

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

Regular/Annual Organizational Board Meeting  
Wednesday, December 14, 2016  
**5:45 p.m. Closed Session**  
**7:00 p.m. Open Session**

Galt Joint Union Elementary  
School District Office  
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: Galt Joint Union Elementary School District Office**

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

1. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Government Code Section §54956.9
  - Two Matters
  
2. CONFERENCE WITH LABOR NEGOTIATOR, §54957.6  
Agency Negotiator: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock
  - Employee Agency: Galt Elementary Faculty Association (GEFA)
  - Employee Agency: California School Employee Association (CSEA)
  - Non-Represented Employees
  
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

**C. Adjourn Closed Session, Call Meeting to Order, 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. Recognition of Board of Trustee Service**

**F. Announcement of Results of Board Member Election as Per Elections Code §15400**

**G. The Oath of Office** will be administered to the following appointees in lieu of election to the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on the 8<sup>th</sup> day of November, 2016

1. John Gordon
2. Matthew Felix

**H. 131.814 Annual Organization of the Board/Election of Officers** MOTION

1. Election of President
2. Election of Vice President
3. Election of Clerk
4. Election of Board Representative

**I. 131.815 Board Committee Member Reorganization for 2017** MOTION

**J. Governance Team Report and Discussion**

1. California School Boards Association (CSBA) Sample Policy: BP/E 3515.7 Firearms On School Grounds

**K. Reports**

LCAP GOAL 1

*Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.*

1. San Joaquin Delta College Board of Trustees Meeting, December 13, 2016

LCAP GOAL 2

*Implement CCSS And NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.*

1. Next Generation Science Standards (NGSS) Symposium For Administrators- Building District Capacity for Implementing the NGSS
2. Next Generation Science Standards (NGSS) Principals' Academy

LCAP GOAL 3

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

1. Board Study Session in January
2. California Educational Research Association (CERA) Annual Conference
3. California School Boards Association (CSBA) Annual Education Conference

LCAP GOAL 4

*Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> Century Learning.*

1. GJUESD Measure K General Obligation Bond Election
2. Proposition 51 and GJUESD Efforts
3. Outdoor Environmental Learning Center
4. Growing Up Fresh United Fresh Start Foundation

**L. Recommended Actions/Routine Matters/New Business**

**131.816 Consent Calendar** MOTION

**a. Approval of the Agenda**

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

- 1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board

members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or  
 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

b. Minutes: November 17, 2016 Regular Board Meeting

c. Payment of Warrants –  
Certificated/Classified Payrolls Dated:  
 11/14/2016, 11/30/2016, 12/9/16  
Vendor Warrant Numbers: 17318137-17318206, 17318703-17318712, 17319172-17319213, 17320038-17320099

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

e. Donations

131.817	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
131.818	Board Consideration of Approval of Resolution #6: Resolution of the Board of Education of the GJUESD Declaring The Result Of The School Bond Election Held November 8, 2016	MOTION
131.819	Board Consideration of Approval of GJUESD Measure K Citizens Oversight Committee	MOTION
131.820	Board Consideration of Approval of 2016/17 First Period Interim Report and Budget Revisions	MOTION
131.821	Board Consideration of Approval of 2016/17 GJUESD Single Plans for Student Achievement	MOTION

**M. Public Comments** for topics not on the agenda  
*Public comment should be limited to five minutes or less pending Board President approval.*

- N. Pending Agenda Items**
1. School Furniture Analysis and Pilot Programs
  2. Governance Team Continuous Improvement
  3. Fairsite School Readiness Center
  4. Data Analysis and Changes in State Accountability

**O. Adjournment**

*The next regular meeting of the GJUESD Board of Education: January 25, 2017*

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**Board agenda materials are available for inspection 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

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**Galt Joint Union Elementary School District**

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

**Board Meeting Agenda Item Information**

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<ol style="list-style-type: none"> <li>1. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION Significant exposure to litigation pursuant to subdivision (b) of Government Code Section §54956.9           <ul style="list-style-type: none"> <li>▪ Two Matters</li> </ul> </li>   <li>2. CONFERENCE WITH LABOR NEGOTIATOR, §54957.6            Agency Negotiator: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock           <ul style="list-style-type: none"> <li>▪ Employee Agency: Galt Elementary Faculty Association (GEFA)</li> <li>▪ Employee Agency: California School Employee Association (CSEA)</li> <li>▪ Non-Represented Employees</li> </ul> </li>   <li>3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957</li> </ol>	



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> Recognition of Board of Trustee Service
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> Announcement of Results of Board Member Election as Per Elections Code §15400
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

**The Oath of Office** will be administered to the following appointees in lieu of election to the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on the 8<sup>th</sup> day of November, 2016

1. John Gordon
2. Matthew Felix

STATE OF CALIFORNIA  
County of Sacramento

} ss.

**CERTIFICATE OF FACTS**

I, JILL LAVINE, Registrar of Voters of the County of Sacramento, State of California, do hereby certify that the number of nominees for the office of **Galt Joint Union Elementary School District** did not exceed the number of offices to be filled at the November 8, 2016 Presidential General Election.

A petition signed by 10% of the voters or 50 voters, whichever is the smaller number, in the district or trustee area if elected by trustee area, requesting that the general district election be held was not presented to me.

In accordance with §§5326 and 5328 of the California Education Code, the following person who was nominated, shall be appointed by the Board at a meeting prior to the day fixed for the election, and shall be seated at the organizational meeting of the Board as if elected at a district election.

**Governing Board Member**

Number of Positions:	2
Number of Candidates:	2
Name(s) of Candidate(s):	Matthew Felix John Gordon

And that the conduct of the election and canvass of the ballots was in every respect in accordance with the election laws of the State of California.

Witness My Hand and Seal this 5<sup>th</sup> day of December, 2016.



  
JILL LAVINE  
REGISTRAR OF VOTERS  
County of Sacramento  
State of California





Galt Joint Union Elementary School District

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**Board Meeting Agenda Item Information**

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> 131.814 Annual Organization of the Board/Election of Officers
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

**Annual Organization of the Board/Election of Officers\***

**1. Election of President**

The president shall preside at all Board meetings. He/she shall:

- Call the meeting to order at the appointed time.
- Announce the business to come before the Board in its proper order.
- Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
- Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
- Explain what the effect of a motion would be if it is not clear to every member.
- Restrict discussion to the question when a motion is before the Board.
- Rule on issues of parliamentary procedure.
- Put motions to a vote, and state clearly the results of the vote.
- Be responsible for the orderly conduct of all Board meetings.

**2. Election of Vice President**

Serve as presiding officer in the absence of the president.

**3. Election of Clerk**

The duties of the clerk shall be to:

- Certify or attest to actions taken by the Board when required.
- Maintain such other records or reports as required by law.
- Sign the minutes of Board meetings following their approval.
- Sign documents on behalf of the district as directed by the Board.
- Serve as presiding officer in the absence of the president and vice president.
- Perform any other duties assigned by the Board.

**4. Election of Board Representative**

The Governing Board may appoint any of its members to serve as its representatives on district committees or advisory committees of other public agencies or organizations. Due to open meeting law requirements, a majority of the Board shall not be appointed to serve on the same committee.

*\*No Board member shall serve more than two consecutive years in the same office. BB 9100 (Board Bylaws)*



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item: 131.815</b> Board Consideration of Approval of 2017 Board Committee Members
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>Board members will have an opportunity to make any changes to board committee representation. A copy of the current board committee member list is enclosed.</p>	

# 2016 GJUESD Board Member Committee Appointments

<b>CAST</b> (City And Schools Together)	<b>Galt Schools JPA</b> (Joint Powers Authority)	<b>Transportation</b>	<b>SCSBA</b> (Sacramento County School Board Association Rep.)	<b>Board Policy Committee</b>
Meets as needed.  5:00 p.m. City of Galt	Meets quarterly, 2 <sup>nd</sup> Monday of Jan., Mar., June & Sept. (additional meetings called as needed)  5:30 p.m. GJUESD District Office	Meets as needed.	Meets as needed.	Meets as needed.
Committee communicates and collaborates concerning Galt youth matters, opportunities, and partnerships. Committee composed of 2 city council members, 2 GJUESD Board members, and 2 GHSD board members, city manager and district superintendents.	Established December 12, 1990 between the Galt Joint Union High School District and the Galt Joint Union Elementary School District. The purpose of the Galt Schools JPA is to provide for the financing or refinance the acquisition, construction and improvement of various school facilities for the GHSD and the GJUESD.	Committee represents GJUESD and GHSD to discuss transportation matters.	Brings together school governing board members and the county office on behalf of Sacramento county children as needed.	Committee prepares GJUESD new policies or revises existing policies for board consideration.
Note: The CAST Committee met 3 times in 2015	Note: The JPA met 4 times in 2015	Note: There were no transportation meetings held in 2015	Note: There were 2 SCSBA meetings held in 2015. One in March and one in October	Note: There were no Board Policy Committee meetings held in 2015
<b>Member (2)</b>	<b>Member (2)</b>	<b>Member (2)</b>	<b>Member (1)</b>	<b>Member (1)</b>
John Gordon	Kevin Papineau	Wesley Cagle	John Gordon	John Gordon
Grace Malson	Grace Malson	Kevin Papineau		
<i>Alternate:</i> Wesley Cagle	<i>Alternate:</i> Grace Malson	<i>Alternate:</i> John Gordon	<i>Alternate:</i> Grace Malson	



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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> Governance Team Report and Discussion
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. California School Board Association (CSBA) Sample Policy: BP/E 3515.7  
Firearms On School Grounds

At the May 2016 board meeting the board reviewed and provided direction on further research regarding this new policy. The report and governance team discussion will include:

1. Historical background leading to a new law and CSBA policy
2. Research update
3. Insurance considerations
4. Board discussion and next steps

No board action will be taken as this is a discussion item on the agenda.

