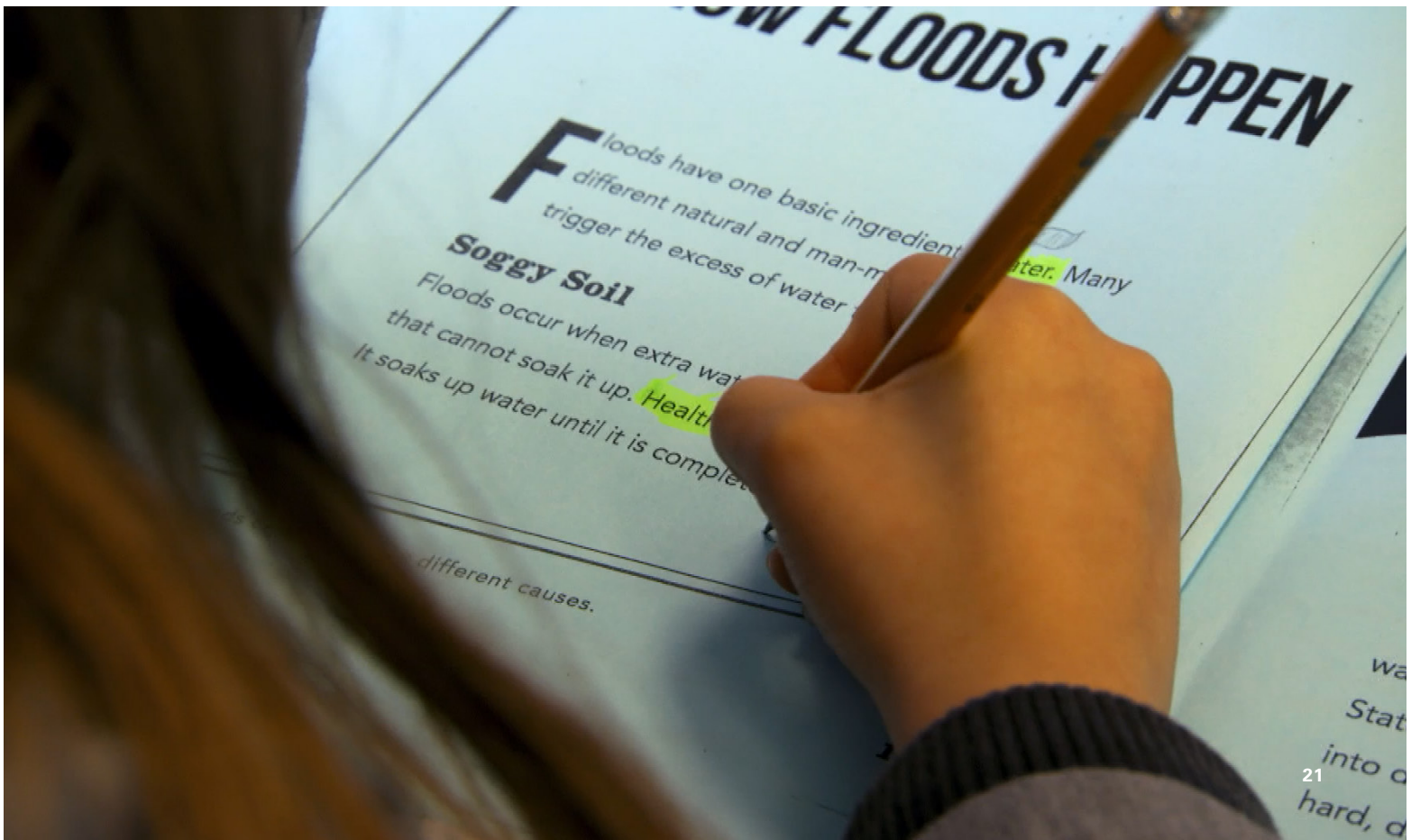
The California State Board of Education voted to include CA NGSS science assessment results, once available, in the “evaluation rubric,” the

dashboard that will serve as a centerpiece of the state’s new school accountability system. The SBE must follow through on this commitment as soon as results are available, starting in 2018-19, and it must use this data as part of its system of identifying schools and districts for support and assistance. When providing assistance to those identified schools and districts, county offices of education and the California Collaborative for Education Excellence should ensure that technical assistance experts have expertise on English learners’ needs and are attentive to CA NGSS and ELD implementation strategies.

CONCLUSION

The state's success in effectively educating its students demands increased attention to the needs of English learners, who make up more than a fifth of the state's students. Unfortunately, in the critical subject of science, English learners' access to rigorous learning opportunities lags behind their peers, a situation that can and must be addressed directly.

A handful of districts across California — from large urban districts in the Bay Area to small rural districts in Imperial County — are spearheading innovative approaches to boosting EL success in science. They are adopting forward-thinking instructional practices, developing teachers' capacity to integrate science with English language development, and finding creative partnerships to deepen science learning. These districts are prioritizing science learning and view the success of English learners as integral to their strategy. Examination of these approaches — using the questions in this report — has the potential to elevate the importance of science learning across the state. With the exciting opportunities presented by the new standards and our redesigned funding system, we are optimistic that more districts will view science as a powerful lever to advance learning and opportunity for California's English learners.