A copy of the CSBA policy is included for reference.

# **CSBA Sample**

## **Board Policy**

### **Firearms On School Grounds**

BP 3515.7

#### **Business and Noninstructional Operations**

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

\*\*\*Note: The following optional Board policy should be revised to reflect district practice.\*\*\*

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 4158/4258/4358 - Employee Security)  
(cf. 5131.4 - Student Disturbances)  
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 1112 - Media Relations)  
(cf. 1113 - District and School Web Sites)  
(cf. 1114 - District-Sponsored Social Media)

\*\*\*Note: Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a

firearm on school grounds or within 1,000 feet of a school is prohibited, unless the person obtains the written permission of the Superintendent or designee or meets one of the exceptions specified in law (e.g., is a law enforcement or honorably retired peace officer, a member of the military forces engaged in the performance of his/her duties, a security guard, or participating at an existing shooting range at a school). SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a holder of a valid Carry Concealed Weapon (CCW) license applies only to the area within 1,000 feet of a school, not on school grounds. Thus, a holder of a valid CCW license may possess a firearm and/or ammunition on school grounds only if he/she obtains the written permission of the Superintendent or designee.\*\*\*

\*\*\*Note: Pursuant to Education Code 35160 and 35161, the Board is authorized to make rules for the governance of the district. Option 1 below reflects the Board's authority to prohibit the Superintendent or designee from permitting any person who is not specifically listed in Penal Code 626.9 or 30310 from carrying a firearm and/or ammunition onto school grounds. Option 2 reflects the Board's authority to allow the Superintendent or designee to grant permission, on a case-by-case basis, to holders of valid CCWs within the parameters set forth in law.\*\*\*

Any person specified in Penal Code 626.9(1)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

#### OPTION 1:

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

\*\*\*Note: The remainder of this policy is for use by districts selecting Option 2, which allows the Superintendent or designee to exercise the authority to grant written permission to carry a firearm and/or ammunition on school grounds. Prior to adopting Option 2, the district should consult with legal counsel, the chief of police or county sheriff, insurance carriers, and other appropriate persons or agencies to assess the district's potential liability and the potential impact on the district's tactical response and comprehensive safety plans.\*\*\*

#### OPTION 2:

\*\*\*Note: The following paragraph may be revised to reflect district criteria, if any, for establishing eligibility for granting written permission to other persons to carry a firearm and/or ammunition on school grounds. To comply with both state and federal law, individuals need a CCW license without any restrictions regarding carrying a firearm on school grounds. CCW licenses are issued only by a California county sheriff to residents of the county or by the chief of police to residents of the city. Pursuant to Penal Code 26150 and 26155, minimum requirements for the CCW license include proof of "good moral character," good cause for issuance of the license, fulfillment of residency requirements, and completion of a course of training. Some counties also require a psychological evaluation. According to Frequently Asked Questions on the web site of the Office of the Attorney General, California law does not honor or recognize CCW licenses issued outside the state.\*\*\*

\*\*\*Note: In addition, the district may revise the following paragraph to specify the person(s) authorized to grant permission. Pursuant to Penal Code 626.9, the Board could grant such authority to the Superintendent, his/her designee, or "equivalent school authority," which CSBA interprets to mean anyone who is responsible for running a school or program, such as the director of a regional occupational center/program, the principal of a charter school, etc. The paragraph also may be revised to indicate whether the Board will be involved in the review of grants or denials of permission.\*\*\*

In addition, the Board authorizes the Superintendent or designee to grant written permission to a person who holds a valid Carry Concealed Weapon (CCW) license issued in California and who is at least 21 years of age to possess lawful firearms and/or ammunition on school grounds in accordance with law and Board policy.

\*\*\*Note: The following paragraph provides an example of criteria that the district may use in granting permission to its employees, and may be revised to reflect district practice.\*\*\*

Any employee granted permission shall be an employee with no disciplinary record in the previous four years.

(cf. 4116 - Probationary/Permanent Status)  
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

No staff member shall be required to carry a firearm and/or ammunition while on school grounds.

\*\*\*Note: It is recommended that the district require any person requesting to carry a firearm and/or ammunition on school grounds to complete an application. See Exhibit (1) for a sample application form.\*\*\*

Any person requesting to carry a firearm on school grounds shall annually submit an application to the Superintendent or designee. He/she shall also provide a copy of a valid CCW license and meet any other requirement of the insurance provider, such as additional training or insurance coverage.

(cf. 3580 - District Records)

\*\*\*Note: It is recommended that any person granted permission to carry a firearm and/or ammunition on school grounds be required to read and sign a firearm and ammunition possession agreement. The agreement should specify all responsibilities and restrictions placed upon the possession of a firearm or ammunition on school grounds. See Exhibit (2) for a sample agreement.\*\*\*

Any person who is granted permission shall be required to sign the district's firearm and ammunition possession agreement. The signed agreement shall be maintained in the district's

records. The principal and other appropriate staff shall be notified regarding persons who have been granted permission.

Permission shall be granted only if the Superintendent or designee is satisfied that the possession on school grounds shall be for a peaceful and lawful purpose or activity and that the possessor will at all times comply with all terms included in the district's firearm and ammunition possession agreement.

Permission to carry a firearm and/or ammunition on school grounds may be revoked by the Board or the Superintendent or designee at any time. In addition, when any person granted permission to possess a firearm on campus is directed to leave school grounds for reasons of disruption or other violation of law or district policy, the permission is automatically revoked.

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>



# CSBA Sample

## Exhibit

### Firearms On School Grounds

E 3515.7

### Business and Noninstructional Operations

Exhibit 1

#### APPLICATION FOR FIREARM/AMMUNITION ON SCHOOL GROUNDS

\*\*\*Note: The following Exhibit is for use by districts that authorize the Superintendent or designee to grant permission to carry a firearm or ammunition on school grounds pursuant to Penal Code 626.9 and 30310; see Option 2 in the accompanying Board policy. The district may revise this sample application in order to obtain any other information needed to determine if the individual meets district eligibility criteria.\*\*\*

Please fill out all three sections of this application and attach all documents listed in Section 2. Incomplete applications will not be processed.

Return this application to:

\_\_\_\_\_

(title)

\_\_\_\_\_

(address)

#### SECTION 1. Identifying Information

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

School(s) at which I seek permission to carry a firearm and/or ammunition:

\_\_\_\_\_  
\_\_\_\_\_

I am a (check one or more):

\_\_\_ District employee (Job title: \_\_\_\_\_ Location: \_\_\_\_\_)

\_\_\_ Parent/guardian of child(ren) at the following school(s): \_\_\_\_\_

\_\_\_ Other: \_\_\_\_\_

Reason for requesting permission to carry firearm and/or ammunition on school grounds:

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## SECTION 2. Required Documents

The following documents must be attached to this application:

1. Copy of a valid Carry Concealed Weapon (CCW) license issued in California

Date of expiration: \_\_\_\_\_

\*\*\*Note: The district may add other documents required by the district or its insurance provider, such as documentation of insurance coverage or training.\*\*\*

2. \_\_\_\_\_

## SECTION 3. Acknowledgment

I understand that by submitting this application I am certifying under penalty of perjury under the laws of the State of California that the information provided is accurate and all documents attached are true and correct copies of the original. I understand that the decision to grant me permission to carry a firearm and/or ammunition on school grounds is at the sole discretion of the school district.

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

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Exhibit 2

FIREARMS ON SCHOOL GROUNDS

FIREARM AND AMMUNITION POSSESSION AGREEMENT

\*\*\*Note: The following Exhibit is for use by districts that authorize the Superintendent or designee to grant permission to carry a firearm or ammunition on school grounds pursuant to Penal Code 626.9 and 30310; see Option 2 in the accompanying Board policy. The following agreement is intended as a sample only. The district should consult with legal counsel, the county sheriff and/or city chief of police, insurance carriers, and others as appropriate to determine the content that should be included in the district's agreement.\*\*\*

The district permits the possession of firearms and ammunition on school grounds consistent with applicable law and Board policy. Before the Superintendent or designee grants such permission to any person to possess a firearm or ammunition on school grounds, the person requesting such permission must agree to the conditions described below regarding acceptable use and the safety restrictions imposed by the district.

I. Definitions

\*\*\*Note: The definitions of "ammunition," "firearm," and "carry concealed weapon" below reflect the provisions of Penal Code 16150, 16520, and 26170, respectively. Because federal and state gun laws and regulations change frequently and may impact these definitions, the district should regularly review this agreement in consultation with legal counsel to ensure that these definitions are current.\*\*\*

Ammunition means, but is not limited to, any bullet, cartridge, magazine, clip, speed loader, autoloader, or projectile capable of being fired from a firearm with a deadly consequence. Ammunition does not include blanks.

Firearm means a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion.

Carry Concealed Weapon (CCW) license means a valid, current permit to carry a concealed firearm issued by a county sheriff or chief of police within California and must contain no restriction on the carrying of a firearm on school grounds.

School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

II. District Rights

\*\*\*Note: The following section contains some of the rights that the district may wish to retain with respect to the possession of firearms and/or ammunition on school grounds. It is by no means exhaustive, and CSBA recommends that the district consult its legal counsel to modify or expand the list as necessary.\*\*\*

The Superintendent or designee shall notify the principal and other appropriate staff of all persons granted permission to carry a firearm and/or ammunition on school grounds.

Permission to carry a firearm and/or ammunition does not necessarily apply to all types of lawful firearms or ammunition. The Superintendent or designee may deny permission for any specific type of firearm or ammunition or otherwise change the scope of the permission.

The Superintendent or designee shall notify law enforcement in the event that the person uses a firearm or ammunition in a manner that threatens the safety of other persons or district property.

The district reserves the right to revoke, at any time, the permission granted to an individual to possess a firearm and/or ammunition on school grounds. Grounds for revocation include, but are not limited to, a violation of law, Board policy, or any terms of this Agreement; concerns of the Superintendent or designee about the individual's ability to safely use the firearm or ammunition on school grounds; or any subsequent change in Board policy that would prohibit the granting of permission to any individual.

### III. Responsibilities

\*\*\*Note: The following section contains some of the responsibilities of individuals who have written permission to carry a firearm and/or ammunition on school grounds. It is by no means exhaustive, and CSBA recommends that the district consult its legal counsel and insurance provider to modify or expand the list as necessary.\*\*\*

Responsibilities of any person given permission to carry a firearm or ammunition on school grounds include, but are not necessarily limited to:

1. Abiding by all applicable laws, Board policy, and the terms of this Agreement
2. Ensuring the safe storage and handling of the firearm and ammunition
3. Notifying the Superintendent or designee whenever the CCW license is revoked, expires, has new restrictions placed on it, or is renewed during the term of this Agreement and providing a copy of the renewed license as applicable
4. Only using the firearm and/or ammunition during an emergency that threatens the safety of students, staff, or other persons on school grounds and in accordance with applicable laws and the terms of the CCW license

### IV. Acknowledgment of Receipt and Agreement

I acknowledge that I have received, read, and understood the Firearms and Ammunition Possession Agreement. I understand that any violations of this Agreement may be grounds for revocation of the Agreement.

For district employees: In addition, I understand that any violations of this Agreement may result in disciplinary action, up to and including termination.

My signature below indicates my knowing and voluntary acceptance of all the terms of this Agreement. I understand it is my obligation to apply to renew this Agreement before it expires in order to continue to possess a firearm or ammunition on school grounds.

\_\_\_\_\_ Print Name

\_\_\_\_\_ Signature \_\_\_\_\_ Date

#### VI. District Permission

\*\*\*Note: The following section should be signed by the Superintendent, his/her designee, or equivalent school authority authorized by the Governing Board to grant written permission pursuant to Penal Code 626.9. See the accompanying Board policy.\*\*\*

Pursuant to Penal Code 626.9 and 30310 and as authorized by the Governing Board, I grant written permission to the following individual, whose name appears on the signature line under Section IV - Acknowledgement of Receipt and Agreement, to carry a firearm or ammunition on school grounds under the terms of this Agreement.

I reserve the right to revoke or modify the scope of the permission granted in this Agreement. This Agreement shall automatically expire on the date listed below and may be renewed subject to district criteria.

\_\_\_\_\_ Name \_\_\_\_\_ Title

\_\_\_\_\_ Signature \_\_\_\_\_ Date

Expiration date of Agreement: \_\_\_\_\_



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

#### LCAP GOAL 1

*Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.*

1. San Joaquin Delta College Board of Trustees Meeting, December 13, 2016

#### LCAP GOAL 2

*Implement CCSS And NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.*

1. Next Generation Science Standards (NGSS) Symposium For Administrators- Building District Capacity for Implementing the NGSS
2. Next Generation Science Standards (NGSS) Principals' Academy

#### LCAP GOAL 3

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

1. Board Study Session in January
2. California Educational Research Association (CERA) Conference
3. California School Boards Association (CSBA) Annual Education Conference

#### LCAP GOAL 4

*Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> Century Learning.*

1. GJUESD Measure K General Obligation Bond Election
2. Proposition 51 and GJUESD Efforts
3. Outdoor Environmental Learning Center
4. Growing Up Fresh United Fresh Start Foundation



## LCAP GOAL 1

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### LCAP GOAL 1

*Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.*

1. San Joaquin Delta College Board of Trustees Meeting, December 13, 2016:  
Karen Schauer

The San Joaquin Delta College Board of Trustees is expected to consider action regarding a North County Center Project Site (regional educational center) at their December 13, 2016 meeting.

GJUESD representatives will attend this meeting. A meeting update will be reported.



LCAP GOAL 2

*Implement CCSS And NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.*

*District staff will provide summaries of their leadership contributions for the sessions below.*

1. Next Generation Science Standards (NGSS) Symposium For Administrators: Building District Capacity for Implementing the NGSS

*Panel Presenters*

- Karen Schauer, GJUESD Superintendent
- Barbara Woods, GJUESD Project Director
- Bridget Lewin, Santa Barbara USD Elementary Science Coordinator
- Holly Gil, Santa Barbara USD Elementary Science Coordinator
- Sonal Patel, San Leandro USD Director, TK-12 Teaching, Learning and Educational Equity

2. Next Generation Science Standards (NGSS) Principals' Academy

- NGSS in a Classroom: What are the Shifts?

*Presenters*

- Judith Hayes, GJUESD, Lake Canyon Elementary Principal
- Claudio Vargas, Oakland Project Director
- Phil Lafontaine, K-12 Alliance Regional Director

- Making Science Core in Elementary Classrooms

*Presenter*

- Barbara Woods, GJUESD Project Director

- Middle School Integration

*Presenters*

- Ron Rammer, GJUESD, McCaffrey Middle School Principal
- Barbara Montgomery, Tracy USD, Principal
- Lesley Gates, Kings Canyon USD, Project Director
- Susheela Nath, Aspire Public Schools, Project Director



# Next Generation Science Standards Symposium For Administrators

Co-sponsored by



**BaySci**  
A Partnership for Bay Area Science Education

The CA NGSS K-8 Early Implementation Initiative,  
California Science Project, and BaySci

## **Agenda** **November 30-Dec 1, 2016**

Doubletree Arden Fair  
Sacramento

### ***November 30, 2016***

- 6:00**      **Welcome and Dinner**      ***Garden Terrace***  
Claudio Vargas and Phil Lafontaine  
Early Implementation Project and Regional Directors, WestEd
- 7:15**      **Experience the Shifts:**      Craig Strang  
What Does it Look Like In a Classroom?      BaySci  
Lawrence Hall of Science
- 8:45**      **Networking**

### ***December 1, 2016***

- 8:30**      **Welcome**      ***Capital Salon A***  
Kathy DiRanna  
Early Implementer Director, WestEd
- 8:45**      **Panel Discussion**  
Building District Capacity for Implementing the NGSS  
  
*Moderator*  
Rich Hedman  
Sacramento Area Science Project Director

*Panel Members*

Galt JUSD

Karen Schauer, Superintendent,  
Barbara Woods, Project Director

Santa Barbara USD

Bridget Lewin, Elementary Science Coordinator  
Holly Gil, Elementary Science Coordinator