END NOTES

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 - 14 Helen Quinn, Okhee Lee, and Guadalupe Valdes, "Language Demands and Opportunities in Relation to Next Generation Science Standards for English Language Learners: What Teachers Need to Know. Understanding Language." (Palo Alto, CA: Stanford University, 2013).
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 - 16 As of November 2016, the CST science assessment is currently the only ESEA-required science assessment used by school districts to test fifth-, eighth- and 10th-grade science learning proficiency. CA NGSS science assessments are in development and scheduled for statewide use in 2018-2019.
- The following 2015 data were used to select schools and districts:
- | Grade Level | State Average EL Population | Percent of ELs Scoring Proficient on Science CST |
|-------------|-----------------------------|--|
| 5th grade | 24 percent | 19 percent |
| 8th grade | 14 percent | 20 percent |
| 10th grade | 12 percent | 10 percent |
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 - 20 Carrie Hahnel, Leni Wolf, Amber Banks, and Jeannette LaFors, "The Language of Reform: English Learners in California's Shifting Education Landscape," *The Education Trust–West*, Sept. 23, 2014.
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 - 35 Laurie Olsen, Elvira Armas, Magaly Lavendenz, "A Review of Year 2 LCAPS: A Weak Response To English Learners." (Long Beach, CA: Californians Together, 2016).
 - 36 Interviews with Sarah Delaney, science supervisor, San Francisco Unified School District, and Helen Quinn, physics professor emerita, Stanford University.

ENGLISH LEARNERS MAKE UP MORE THAN A FIFTH OF THE STATE'S STUDENTS. UNFORTUNATELY, IN THE CRITICAL SUBJECT OF SCIENCE, ENGLISH LEARNERS' ACCESS TO RIGOROUS LEARNING OPPORTUNITIES LAGS BEHIND THEIR PEERS. THIS SITUATION CAN AND MUST BE ADDRESSED DIRECTLY.



MAMMOTH SKELETON

Question.....

If this was found under what is water now.....

What would this fact tell us about the past?

Come over and figure it out.

Using STEM America by
Local Entity Grant

ETQUELETO DE MAMUT

Pregunta...

Si este fuera encontrado debajo del agua en el presente...que explicaria del pasado?

Vengan y descubranlo!

Question.....

How will the o
react to a non

How does the
the reaction o
the non-movin

Using STEM America by
Local Entity



OUR MISSION

The Education Trust-West works for the high academic achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.

ACKNOWLEDGMENTS

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Galt Joint Union Elementary School District Snapshot: 2016-2017



	PLP: GROWTH % Met Growth Goal				SBAC: ACHIEVEMENT % Met/Exceed Standards		Enroll- ment 11/2/16	English Learners	Migrant	Foster	Homeless	Free/Reduced/CEP Meal Program	*Socio-Economically Dis	Special Education (includes speech)	Ethnicity/Race						% of Actual Attendance 2016/17 P-2 4/7/17
	READING	MATH	ELD	Engage- ment	ELA	MATH									Hispanic	White	Asian	Black	Native Hawaiian/ Pac	Multiple Races	
Marengo Ranch TK-6	381/555 69%	390/555 70%	24/51 47%	554/555 99%	165/351 47%	120/350 34%	548	64 12%	2 >1%	2 >1%	10 2%	221 40%	230 42%	74 14%	235 43%	250 46%	21	9	4	20	95.6%
<i>SPED: SCOE, SDC/SLD, SDC/ED ~ One full-day kinder class</i>																					
River Oaks TK-6	410/575 71%	435/582 75%	64/91 70%	567/582 98%	198/359 55%	140/359 39%	564	102 18%	32 6%	5 >1%	0 0%	308 55%	313 55%	90 16%	320 58%	205 37%	13	6	1	8	95.8%
<i>SPED: RSP, SDC/SLD, SDC/SH (autistic)</i>																					
Lake Canyon TK-6	402/550 73%	411/550 75%	54/78 69%	428/550 78%	128/328 39%	92/328 28%	564	129 23%	28 5%	1 >1%	5 >1%	300 53%	307 54%	81 14%	316 56%	196 35%	20	10	8	10	95.3%
<i>SPED: RSP, SDC/SLD</i>																					
Greer TK-6	271/519 52%	312/520 60%	9/15 60%	520/520 100%	119/322 37%	68/324 21%	495	116 23%	19 4%	1 >1%	1 >1%	294 59%	303 61%	60 12%	286 58%	174 36%	2	5	2	19	95%
<i>SPED: RSP, SDC/SH, SDC/SH (autistic)</i>																					
Valley Oaks K-6	337/529 64%	376/555 68%	83/218 38%	534/557 96%	80/349 23%	64/351 18%	553	309 56%	74 13%	2 >1%	3 >1%	445 80%	473 86%	71 13%	477 87%	60 11%	6	1	4	2	95.6%
<i>SPED: RSP, SDC/SLD ~ One full-day kinder class ~ One Bilingual Waiver TK/K class</i>																					
McCaffrey 7-8	594/829 72%	664/833 80%	7/29 24%	728/794 92%	385/818 47%	245/819 30%	904	73 8%	38 4%	0 0%	0 0%	481 53%	501 55%	117 13%	507 56%	335 37%	21	17	5	9	95.5%
<i>SPED: RSP, SDC/SLD, ED, ILS, SCOE SH (autistic)</i>																					
Home/Hosp							4	1	0	0	0	0	0	3	1	1	2	0	0	0	
NPS							1	1	0	0	0	0	0	3	1	1	0	0	0	0	
District K-8	2395/3557 67%	2588/3595 72%	241/482 50%	3331/3558 94%	1072/2527 43%	709/2531 28%	3633	795 22%	193 5%	11 >1%	19 >1%	2050 56%	2183 60%	549 15%	2262 59%	1296 34%	96 2.6%	57 1.6%	25 >1%	70 2%	
<i>High Needs Unduplicated: 2268/62%</i>																					
Preschool	IMPROVEMENT: 51% to 62% (+11%) met all reading benchmarks				Not Reported		226	Not Reported					198 88%	52 25%	118 56%	76 36%	13	3	1	n/a	

* Socio-Economically Disadvantaged: economically disadvantaged students or whose parent/guardian is not a high school graduate
Economically Disadvantaged (students eligible for or participating in any of the following): F/R Meal Program, Homeless program, Foster Program, Title 1 Part C Migrant Program or Direct Certification Status

Galt Joint Union Elementary School District Snapshot: 2016-2017

Certificated Staff

- 3 District Administrators
- 13 School Site Administrators
- 213 Certificated Staff Members
- 6 Non-Union Certificated Staff Members (4 Psychologists, 2 Counselors, 1 Program Specialist)
- 1 Service Learning Coordinator

Classified Staff

- 1 District Administrator
- 8 Supervisors
 - Extended Learning
 - Fiscal Services
 - Food Services
 - Maintenance
 - Transportation
- 1 Technology Coordinator
- 3 After School Education and Safety (ASES)
- 258 Classified Staff Members
- 3 Non-Union Staff Members
 - 2 Social Workers
 - 1 Behavior Management Specialist
- 6 Confidential Staff members
- 42 Yard Supervisors

Superintendent

Galt Joint Union Elementary School District 2016-17 2nd Interim Budget Assumptions

<u>INCOME</u>	<u>ASSUMPTIONS</u>
Student ADA	-Revenue is based on the 15-16 P2 ADA of 3,506. We are in declining enrollment, so revenue is based on prior year. -The final GAP funding has been updated to 55.28% for 16/17 and a decrease to 23.67% for 17/18.
Federal Income	-The Budget has been increased by the following: Title I Income was increased by \$171,000. Title III Income was increased by \$13,000. Medi Cal MAA income was increased by \$42,000.
State Income	-The Budget has been increased by the following: Lottery funding of \$17,000 Instructional Lottery funding of \$14,000
Local Income	-2016-17 income/donations have been updated.
Transfers In	-Additional transfer of \$21,000 from Developer Fees has been added.
Transfers Out	-CAFÉ projected deficiency of \$351,207 has been updated.
 <u>EXPENSES</u>	
Cert. Salaries	-Minor changes due to employee leaves and vacancies have been made to the budget.
Class. Salaries	-Minor changes due to employee leaves and vacancies have been made to the budget.
Benefits	-Increases/decreases to statutory benefits have been budgeted to reflect salary changes
Supplies	-Increases/decreases have been budgeted to reflect deferral of expenses to later years.
Operating Expenses	-Increase in operating expenses have been budgeted to reflect increase in contracts for Psychologist, Maintenance work and legal fees.
Capital Outlay	-Capital Outlay has been increased by the amounts budgeted for equipment for Maintenance
Transfers Out	-A transfer of \$351,207 to Cafeteria Fund 13 has been budgeted

OTHER FUNDS:

CHILD DEVELOPMENT

-No changes at this time.

CAFETERIA FUND

-Income has been updated on current cafeteria use to include changes in the Free/Reduced income structure for three of our sites.

Other expenses have been updated based on current cafeteria use.

The transfer into Cafeteria from Fund 1 has been decreased to \$351,207. This will offset the projected deficit in this fund.

CAPITAL FACILITIES

- Income has no change at this time. Expenses have been updated to reflect current projects.

MELLO ROOS

-Income has been updated to remove transfer in that was processed in prior year.