San Leandro USD

Sonal Patel, Director, TK-12  
Teaching, Learning and Educational Equity

**10:00 Break**

**10:15 Small Group Discussion Break-Outs (select 1)**

▪ **Creating a District Plan**

***Capital Salon A***

*Moderator*

Vanessa Lujan, BaySci

*Presenters*

Lesley Gates, Project Director, Kings Canyon USD  
Bridget Lewin, Elementary Science Coordinator, SBUSD  
Sonal Patel, Director of Teaching, Learning and Educational Equity,  
San Leandro USD

*Resources*

Barbara Woods, Early Implementation Project Director, GJUSD

▪ **Implementing an Integrated  
Middle School Science Program**

***Sacramento***

*Moderator*

Phil Lafontaine, K-12 Alliance Regional Director

*Presenters*

Sharon Matsuzaki, Middle School Principal, KCUSD  
Ron Rammer, Galt JUSD  
Barbara Montgomery, Tracy USD

*Resources*

Susheela Nath, Project Director, Aspire Public Schools  
Joanne Clark, Assistant Director of Teaching, Learning and  
Educational Equity, San Leandro USD

▪ **Linking to the Common Core**

**Capital Salon B**

*Moderator*

Jody Sherriff, K-12 Alliance Regional Director

*Presenters*

Jovita Buendia, K-5 Learning Director, KCUSD  
Holly Gill, Elementary Science Coordinator, SBUSD  
Craig Strang, Director, BaySci

*Resources*

Claudio Vargas, Early Implementation Project Director, OUSD  
Shammy Karim, Principal, Tracy USD  
Nancy Link, Principal, Tracy USD  
Zarina Zanipatin, Assistant Director of Teaching, Learning and  
Educational Equity, San Leandro USD

**12:30 Lunch Salon B**

**1:30 Implementation Issues Conversation Salon A  
And Consultation Round Robin**

*CSP*

Rich Hedman, Sacramento Area Science Project Director  
Zarina Zanipatin, Assistant Director- Elementary, San Leandro USD  
Joanne Clark, Assistant Director- Secondary, San Leandro USD  
Sonal Patel, Director TK-12, San Leandro USD

*K-12 Alliance @ WestEd*

Kathy DiRanna, Director  
Phil Lafontaine, Regional Director  
Jody Sherriff, Regional Director  
Lesley Gates, Project Director, KCUSD  
Claudio Vargas, Project Director, Oakland USD  
Barbara Woods, Project Director, Galt

*BaySci*

Vanessa Lujan, Director  
Craig Strang, Director  
Bridget Lewin, SBUSD  
Holly Gil, SBUSD

**3:00 Team Time and Evaluation Phil Lafontaine**

**3:15 Closure and Raffle Kathy DiRanna**



## CA NGSS K-8 Early Implementation Initiative

### Principals' Academy North Meeting

#### Agenda December 2, 2016 DoubleTree Hotel, Sacramento

- 7:00 Breakfast** **Maxi's**
- 9:30 Opener, Welcome and State of the State** **Garden Terrace**
- Opener Lesley Gates  
Project Director, Kings Canyon USD
  - Welcome Kathy DiRanna  
K-12 Alliance and Early Implementation Initiative Director
  - State Context Trish Williams  
State Board of Education member and NGSS Liaison
- 10:45 Break** **Maxi's**
- 11:00 NGSS in a Classroom: What Are the Shifts?** **Garden Terrace**  
Claudio Vargas, Oakland Project Director  
Phil Lafontaine, K-12 Alliance Regional Director  
Judi Hayes, Principal, Galt JUSD
- 12:45 LUNCH** **Capital A**
- 1:30 Breakout Sessions**
- Making **Science Core in Elementary Classrooms** **Garden**  
Barbara Woods, Project Director, Galt JUSD  
Jody Sherriff, K-12 Alliance Regional Director  
Kathleen Arnold, Principal, Oakland USD

- **Middle School Integration**

**Terrace**

Ron Rammer, Principal, Galt JSUD  
Barbara Montgomery, Principal, Tracy USD  
Lesley Gates, Project Director, Kings Canyon USD  
Susheela Nath, Project Director, Aspire Public Schools

**2:30 District Networking and Planning**

- Aspire
- Galt
- Kings Canyon
- Oakland
- Tracy

**Garden Terrace**

Susheela Nath  
Barbara Woods  
Lesley Gates  
Claudio Varga  
Jody Sherriff

**2:55 Evaluation and Wrap-up**

Kathy DiRanna



LCAP GOAL 3

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

1. Board Study Session in January: Karen Schauer

*District representatives will share brief summaries of their presentation or moderation efforts.*

2. California Educational Research Association (CERA) Annual Conference

A New Era of Accountability in California: “Capitolizing” on Lessons from the Past to Inform the Future

▪ GJUESD Journey to Personalized Learning:

*Presenters*

- Betsy McCarty, Senior Research Associate STEM Program, WestEd
- Karen Schauer, Superintendent of the GJUESD
- Emily Peckham, Principal of Vernon E. Greer Elementary School
- Judith Hayes, Principal of Lake Canyon Elementary School

▪ California’s New Accountability System: Ensuring a Focus on Continuous Improvement

*Presenters*

- Lishwar Ryaru, Assistant Director, California Collaborative for Educational Excellence (CCEE)
- Ting Sun, State Board of Education member and Executive Director of Natomas Charter Schools
- Karen Schauer, Superintendent of the GJUESD
- Donna O’Neil, Associate Superintendent in the San Juan Unified School District

3. California School Boards Association (CSBA) Annual Education Conference

▪ Mitigating the Impacts of Large Development Projects on School Facilities

*Moderator*

- John Gordon, GJUESD Board of Trustees

▪ Construction Programs: Key Questions and Real Answers

*Presenter*

- John Gordon, GJUESD Board of Trustees

# Journey to Personalized Learning

Galt Joint Union Elementary School  
District's Bright Future Race to the Top-  
District Initiative



Betsy McCarthy  
Karen Schauer  
Emily Peckham  
Judith Hayes

# Journey to Personalized Learning: Galt Joint Union Elementary School District's Bright Future Race to the Top-District Initiative

- Purpose of Presentation
- Introductions:
  - Betsy McCarthy, WestEd
  - Karen Schauer, Superintendent
  - Emily Peckham, Principal
  - Judith Hayes, Principal
- Introduction to GJUESD



# Overview of the Race to the Top: District Grant and the Bright Future Initiative



**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**

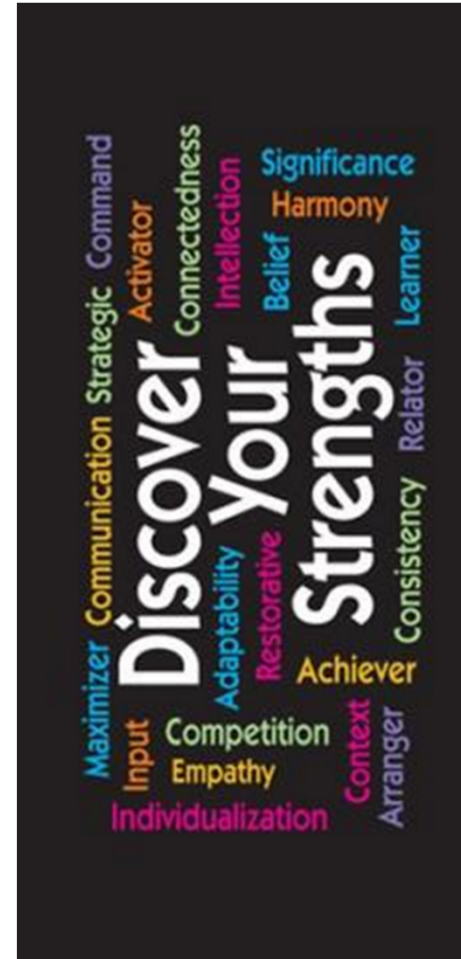
- » Safe
- » Healthy
- » Flexible

**GOAL 4**

# Key Activities Driving Change in the Bright Future Initiative

- Strength-Related Assessments
- Personalized Learning Plans
- Blended and Integrated Technology Opportunities
- Bright Future Learning Centers
- Extended Learning Opportunities and Annual Project-Based Service Learning
- Computer-Adaptive Assessments
- Learning Management System
- Personalized Educator Professional Learning and Growth Cycle

# Strength-Related Assessments



# Personalized Learning Plans

Learner's Name:  
Teacher:  
Grade: 4

Personalized Learning Plan  
School Year: 2016 - 2017

My Learner Profile		
Organizer	Relating	Competing
My Engagement Goal	Learner will strengthen involvement and enthusiasm for learning.	
My Future College and Career Aspirations	I want to be an Electrical Engineer, and I want to go to San Diego State College.	
My Year-Long Action(s)	T1 I will keep trying when things get hard. T2 I can learn anything if I keep trying.	
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.	
Coaches	I kept trying during math class even when the work got hard. Because of my hard work, I got the right answer.	
Did I meet my Engagement Goal?		
Extra Curricular Activities/PLC Clubs/School Duty/SES	I go to soccer practice.	