No changes have been made to the following funds:

**Deferred Maintenance
Post Employment Benefits Fund
County School Facilities Fund
Special Reserve**

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,508.39	3,509.86	3,460.27	3,506.08	(3.78)	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,508.39	3,509.86	3,460.27	3,506.08	(3.78)	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	6.04	5.84	0.00	0.00	(5.84)	-100%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.34	0.00	0.00	(0.34)	-100%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	6.04	6.18	0.00	0.00	(6.18)	-100%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,514.43	3,516.04	3,460.27	3,506.08	(9.96)	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Multi Year Financial Analysis

2/1/2017

16-17 Projection 2nd Interim

Assumptions:

Step/Class = \$498,187 annually

STRS increase of 1.85% additional in 2017/18 and beyond

PERS increase of 1.91% additional in 17/18 and 18/19

Declining enrollment of approximately 50 ADA in 16/17, decrease of 46 ADA in 17/18, decrease of 14 ADA in 18/19

0% COLA in 16/17, 1.48% COLA in 17/18, and 2.40% in 18/19

Assumes 55.28% LCFF GAP increase in 16/17, 23.67% LCFF GAP increase in 17/18, and 34.42% LCFF GAP increase in 18/19

2.5% Routine Repair/Maintenance in 16/17 and 3% in 17/18 and 18/19

One-Time Funding in 16/17 of approximately \$750,275

One-Time Funding in 17/18 of approximately \$166,000

RTTT carryover and expense of approximately \$1,037,240

	Account Codes	Projected 2016-17	Projected 2017-18	Projected 2018-19
A. REVENUES				
LCFF Sources	8010-8099	29,763,860	29,697,553	30,105,645
Federal Revenues	8100-8299	3,517,041	2,479,800	2,479,800
Other State Revenues	8300-8599	3,865,258	3,278,983	3,112,983
Other Local Revenues	8600-8799	2,707,298	2,707,298	2,707,298
		<u>39,853,457</u>	<u>38,163,634</u>	<u>38,405,726</u>
Total Revenues				
B. EXPENDITURES				
Certificated Salaries	1000-1999	19,017,161	18,286,853	18,583,355
Classified Salaries	2000-2999	6,975,196	7,101,727	7,229,219
Employee Benefits	3000-3999	8,371,836	8,652,012	9,147,071
Books and Supplies	4000-4999	3,201,865	1,739,711	1,573,711
Services	5000-5999	4,338,403	3,159,895	3,159,895
Capital Outlay	6000-6999	631,610	0	0
Other Outgo	7100-7299	139,643	139,643	139,643
Direct/Indirect Costs	7300-7399	(122,077)	(122,077)	(122,077)
<i>Proposed Additional Budget Cuts</i>				<i>(590,000)</i>
Total Expenses		<u>42,553,637</u>	<u>38,957,764</u>	<u>39,120,817</u>
Difference (Revenues-Expenses)		(2,700,180)	(794,130)	(715,092)
Prior Year Adjustments				
Transfers In		31,905	20,000	20,000
Other Sources		0	0	0
Transfers Out		351,207	0	0
Total Transfers		<u>(319,302)</u>	<u>20,000</u>	<u>20,000</u>
Net Increase(Decrease) in Fund Balance		(3,019,482)	(774,130)	(695,092)
Beginning Balance		7,596,930	4,577,448	3,803,318
Audit Adjustments				
Ending Reserve Balance		4,577,448	3,803,318	3,108,226
Econ. Uncertainties		1,287,145	1,168,733	1,173,625
Reserve %		3.00%	3.00%	3.00%

Components of Reserve	Projected 2016-17	Projected 2017-18	Projected 2018-19
Revolving Fund	20,000	20,000	20,000
Prepaid			
Restricted Beg. Balance:			
Restricted Carryover	834,076	820,986	820,986
Lottery Current to spend next year	62,100	62,100	62,100
Reserve for Supplemental/Conc.	532,620	777,852	1,012,750
District Technology- one time set aside	300,000		
Reserve for declining enrollment	1,541,507	953,647	18,766
	3,290,303	2,634,585	1,934,602
3% Economic Uncertainties	1,287,145	1,168,733	1,173,625
<i>Reserve for Economic Uncertainties</i>	3%	3%	3%
<i>Total Reserve</i>	4,577,448	3,803,318	3,108,226
<i>Total Reserve Percentage</i>	11%	10%	8%
Total Unrestricted Reserve	7.35%	5.45%	3.05%

Galt Joint Union Elementary School District 2016-17 2nd Interim Budget

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MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

The Multi-year Projection is based on the following assumptions:

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT to incorporate the Governor's 16-17 budget.
- Enrollment Projections: Note – we are funded on the attendance rate of our enrollment or “Average Daily Attendance” (ADA). Typically, we average about a 95% - 96% actual attendance rate on our enrollment.
 - 2016-17: 3,618
 - 2017-18: 3,572
 - 2018-19: 3,558
- COLA Projections:
 - 2016-17: 0.00%
 - 2017-18: 1.48%
 - 2018-19: 2.40%
- LCFF Gap Funding
 - 2016-17: 55.28%
 - 2017-18: 23.67%
 - 2018-19: 53.85%
- STRS Employer Rates
 - 2016-17: 12.58%
 - 2017-18: 14.43%
 - 2018-19: 16.28%
 - 2019-20: 18.13%
- PERS Employer Rates
 - 2016-17: 13.88%
 - 2017-18: 15.80%
 - 2018-19: 17.70%
 - 2019-20: 19.70%
- Unduplicated/Free/Reduced/El percentages:
 - 2016-17: 62%
 - 2017-18: 60%
 - 2018-19: 60%
- Step and Column increases of \$498,187 annually.
- Projected benefit costs include the increased STRS and PERS rates for each year.

- Reductions in federal income, from the phase out of Race to the Top grant and corresponding expenses in staffing, supplies, and services have been accounted for in 2016-17. No Race to the Top income/expenses have been budgeted in 2017-18.
- An increase of .44% in GAP funding for 16/17, a 50.29% decrease for 17/18, and an increase of 12.63% in 18/19 have been projected. This is consistent with the Governor's budget. This is a large decrease in LCFF revenue projected for 17/18.
- Educator Effectiveness expenses have been removed from 17/18 and 18/19. Should we not spend the entire grant in 16/17, the carryover will be added to the 17/18 budget.
- 2017-18 One-Time Mandate Block Grant of \$166,000 has been budgeted. All One-Time grants have been removed in 2018-19.
- The Routine Repair and Maintenance restricted account is funded at 2.5% of the total general fund adopted budget expenditures for 16-17. 17-18 and 18-19 have been projected at 3%. Any balance in this account is required to carry over to the next year and cannot be used for unrestricted expenditures.
- We are anticipating a decline in P-2 ADA for 16/17 of 50 students. This ADA will be used for the 17/18 funding projection. We are also anticipating a decline of 46 students in 17/18 which will be used in the 18/19 funding projection.
- Step and column increases of \$498,187 annually have been assumed in the projection, but salary increases have not been included in any year, including current year.
- Components of the Ending Balance
 - ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
 - ✓ The calculation for the Supplemental/Concentration funding is \$3,854,473 in 2016-17, \$3,876,987 in 2017-18, and \$3,866,653 in 2018-19. There will be a carryover of approximately \$532,600 at the end of 2016-17 and \$772,183 at the end of 2017-18, and \$926,763 at the end of 2018-19. The carryovers have been reserved in the multi-year analysis to allow the district the necessary time needed to analyze and determine the best implementation of this targeted funding from LCFF.
 - ✓ No carryovers of One-time Mandate Block Grant income are budgeted for either 2017-18 or 2018-19.
 - ✓ The district's multi-year technology plan indicates a definite need to reserve funding each year for the on-going replacement of student/staff computers and the necessary servers, etc. to support district technology. \$300,000 has been set aside in 16/17 for this purpose.
 - ✓ Any remaining reserve has been labeled as a reserve for declining enrollment.
 - ✓ The district's Reserve for Economic Uncertainties has been set at 3% annually.

The **FISCAL REPORT** *32*
informational
update

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For Publication Date: May 19, 2017

No. 10

May Revise Update: One-Time Deferred Maintenance and Instructional Equipment Funds

The Governor's May Revision, released on May 11, 2017, included an additional \$92.1 million in one-time funds for deferred maintenance and instructional equipment, in addition to the \$43.7 million that was part of the January Budget Proposal, for a total of \$135.8 million. However, for 2017-18, these funds come with a catch: Most of the funds (\$125 million) are not scheduled to be disbursed until May 2019. The Governor's intent of holding onto the funds is to ensure that Proposition 98 is not over appropriated as a result of lower-than-expected revenues in the 2017-18 fiscal year.

As a result of the lack of receipt in the 2017-18 fiscal year, and some uncertainty around receipt during the 2018-19 fiscal year, School Services of California, Inc., is recommending that community colleges exclude this revenue from their upcoming budget, as well as their multiyear projection.

—*SSC Staff*

posted 05/12/2017

The FISCAL REPORT *32* *informational* *update*

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No. 10

May Revise Update: One-Time Discretionary Funds

The Governor's May Revision, released on May 11, 2017, included an additional \$750 million in one-time discretionary funds, in addition to the \$287 million that was part of the January Budget proposal, for a total of more than \$1 billion. Like prior years, these funds offset local educational agencies' (LEAs) outstanding mandate claims. However, for 2017-18, these funds come with a catch: They are not scheduled to be disbursed until May 2019. The Governor's intent of holding onto the funds is to ensure that Proposition 98 is not over appropriated as a result of lower-than-expected revenues in the 2017-18 fiscal year.

As a result of the lack of receipt in the 2017-18 fiscal year, and some uncertainty around receipt during the 2018-19 fiscal year, School Services of California, Inc., is recommending that LEAs exclude this revenue from their upcoming budget, as well as their multiyear projection.

—SSC Staff

posted 05/12/2017

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No. 10

An Overview of the 2017-18 Governor's May Revision

Preface

The May Revision represents the final statutory opportunity for the Governor to update his economic projections prior to enactment of the State Budget in June. Factors such as tax revenues, population growth and competing state priorities are all detailed in the Governor's May Revision. As we have seen in the past, significant changes, both positive and negative, can surface in the May Revision.

This year, there was a mixture of hope and confusion in January when the Governor announced lower revenue projections and the Legislative Analyst's Office immediately announced higher projections. In the May Revision, the Administration's new forecast for 2017-18 splits the difference. The hoped-for higher revenues have not materialized in the current year. However, the Governor has increased the 2017-18 revenue forecast and reflected an increase in the Proposition 98 minimum guarantee. At the same time, the Governor also proposes modification to the provision of Test 3 to ensure that the state is not compelled to fund Proposition 98 above the minimum guarantee.