Attendance	Fall	Winter	Spring
Days Absent	1		
Tardies	4		

Learner's Name:

NWEA MAP Reading		Prior Spring	Fall	Winter	Spring	Annual Growth
NWEA MAP READING (Measure of Academic Progress)	Overall RIT SCORE	212	211			6
	Literature	High	High			
	Informational Text	High	Avg			
	Vocabulary Acquisition & Use	HiAvg	High			
Lexile		817	799			
My Literacy Goal	Learner will demonstrate continuous growth as evidenced by MAP Annual Growth Progress, District Writing Assessment and other evidence.					
Action	I will read at least 30 minutes a day from my AR book. I will read chapter books and my social studies book to develop my comprehension skills.					
Comment	I read about an hour a day. I met all of my AR goals. I reread a lot to help me understand. Next time, I want to read 50% fiction and 50% expository.					
Action						
Comment						
Reading Goal	Did I meet my Reading Goal?					
District Writing Assessment		Fall	Winter	Spring	Did I meet my Writing Goal?	
WRITING Assessments	Opinion/Argument Task				Did I meet my Writing Goal? Did I meet my Reading Goal? Did I meet my Math Goal?	
	Narrative Task					
	Informative/Explanatory Task	2				
Action	I will use transitions that are appropriate for the detail, examples, or reason they are introducing.					
Comment	I am using many different transitions now, but I want to continue to improve in this area.					
Action						
Comment						
My Writing Goal	Did I meet my Writing Goal?					
NWEA MAP Mathematics		Prior Spring	Fall	Winter	Spring	Annual Growth
NWEA MAP MATH (Measure of Academic Progress)	Overall RIT SCORE	203	198			12
	Operations & Algebraic Thinking	HiAvg	LoAvg			
	Number & Operations	LoAvg	LoAvg			
	Measurement & Data	LoAvg	LoAvg			
	Geometry	HiAvg	Avg			
My Math Goal	Learner will demonstrate continuous growth as evidenced by MAP Annual Growth Progress and other evidence.					
Action	Practice your multiplication facts through 12x12. Review and chunk information in math problem to aid in comprehension.					
Comment	I want to work on learning my X4, X6, X7, X8 facts. I am making good progress with word problems. I want to get better at working through multi-step word problems.					
Action						
Comment						
My Math Goal	Did I meet my Math Goal?					

# Personalized Learning Plans



Galt Joint Union Elementary School District

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

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

Name:  
Teacher Name:

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

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

How did I do 1<sup>st</sup> Trimester?

**Reading** is not yet reading at grade level, so grades reflects progress toward modified reading, writing, and math goals. (88% grade passage Accuracy-90%, Fluency 87%) Reading to an adult nightly is an important part of **Reading** reading progress. **Writing** says, "I am proud that I work hard each day to do my best. I do my homework each night. I met my AR goal for the first trimester." **Math** says, "My comprehension skills improved this trimester because he "reminds the list and looks for the answers in the book when taking a quiz." **Science** wants to "improve his speaking and writing skills during ELA."

How did I do 2<sup>nd</sup> Trimester?

How did I do 3<sup>rd</sup> Trimester?

The image shows three handwritten entries on lined paper, each with a goal, a progress report, and a date. The entries are numbered #23, #23, and #25.

- Entry #23 (Pink background):** Goal: "My goal is to be a good student and to stay on task." Progress: "I met my goal." Date: 12/23/15. Note: "I met my goal by paying attention during STEPS."
- Entry #23 (Pink background):** Goal: "My goal is to keep all three of my clips." Progress: "I'm still working on my goal." Date: 1/16/15. Note: "I was able to meet my goal by not getting talked to during rotations."
- Entry #25 (Light blue background):** Goal: "My goal is to get to my 30 or 40% in A.R. quizzes." Progress: "I met my goal." Date: 12/7/15. Note: "I met my goal by reading a lot of books."

# Blended and Integrated Technology Opportunities



# Bright Future Learning Centers

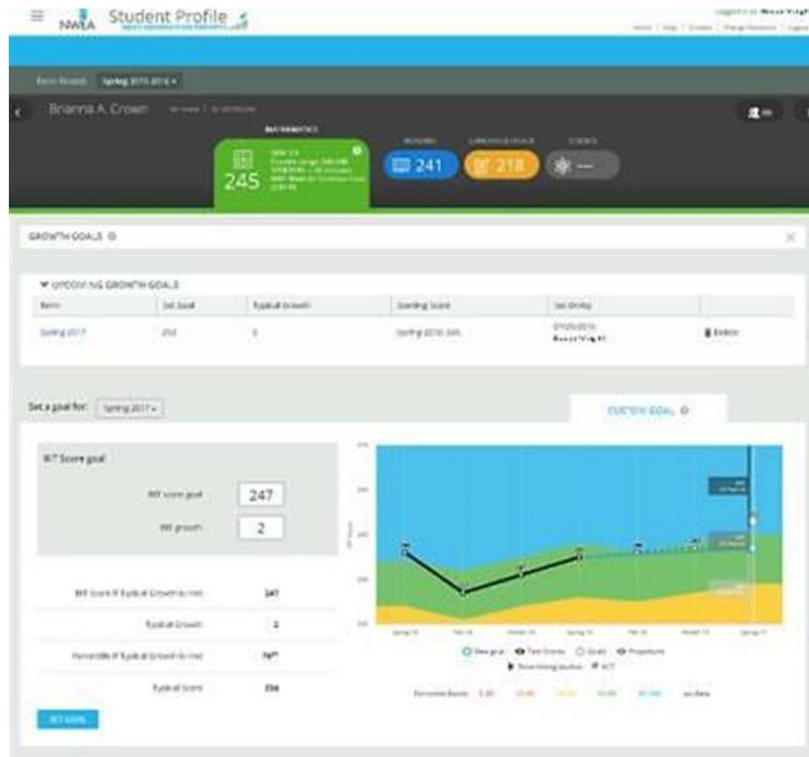


# Extended Learning Opportunities and Annual Project-Based Service Learning





# Computer-Adaptive Assessments



# Learning Management System

COMPONENT	SYSTEM PRODUCT
Student Information System	Illuminate
Performance Management	Illuminate <ul style="list-style-type: none"> <li>• Automated Progress Reports</li> <li>• Data Management for all assessments</li> <li>• On-track system for college and career</li> <li>• Student Learning Profile: Strengths and Needs</li> <li>• Student and Parent Portal</li> <li>• Tool for PLP creation</li> <li>• Business Intelligence (BI) Tool for report creation</li> </ul>
Computer Adaptive Assessment	<ul style="list-style-type: none"> <li>• Measure of Academic Progress (MAP)</li> <li>• California Assessment of Student Performance and Progress (CAASPP)</li> </ul>
Computer Adaptive Courseware	Compass Odyssey <ul style="list-style-type: none"> <li>• Pathway through MAP</li> </ul> Lexia <ul style="list-style-type: none"> <li>• Pathway through Lexia assessment</li> </ul>
Personalized Learning Plans	Learner Profile Data and Goal Setting Gradebook Page (grades 3-8) ELD Goal Page Parent Portal Student Portal (Google Single Sign On)
Additional Information	<ul style="list-style-type: none"> <li>• Follett Destiny for Bright Future Learning Center Continuous Improvement and Use Levels</li> <li>• Symbaloo</li> <li>• Google Apps For Education (GAFE) District</li> <li>• One-to-one devices</li> <li>• Chromebook Home Pilot</li> </ul>

# Personalized Educator Professional Learning and Growth Cycle

## GJUESD Continuous Learning and Reflective Rubric

Teacher: \_\_\_\_\_ School Year: 2016 -2017 Date: \_\_\_\_\_ School: \_\_\_\_\_

Criteria: \_\_\_\_ is participating on a Voluntary Basis \_\_\_\_ is on the 5 year Evaluation Cycle \_\_\_\_ has received "Meets Standards" in previous Evals  
 \_\_\_\_ has selected this document as an Alternative to the Formal Evaluation Document

Date of Initial Conference \_\_\_\_\_ Mini Observation \_\_\_\_\_ Mini Observation \_\_\_\_\_ Peer Observation \_\_\_\_\_ Peer Observation \_\_\_\_\_ 5th Mini Optional \_\_\_\_\_

**Instructional Domain** (California Standards for the Teaching Profession #1, #4 and #5)  
**Definition:** Set of instructional strategies used to create a learner-centered environment that includes creating engaging and relevant curricula, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery.