The Governor projects the 2017-18 Proposition 98 minimum guarantee from January to be up \$1.1 billion to \$74.6 billion, while the current-year minimum guarantee is calculated once again at the 2016-17 State Budget level of \$71.4 billion. This increase compared to January fully eliminates that current-year, one-time deferral that was proposed at the January State Budget.

Some educators worried that there might be a proposal for a restructuring of funding and delivery of special education services. The Governor has not made a proposal; however, he does suggest that further study is needed.

Overview of the Governor's May Revision

Governor Jerry Brown's May Revision paints a somewhat brighter fiscal picture than what he offered in his January Budget proposal. Throughout the current year, state revenues have been soft, falling below projections through April. However, even though the May Revision acknowledges a current-year shortfall of \$225 million, budget-year revenues are expected to exceed the January forecast by almost \$1.9 billion. This revenue gain allows for increased spending next year compared to what we were bracing for just four months ago.

In his May 11, 2017, press conference, the Governor returned to his theme of fiscal prudence. He noted that the state has increased spending by billions of dollars over the last several years, especially for education. He warned, however, that we're starting to press the envelope with regard to the length of our current economic recovery, noting that the longest recovery on record is ten years, and we're now in our eighth year of growth.

He stressed that he did not want to return to the practices of prior Administrations in which new programs were added during the good times but have "the rug pulled out" from people receiving these services when the economy turned south. Without predicting such a recession, he stated that the Department of Finance (DOF) has forecast a \$55 billion revenue shortfall over three years even with a recession of "moderate intensity."

Proposals outside of Proposition 98 include:

- A \$6 billion supplemental payment to the California Public Employees' Retirement System (CalPERS) with a loan from the state's Surplus Money Investment Fund
- A \$400 million increase to mitigate cost increases to counties related to realignment of the In-Home Supportive Services program
- Sequesters \$50 million from the University of California (UC) until State Auditor recommendations and other UC commitments are met

Finally, the Governor's May Revision highlights a number of initiatives to assist those in poverty, including raising the minimum wage, expanding health care coverage and providing a cost-of-living increase to the Supplemental Security Income/State Supplementary Payment program.

The Economy and Revenues

Economic Outlook

The Governor's May Revision continues the themes from the January Budget proposal, including continued emphasis on the risks posed by the all but inevitable eventual recession. The Governor was quick to point out that the current recovery is the third longest in the post-war period and if there is not a recession within the next two years it would be historical. He emphasized exercising fiscal restraint due to this looming recession and pressures from Washington D.C. He cautioned that if the American Health Care Act ("Trumpcare"), or a similar bill were to become law, it would cost California billions of dollars. While we concur with the Governor about the risks present, we believe that there is still room for optimism.

Federal tax and spending policies remain relatively constant compared to 2016, with modest economic growth continuing over the next few years. U.S. inflation is expected to rise from 1.3% in 2016 to over 2% in 2017 as housing, gas, and medical costs increase. The Federal Reserve is expected to continue steadily increasing interest rates after the March interest rate hike.

The national unemployment rate as of April 2017 is equal to the pre-recession low of 4.4%, while California's unemployment rate fell to 4.9% in March 2017 and is expected to remain near that level throughout the forecast. The drop in the unemployment rate is leading to higher wage growth, which is shifting the source of personal income growth. Education has been a beneficiary of these good times, but as the Governor likes to remind us . . . The next recession is just around the corner.

State Revenues

While not at the level that education has experienced in the past, revenue projections are once again up as part of the May Revision compared to the Governor's January Budget. Personal income tax and corporation tax revenues are up \$2.9 billion and \$400 million, respectively, while sales tax revenues are down \$1.2 billion due to weak cash receipts. These factors reduce the forecast for 2016-17 by \$225 million compared to the January Budget, but increase the 2017-18 forecast by \$1.9 billion. Total General Fund revenues are projected to be \$118.5 billion in 2016-17 and \$125.9 billion in 2017-18.

While the Governor continues to stress the likelihood of a recession in the near future, the forecast does not project a recession and in fact reflects continued growth over the next four years. The average year-over-year growth rate over these four years is projected at 3.7%, with total General Fund revenues increasing \$22.7 billion to \$136.8 billion in 2020-21.

Proposition 98

Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K-12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in K-12 average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. Over the past few years,

Proposition 98 has provided significant funding increases for schools, which have been used to restore cuts that were imposed during the Great Recession.

While Proposition 98 funding increases slightly over the January proposal, the Governor cautions that the major gains of the recent past have come to an end. The May Revision proposes a \$1.1 billion increase for 2017-18 from the January proposal in Proposition 98 funding to \$74.6 billion, while the current-year minimum guarantee is maintained at the 2016-17 State Budget level of \$71.4 billion. The May Revision also proposes to fully eliminate the current-year, one-time deferral of \$859 million that was proposed in January.

In order to increase Proposition 98 funding and eliminate the deferral in this economic climate, the Governor proposes to suspend the statutory Proposition 98 Test 3B supplemental appropriation in 2016-17, in addition to the 2018-19 through 2020-21 fiscal years. Although the summary asserts that funding reduced through this mechanism will be automatically added to the maintenance factor obligation, which ensures that school funding is restored in the long term, there are still some unanswered questions about this strategy and the future outlook of Proposition 98 funding.

Cost-of-Living Adjustment and Average Daily Attendance

The May Revision includes a 1.56% cost-of-living adjustment (COLA) for K-12 education programs. The statutory COLA for K-12 education is based on the annual average percentage change in value of the federally maintained Implicit Price Deflator for state and local governments, and is applied to the Local Control Funding Formula (LCFF) base grant targets, as well as other education programs that are funded outside of the LCFF. The estimated statutory COLA for K-12 education programs in the Governor’s January Budget proposal for 2017-18 was 1.48%, but based on final data for the Implicit Price Deflator, the actual COLA is 1.56%.

During implementation of the LCFF, the COLA is a less significant factor for most K-12 local educational agencies (LEAs) in estimating revenue changes for the upcoming year than it was under revenue limits. The COLA will affect the per-pupil grants used to calculate the LCFF target, but does not directly impact the level of the appropriation for LCFF gap closure. Rather than the COLA, it is the appropriation and its corresponding gap closure percentage which determine revenue growth for most school districts and charter schools.

LEAs that are at their LCFF target (i.e., fully implemented) will see a slight increase in LCFF funding and funding for categorical programs from January. Those programs include Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and American Indian Early Childhood Education, all of which will now receive the statutory COLA of 1.56%.

As a result of an increased May Revision estimate of 2016-17 and 2017-18 ADA, total funding for school districts, county offices of education (COEs), and charter schools under the LCFF will increase by \$26.2 million in 2016-17 and by \$74.1 million in 2017-18.

Local Control Funding Formula

The Governor’s 2017-18 May Revision continues implementation of the LCFF with an increase of \$1.4 billion in additional Proposition 98 revenues, up \$661 million from the January State Budget proposal. 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.

LCFF Target Entitlements for School Districts and Charter Schools

The target base grants by grade span for 2017-18 increase by the statutory COLA of 1.56%, a slight upward adjustment from January’s 1.48% COLA estimate.

Grade Span	2016-17 Target	1.56% COLA	2017-18 Target
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	Base Grant per ADA		Base Grant per ADA
TK-3	\$7,083	\$110	\$7,193
4-6	\$7,189	\$112	\$7,301
7-8	\$7,403	\$115	\$7,518
9-12	\$8,578	\$134	\$8,712

The 2017-18 transitional kindergarten-3 grade span adjustment (GSA) for class-size reduction (CSR) is also 1.56% higher from 2016-17 at \$748 per ADA, as well as the grade 9-12 GSA at \$227 per ADA, in recognition of the need for career technical education (CTE) courses provided to students in the secondary grades.

In addition to the base grants, school districts and charter schools are entitled to supplemental increases equal to 20% of the adjusted base grant (which includes CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free and reduced-price meals program, or in foster care (the unduplicated pupil percentage). An additional 50% per-pupil increase is provided as a concentration grant for the percentage of eligible students enrolled beyond 55% of total enrollment.

Bear in mind that the LCFF target entitlement is the full funding level for each LEA, in today's dollars, that the state intends to provide at some point in the future under the formula. It is not the amount an LEA will receive in 2017-18, which is based on the difference, or "gap," between the current-year LCFF funding level, the LEA's target entitlement, and the proportion of the gap that can be funded with the LCFF increase.

LCFF Transition Entitlements and Gap Funding

The difference between a district's or charter school's 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. For 2017-18, the May Revision proposal calls for a \$1.4 billion increase to LCFF allocations. According to our initial estimate, this will close 45% of the gap remaining to full implementation of the LCFF. The DOF has not yet released their calculation of the revised 2017-18 gap closure percentage.

Special Education

The Governor's May Revision does not include any measurable funding increase for special education programs. It does, however, include a summary of actions taken by the DOF as a result of the Governor's Budget and the Administration's desire to solicit stakeholder feedback on recent reports on special education finance in California. The May Revision states that, "given the scope of the feedback and the complexity of this program area, the Administration will spend additional time in the coming months examining these issues to chart a path forward that will maximize resources to serve students while increasing transparency and accountability."

Child Care and Preschool

In a significant shift from his January Budget, which proposed to suspend a 2016-17 Budget agreement with the Legislature for a three-year investment plan in child care and preschool, the May Revision now fully funds last year's deal by providing increases to provider reimbursement rates and additional state preschool slots. Specifically, the May Revision provides an additional \$67.6 million to fund a full 10% increase to the Standard Reimbursement Rate over the 2015-16 rate. It also increases the Regional Market Rate to the 75th percentile of

the 2016 survey, beginning on January 1, 2018. With regard to increasing access to preschool and consistent with the 2016-17 agreement, the May Revision proposes to increase full-day preschool slots by 2,959. The Governor's January Budget also proposed no COLA for child care and preschool; however, the May Revision includes a COLA for both. The 2017-18 investment in rates, slots, and COLA amounts to a total of \$239.21 million (\$111.14 million from non-Proposition 98 funds, and \$127.85 million from Proposition 98 funds). Finally, the May Revision proposes reductions in California Work Opportunity and Responsibility to Kids Stages 2 and 3 of \$18.1 million and \$12.8 million, respectively, to reflect caseload adjustments.