- Use assessment data as a tool for student learning
- Analyze data to inform instructional practices
- Customize the learning experience for learners
- Promote student agency (ownership) with regard to learning
- Use a variety of instructional strategies, resources and technologies to meet the individual needs of diverse learners
- Promote critical thinking through inquiry, problem solving, and reflection

Category	Exploring*	Applying	Refining	Innovating
Data Use	Learns about students through data provided by the school and/or through district assessments.	Gathers additional formative assessment data to plan for additional support or acceleration for individuals and groups of learners.	Aggregates and disaggregates a variety of formative and summative assessment data to inform planning for the class as a whole as well as for individual learners.	Engages students in assessing their own learning and in using the data to develop/modify their plans to reach their individual learning targets.
Varied Instructional Strategies	Effectively uses instructional strategies, resources, and technologies provided by the school and/or district.	Utilizes a variety of strategies, resources and technologies during instruction to meet learners' diverse needs.	Develops and uses an extensive repertoire of strategies, resources and technologies to meet the diverse needs of learners.	Adapts and integrates a broad range of strategies including culturally responsive pedagogy, resources, and technologies into instruction designed to meet individual learning targets and personalized student goals.
Rigor and Critical Thinking	Includes questions in single lessons or a sequence of lessons that require learners to recall, interpret and think critically.	Guides learners to think critically through use of questioning strategies, posing/solving problems, and reflection on issues faced in content.	Supports learners to initiate critical thinking through independently developing questions, posing real-life problems and reflection on multiple perspectives.	Facilitates systematic opportunities for learners to apply critical thinking by designing structured inquiries into complex real-life problems.

\*The Exploring column of this document is the equivalent of obtaining a "Meets Standards" on the summary evaluation document.

# Overview of the Evaluation Study

- Evaluation Study addressed the following 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?
- Focus groups, interviews with educators, administrators and parents.

# Findings from the Evaluation Study: Benefits of Implementing Personalized Learning

- Exciting Growth in Learner Engagement and Achievement
- The Use of Personalized Learning and plps Informed Instruction and Motivated Learners
- Transitioning to a Growth Model Produced Increased Awareness of Learner's Progress
- Goal Setting Allows for Learners to Plan for Growth and to Persevere
- Increased Access to Technology Allows for Differentiation, Choice, and New Opportunities to Learn
- Blended Learning Has Led to Deeper Involvement in Learning, Better Problem-Solving, Communication, and Self-Directed Learning
- Benefits for Educator Professional Learning and Development

# Findings from the Evaluation Study: Challenges in Implementing Personalized Learning

- Implementing Personalized Learning Consistently in All Classrooms
- Finding a Structure for the PLP that is Easy to Use and Understand

# Lessons Learned and Reflections

1. Systems “work” is essential
  - Communication, capacity building and continuous improvement
  - Responsive adjustments
  - Strengths and growth mindset
2. Leadership includes a balance of nurturing and nudging
  - Implementation decisions: district-wide, pilots, site-based innovations
3. **PERSON**alization
  - The “stars are aligning” in research, practice and technology to truly ensure each and every learner is Growing And Learning Together in Galt, CA!

## Presentation Description

Please retain this sheet as it contains information pertinent to your session at the 2016 CSBA Annual Education Conference and Trade Show. Your session title and description is subject to editing by CSBA.

---

**Session Type:** Workshop  
**Session Title:** Mitigating the Impacts of Large Development Projects on School Facilities  
**Date/Time:** Friday, December 2, 2016 10:00 - 11:15 am  
**Room:** 2010  
**Capacity:** 330

---

### Session Description:

A new residential development project may cause significant facility challenges to a school district. State law imposes severe restrictions on a district's ability to do more than charge school impact fees and apply to the state for additional construction funds. The current state funding program is frequently underfunded, while local districts wait in line for state revenue. This workshop will describe what some school boards have done to get out in front on this issue and to achieve agreements with developers and cities for the funds necessary to finance the new schools made necessary by development. Specific case studies will be discussed along with proven approaches to deal with this important and challenging issue.

---

### Moderator:

John Gordon  
Board Member  
Galt Joint Union ESD  
jgordon@galt.k12.ca.us  
(201)744-4545

### Presenter:

Ralph Caputo  
CEO, President and Co-Founder  
RGM and Associates  
ralph@rgmassociates.com  
(925) 671-7717

### Presenter:

Addison Covert  
Attorney  
Parker & Covert  
acovert@parkercovert.com  
(916)245-8677

### Presenter:

John Diffenderfer  
Architect  
AEDIS Architecture and Planning  
jdifferfer@aedisarchitects.com  
(408) 300-5160



### Presentation Description

Please retain this sheet as it contains information pertinent to your session at the 2016 CSBA Annual Education Conference and Trade Show. Your session title and description is subject to editing by CSBA.

---

**Session Type:** Workshop  
**Session Title:** Construction Programs: Key Questions and Real Answers  
**Date/Time:** Friday, December 2, 2016 4:00 - 5:15 pm  
**Room:** 2004  
**Capacity:** 130

---

#### Session Description:

School construction programs are more complex than ever. In this changing environment, the panel will help attendees learn where to look for clear, effective direction and highlight processes and strategies that work. Attendees and the panel will be discussing the right questions about developer fees or project delivery. Real answers about building the district team and avoiding claims or litigation will be addressed. Major concepts applicable to successful school construction programs will also be discussed in this comprehensive and fast-moving session.

---

**Moderator:**  
William Savidge  
Consultant  
K12 School Facilities  
bsavidge@k12schoolfacilities.org  
510-610-0601

**Presenter:**  
John Gordon  
Board Member  
Galt Joint Union ESD  
jgordon@galt.k12.ca.us  
209-712-3815

**Presenter:**  
Mark Kelley  
Attorney  
Dannis Woliver Kelley  
mkelley@dwkesq.com  
415-543-4111

**Presenter:**  
Mary Morris  
Architect  
HMC Architects  
mary.morris@hmcarchitects.com  
408-977-9160



LCAP GOAL 4

*Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> Century Learning.*

1. GJUESD Measure K General Obligation Bond Election: Karen Schauer and Tom Barentson

The district continues to move forward with goals developed through the Facilities Master Plan and meetings with staff, community, and our Board of Education. This includes working to identify the projects that will deliver the most impact for students and that can be accomplished in 2016-17 and 2017-18. The facilities goals or efforts include:

- Improvements for safety and security
- Modernization of Schools
- Improvement of our existing building systems
- Remodeling or expansion to support **NEXGen** Learning Styles and Resulting Achievement. (It was pointed out the 21<sup>st</sup> century began over 16 years ago, so wording has been updated)
- Developing timeline for project design, development, implementation, and completion
- Develop a communications plan (website and other communication strategies) that will keep our stakeholders and community informed of next steps and pending and/or current work projects
- Bond Sales should occur in May 2017 (\$9.7M) and 2019 (\$10M)
- Developing Facilities Assessments (utilizing Facilities Master Plan) and Eligibility to maximize funding from the passage of Prop. 51, State Facilities Bond (we are contracting with School Site Solutions to assist our District with our eligibility and assessments)

2. Proposition 51 and GJUESD Efforts: Tom Barentson

3. Outdoor Environmental Learning Center: Tom Barentson

GJUESD continues collaboration with the Galt Joint Union High School District for the Career Technical Education (CTE)/Pathways project. This includes the potential for a Farm to Fork/STEM opportunity with GJUESD Middle and Elementary Schools through the preparation of a design that will utilize the current 10 acres adjacent to McCaffrey Middle School to support, 1.) outdoor environmental education, 2.) outdoor track, 3.) GALEP arena area and 4.) enrichment or recreational activities that will add to the district's educational environment and also support the Galt community.