Discretionary Funds

The Governor's May Revision proposes just over \$1 billion in one-time discretionary funds for school districts, COEs, and charter schools. This is an increase of just under \$750 million to the \$287 million proposed in January. Like prior years, these funds would be available for expenditure at the discretion of LEAs and would be used to offset LEAs' outstanding mandate reimbursement claims. In prior years, funding has been allocated on the basis of prior-year Second Principal Apportionment (P-2) ADA. The May Revision makes no mention of changing this policy.

School Facilities and Proposition 39 (2012)

In his January Budget, Governor Brown offered his support for the sale of Proposition 51 bonds contingent upon increased transparency and accountability in the State School Facility Program. He proposed developing and implementing an up-front grant agreement and subsuming the audit of state-funded facilities projects into the annual K-12 independent audit process. The May Revision simply restates the Governor's January position. The State Allocation Board is scheduled to take action on the proposed grant agreement at its May 2017 meeting.

The May Revision makes a modest reduction to the proposed appropriation to fund Proposition 39 school and community college district energy projects. The 2017-18 appropriation for K-12 energy projects is proposed to be \$376.2 million, while the community college appropriation is proposed at \$46.5 million, reductions of \$46.7 million and \$5.8 million respectively, from the January Budget.

Career Technical Education

The Governor's 2017-18 January Budget proposal included the final installment of \$200 million for the three-year Career Technical Education Incentive Grant program that began in 2015. The May Revision maintains this proposal and adds no additional funding.

Teacher Workforce

To help address California's teacher shortage, last year's Budget appropriated funds to recruit teachers and assist aspiring teachers in completing requirements to enter the profession. Building on last year's actions, the May Revision proposes to optimize federal funds to support these efforts. Without much detail, the Governor suggests that California can leverage the flexibility of the Every Student Succeeds Act to "direct additional federal resources" for teacher recruitment and retention efforts, with a particular focus on "high need" fields.

Federal Programs

Congress recently passed a federal spending package to complete fiscal year 2017 (through September 2017). Consequently, federal education funding for low-income, English learner, and special education students, along with funding to support educator preparedness and professional development, will be coming into clearer view when the California Department of Education completes its evaluation of how much California can expect to receive.

Apportionment Deferrals

Deferrals of \$859 million, as proposed in January, have been rescinded as a result of additional resources available from the 2015-16 and 2016-17 fiscal years. State aid payments in the month of June 2017 are back to their original schedule.

In Closing

Regardless of any one-year's budget decisions, California remains a very high-tax state but assigns a lower priority to education than other high-revenue states. The modest promise of the LCFF, restoration of the purchasing power level of 2007-08, will not be met because much of the restoration funding will go to increased contributions for the California State Teachers' System and CalPERS, not to educational programs. California is destined to remain lower than other states in funding for public education.

Volatility is also a significant problem in education funding in California. Reliance on the volatile income tax instead of the more stable property tax amplifies year-to-year swings in funding. Also, even during periods of tremendously high job growth, overreliance on the top 1% of earners ensures additional volatility. Successful states enjoy a high level of stable funding; we don't enjoy either.

While the Governor is quick to note that we are overdue for a recession, his forecasts do not include any potential effects of the next recession. Make no mistake, modification of the Test 3 provisions of Proposition 98 is proposed in order to protect the state, not school districts.

All in all, the May Revision is better for public education than the January Budget. But only enough to offer slightly better prospects for maintaining programs. There is little room for growth in program costs or new programs.

The best education plans have always shared the characteristics of good reserves, conservative budgeting, and rigorous setting of priorities. That will continue to be true over the next few years under the Governor's plan.

—SSC Staff

posted 05/11/2017



District Advisory Committee (DAC) Meeting Dates

3:30-5:00p.m. | District Office | 1018 C Street, Suite 210

October 4, 2016

December 6, 2016

February 7, 2017

April 4, 2017

May 2, 2017: LCAP presentation to DAC, DELAC, SSC

May 23, 2017: Response to LCAP Comments presentation to DAC, DELAC, SSC

May 25, 2017: LCAP Posted to Website

Board of Education Meetings to Consider LCAP

Time and Location TBD

May 17, 2017: Tentative LCAP Study Session

June 14, 2017: Tentative LCAP & Budget Public Hearing

June 28, 2017: LCAP & Budget Adoption

Listening Circles

8:00-12:00p.m.

February 3, 2017 at Greer Elementary

February 10, 2017 at Marengo Ranch Elementary

March 23, 2017 at River Oaks Elementary

March 30, 2017 at Lake Canyon Elementary

March 31, 2017 at McCaffrey Middle School

April 6, 2017 at Valley Oaks Elementary

District English Learner Advisory Committee (DELAC) Meeting Dates

4:30-5:30 p.m. | District Office | 1018 C Street, Suite 210

November 9, 2016

April 6, 2017

May 2, 2017

May 23, 2017