4. Growing Up Fresh! United Fresh Start Foundation: Tom Barentson and Nicholas Svoboda

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# **Galt Joint Union Elementary School District Measure K**



**A SUCCESSFUL  
General Obligation Bond Election  
WHAT'S NEXT!!!**





# Our Plan

- **Follow our Facilities Master Plan**
  - **Opportunities and Projects That Can Make the Most Impact for our Students and Must Be Done NOW!!!**
    - School Safety & Security
    - Modernize Schools
    - Update Existing Building Systems
    - Support **NEXGen** Learning Styles and Resulting Achievement



# Impactful Projects

**Safety & Security** **\$ 2,311,400**

- **Security Cameras/Systems, Upgraded & Additional Fencing, Outside Lighting**

**Modernize Schools (outside the classroom)** **\$ 4,454,800**

- **Upgrade/Replace Portables, Roofs, Flooring,**

**Existing Building Systems (inside the classroom)**

- **Lighting, HVAC, Plumbing, Controls, Communication** **\$ 7,040,600**

**21<sup>st</sup> Century Learning Environments** **\$ 4,732,000**

- **New Classroom Configurations, Furniture, Technology Tools, and STEM centers**

**Total 1<sup>st</sup> Phase Facilities Funding**  
**\$18,538,800 est.**

Utilizing Potential Bond Funding



# How Do We Accomplish?

- **Measure K was approved by more than 63% of the voters (55% needed to approve)**
- **GJUESD School Board Accepts Certification of the Election Results (December 14<sup>th</sup> Board Meeting)**
- **Citizens Oversight Committee Members (Initial 7 members meeting needs of all categories. Additional Members to be approved in future)**
- **School Site Solutions will assist in assessing and determining our eligibility for additional State Funding (Prop. 51)**



# What's Next?

## December

- Develop Request of Qualifications for Architect(s)
- Initial Meeting with Citizen's Oversight Committee
- Meet With Site Principals/Staff to reaffirm Priorities
- Meet with Financial Advisor Regarding Next Steps for Bond Issuance (target date May 2017 First Issuance (\$9.7 Million))



# What's Next?

## January

- Meet and Select Architect(s)
- Continued Site Assessment and Eligibility for All Funding Sources (Meet With Staff and Community Partners)
- Begin To Develop Site Plans
  - Fair to all Sites
  - Projects Determine by Facility Needs and Highest Impact on Students
- Review and Visit **NEXGen and Modernization** Facility Examples
- Develop District Website Communication Regarding Bond Projects/Communication





# What's Next

## February-April

- Monthly Adjustments
- Continued Site Assessment and Eligibility for All Funding Sources
- Continued Development Site Plans
- Work with Financial Advisor Regarding Bond Sale (May)
- Plan for Summer Work (Contractor/Partner)

## May

- Bond Sale
- Summer Construction Schedule



UNITED FRESH START FOUNDATION

**NEWS RELEASE**

**For Immediate Release, December 8, 2016**

**Contact:**

Andrew Marshall  
Director, Foundation Programs & Partnerships  
[amarshall@unitedfresh.org](mailto:amarshall@unitedfresh.org)  
(202) 303-3407

PHOTOS AVAILABLE UPON REQUEST

## **United Fresh Start Foundation Connects Salad Bar Donors to Sacramento-area Schools**

*Cyclists from the 2016 Tour de Fresh and Bayer visit Galt Elementary School District*

Galt, CA (December 8, 2016) – On Tuesday, December 6, the Galt Elementary School District hosted produce industry salad bar donors at the River Oaks and Valley Oaks Elementary Schools. Donors met with foodservice administrators and observed students using their new salad bars. The school visits were organized by the United Fresh Start Foundation, a founding partner of the national *Let's Move Salad Bars to Schools* initiative, in conjunction with the school district's food service department.

"Visiting the schools, seeing students select fruits and vegetables from the salad bars and talking with students and school officials about how much the children enjoy eating fresh produce was a very rewarding and educational experience," said Adam Linder, Strategic Account Manager for Produce at CHEP USA.

"Seeing the kids using the salad bars made my day," added Allen Satterlee, Customer Service Manager for Vegetable Seed Sales, Sakata Seed America, Inc. "It was nice to see the children so receptive to the fruits and vegetables."

Linder and Satterlee were cyclists who participated in the 2016 Tour de Fresh, a produce industry cycling event organized by the Cal Giant Foundation, which raises funds to support the United Fresh Start Foundation's partnership in the *Let's Move Salad Bars to Schools* initiative. As part of the Tour de Fresh, cyclists raise funds to support salad bars for schools on the program's waiting list. The Galt Elementary School District was one of the district's requesting salad bars.

Nick Svoboda, the Galt Elementary School District's Food Service Supervisor, shared his support for having the salad bars in their schools. "Nutrition standards for the National School Lunch Program require schools to serve a colorful variety of fruits and veggies; however, without the salad bars, it would be difficult to offer as many fresh produce choices as we do. The salad bars add visual appeal to our cafeterias and encourage students to fill their plates with as much fruits and veggies as they will eat."

At the start of the schoolyear, the Galt Elementary School District received six salad bars thanks to produce industry donations, coordinated by the United Fresh Start Foundation. Supporters included the 2016 Tour de Fresh and cyclists Adam Linder (CHEP), Allen Satterlee (Sakata Seed America) and Katie Van Camp (Renaissance Food Group); Bayer Crop Science; and the United Fresh Start Foundation, through funds raised at the 2016 Tip Murphy Legacy Golf Tournament.

Representatives from Bayer, and Jan Burkett and Lupe Brunone from FreshPoint – Central California, the school district's produce distributor, were also in attendance for Tuesday's salad bar visits.

"Bayer is committed to supporting salad bars for schools as a strategy for increasing children's access and consumption of healthy, fresh produce," said Jenny Maloney, Bayer's Food Chain Sustainability Manager. "Our support for the Galt District dovetails with our support for the United Fresh Start Foundation and their mission of increasing children's access to fresh produce. We are especially pleased to support schools in an agricultural community, like Galt."

"We always appreciate the opportunity to connect produce industry members with schools receiving salad bar donations," said Andrew Marshall, Director of Foundation Programs & Partnerships, United Fresh Start Foundation. "This week's event was a true example of the Foundation bringing folks together for a common cause, supporting schools in their efforts to provide children with greater access to a variety of fresh produce choices."

The United Fresh Start Foundation is a founding partner of the national *Let's Move Salad Bars to Schools* initiative, which to date has donated salad bars to over 4,800 schools in all fifty states. The Foundation works with the produce industry, healthcare organizations, non-profits and allied businesses to support salad bars for schools as a way to increase children's access and consumption of fresh fruits and veggies every day at school.

###

#### **About the United Fresh Start Foundation**

The United Fresh Start Foundation is a 501 (c)(3) not-for-profit organization focused exclusively on increasing children's access to fresh fruits and vegetables. Affiliated with the United Fresh Produce Association, the Foundation is committed to helping today's children achieve the public health goal to make half their plate fruits and vegetables in order to live longer and healthier lives. The Foundation works to create an environment where kids have easy access to high-quality, great-tasting and affordable fresh fruits and vegetables, ensuring kids everywhere are *Growing Up Fresh*.



Galt Joint Union Elementary School District

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

**Board Meeting Agenda Item Information**

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> 131.816 Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

**a. Approval of the Agenda**

**b. Minutes:** November 17, 2016 Regular Board Meeting

**c. Payment of Warrants:**

Certificated/Classified Payrolls Dated: 11/14/2016, 11/30/2016, 12/9/16

Vendor Warrant Numbers: 17318137-17318206, 17318703-17318712, 17319172-17319213, 17320038-17320099

**d. Personnel**

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

**e. Donations**

Greer

Chevron Fuel Your School Program donations resulted in one Silver Rider Trike, two MyRider Scooters and two Easy Rider Trikes valued at \$820.31 for Marcia Juarez's kinder class

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

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

**Thursday, November 17, 2016**  
Galt City Hall Chambers  
380 Civic Drive, Galt, CA 95632

**Board Members Present**

Kevin Papineau  
Wesley Cagle  
Grace Malson  
John Gordon  
Matthew Felix

**Administrators Present**

Karen Schauer	Claudia Del Toro-Anguiano
Thomas Barentson	Anguiano
Judith Hayes	Donna Mayo-Whitlock
Julie Grandinetti	Jennifer Porter
Emily Peckham	Donna Gill
	Laura Marquez

## MINUTES

- A.** Present for closed session: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Kevin Papineau, Wesley Cagle, Grace Malson, John Gordon, Matthew Felix-

**Closed Session** was called to order at 6:18 p.m. by Kevin Papineau to discuss the following items:

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Tom Barentson, Claudia Del-Toro Anguiano, Donna Mayo-Whitlock
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

- B.** **Closed Session Adjourned** at 7:07 p.m. The open meeting was called to order at 7:11 p.m. by Kevin Papineau followed by the flag salute. He announced no action taken in closed session.

**C.** **Public Comment**

1. Nick Svobada addressed the board regarding a successful grant application to bring salad bars to schools. The following supporters of the grant will visit school sites on December 6, 2016:
  - Kelly O'Halloran, Bayer Crop Science
  - Adam Linder, CHEP
  - Allen Satterlee, Sakata Vegetables
  - Katie Van Camp, Renaissance Food Group.

**D.** **Recognition**

1. Karen Schauer, Board members and Staff recognized Melissa Pruitt for her successful efforts to support the passage of Measure K and E, Schools Facilities Bonds. They also acknowledged the support of Gina Wagner, Barbara Welch and Jean Warren.

## **E. Reports**

### LCAP GOAL 1

*Develop and Implement Personalized Learning and Strengths-based Growth Plans for Every Learner*

1. Karen Schauer reported on her attendance at the U.S. Department of Education White House Domestic Policy Council Meeting. She stated that she was honored to represent GJUESD and the opportunity to share Galt's Bright Future initiative. She indicated 40 superintendents from large and small districts, charter schools and non-profits were invited to attend to share their efforts towards personalized learning as a strategy for equity.

Dr. Schauer indicated that policy and research council leaders were interested in the work the District is doing regarding teacher competencies, professional learning and evaluation. She underscored the new multi-level rubric was ratified as a pilot for Galt Elementary Faculty Association (GEFA).

Policy leaders were also interested in the pilot math curriculum supported through Stanford University that is rigorous and provides specific strategies for higher needs learners.

2. Tom Barentson reported on San Joaquin Delta Community College Board Study Session regarding a North County Center. He stated that he couldn't be prouder of the community of Galt and the representation of key stakeholders at the meeting. He indicated that the North County Campus would serve the northern portions of the district and reflects changes in the operating environment since Measure L was passed, specifically the Great Recession.

Kevin Papineau stated that the recommendation from the Bond Program Manager and staff was strong to build the envisioned North County Center and its planned marquee Agricultural Program at the Liberty Road Property despite arguments from other agencies.

A regular meeting of the San Joaquin Delta Community College Board will be held on December 13, 2016 to take action on the North County Center site.

### LCAP GOAL 2

*Implement CCSS And NGSS In Classrooms and Other Learning Spaces Through A Variety Of Blended Learning Environments*

### LCAP GOAL 3

*Processes And Measures For Continuous Improvement And Accountability Are Applied Through The District Including Personalized Evaluation Processes*

1. Donna Mayo-Whitlock reported on the Federal Program Monitoring Review- Summary of Findings. She indicated that every California school district is selected over time for a review through Federal Program Monitoring. The process involved the submission and review of numerous program documents. There were three findings that are being addressed from a review of over three hundred submissions.

### LCAP GOAL 4

*Maintenance, Grounds, Custodial, Food Services, And Health Staff Maintain School Facilities That Are Safe, Healthy, Hazard Free, Clean And Equipped For 21<sup>st</sup> Century Learning*

1. Karen Schauer and Tom Barentson reported on Measure K Facilities General Obligation Bond.

Mr. Barentson stated that the county will certify the election results within 28 days. A project timeline will be brought back to the December 14<sup>th</sup> board meeting. In addition, the Board will consider bond citizen oversight committee members. He indicated that facilities work will be competed at every school site. Information will be posted on the district website.

John Gordon stated that bids are rising because so many districts passed bonds during this election cycle and everyone wants to start projects in the summer. In addition, Mr. Gordon is hoping that with the passage of proposition 55 the deferred maintenance fund will be fully funded beginning with the 2017/18 school year.

Kevin Papineau agreed that we have our bond and projects ready to go but it does not alleviate our need to fully fund our deferred maintenance account. He indicated that 65% of people voted yes to support the bond while 35% did not and we are accountable to both groups of voters.

**F. Recommended Actions**

**1. Routine Matters/New Business**

131.792 A motion was made by John Gordon to approve the Consent Calendar, seconded by Grace Malson and unanimously approved.

- a. Approval of the Agenda
- b. Minutes: October 26, 2016 Regular Board Meeting
- c. Payment of Warrants –  
Certificated/Classified Payrolls Dated: 10/31/16, 11/10/16  
Vendor Warrant Numbers: 17314008-17314021; 17314567-17314663;  
 17315132-17315138; 17315884-17315909; 17316833-17316944

d. Personnel

Last Name	First Name	Assignment	Location	New Hire	Transfer	Resignation	Retirement	Reclassification	Leave of Absence (include dates)
Palomino	Thomas	IA Preschool	FS			10/24/2016			
Flores	Margarita	IA Sp Ed	RO		X				
Armas	Clara	Yard Supervisor	LC	X					
Cornelio	Salvador	Substitute Teacher		X					
Ochoa-Ceja	Yajaira	Classified Substitute		X					
Becerra	Ruben	Classified Substitute		X					
Ashworth	Vickie	Classified Substitute		X					
Harcrow	Kathryn	Classified Substitute		X					
Robles	Santos	Yard Supervisor	VO			10/23/2016			
Moura	Marla	School Psychologist	LC/MRE						11/15/16-11/17/16
Swank	Jessica	IA ASES	VO	X					
Camacho	Allison	Substitute Teacher	NA	X					
Johnston	Heather	Substitute Teacher	NA	X					
Trinh	Jennifer	Teacher	VO			11/23/2016			

e. Donations

Lake Canyon

- Chris Bartkowski donated \$850.00 towards the Ron Clark Academy Conference
- Raley's donated \$207.73 towards site use

McCaffrey

- Raley's donated \$132.74 towards site use
- Lifetouch donated \$243.69 towards site use

- f. North Valley School (A division of Victor Treatment Centers, Inc.) Non Public School/Agency Contract
- g. Out of State Conference Attendance for Sheetal Pal to Attend the Council for Exceptional Children 2017 Special Education Convention and Exposition in Boston, MA, April 19-22, 2017

131.806	Consent Calendar (continued) – Items Removed for Later Consideration:	<b>CC Items Removed</b>
131.807	A motion was made by Wesley Cagle to Establish December 14, 2016 at 7:00 p.m. at Galt Joint Union Elementary School District Office as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143, seconded by John Gordon and unanimously approved.	<b>Annual Org Mtg</b>
131.808	A motion was made by Grace Malson to Nominate John Gordon for CSBA (California School Boards Association) Delegate Assembly, Subregion 6-B, seconded by Kevin Papineau and unanimously carried.	<b>CSBA Delgate Assembly</b>
131.809	A motion was made by Matthew Felix to approve BP/AR 1312.3 Uniform Complaint Procedures, seconded by Wesley Cagle and unanimously approved.	<b>BP/AR 1312.3 UCP</b>
131.810	A motion was made by Grace Malson to approve GJUESD Yard Supervisor Salary Schedule, seconded by John Gordon and unanimously carried.	<b>Yard Sup Salary Schedule</b>
131.811	A motion was made by Wesley Cagle to approve Lead Campus Monitor Job Description, seconded by Grace Malson and unanimously approved.	<b>Job Desc</b>
131.812	A motion was made by John Gordon to approve District Clerk II Job Description, seconded by Matthew Gibling and unanimously carried.	<b>Job Desc</b>
131.813	A motion was made by Kevin Papineau to approve Memorandum of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding an Alternative Evaluation Form (Continuous Learning and Reflective Rubric), seconded by John Gordon and unanimously approved.	<b>MOU GEFA</b>
131.814	A motion was made by Grace Malson to approve Agreement Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding Article XII Leaves Contract Language, seconded by Wesley Cagle and unanimously carried.	<b>Agreement GEFA</b>

**G. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement
3. Board Policy regarding Deferred Maintenance



4. Fairsite School Readiness Center
5. Data Analysis and Changes in State Accountability

**H. Adjournment**

The meeting adjourned at 8:30 p.m.

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Grace Malson, Clerk

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Date



## CONSENT CALENDAR

Last Name	First Name	Assignment	Location	New Hire	Transfer	Resignation	Retirement	Leave of Absence (include dates)
Johnson	Patrick	Yard Supervisor	GES			12/15/2016		
Swank	Ida	BFLC	VO					12/28/16-1/9/17
Alvaraz	Micaela	Yard Supervisor	GES					11/18/16-4/17/17
Quezada	Jessica	Teacher	RO					3/6/17-6/8/17
McCune	Denise	Teacher	VO	11/17/2016				
Vanderheiden	Andrea	Speech Therapist		1/3/2017				
Hafoka	Monique	Instructional Assistant	VO	11/28/2016				
Cross	Janelle	Substitute Teacher	NA	11/4/2016				
Stratton	Sarah	Special Education Inst Assistant	RO	11/29/2016				
Marquez	Lisa	Yard Supervisor	RO	11/28/2016				
Ceremony	MichealAnn	Yard Supervisor	VO	11/28/2016				
Varelas	Silvia	Yard Supervisor	VO	11/28/2016				
Valencia	Marco	Special Education Inst Assistant	RO	11/14/2016				
Martin	Mike	Yard Supervisor	LC					
VanConett	Brianna	IA Preschool	FS					
Mahan	Thamica	Classified Sub/Yard Supervisor	GES					
Haigh	William	Classified Sub - Mechanic	NA					
Serrano	Maria	IA ASES	GES					
Bryce	Rebecca	Yard Supervisor	RO					
Bravo	Martha	Custodian	RO					
Casillo	Erika	Substitute Teacher	NA	12/9/2016				



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> 131.817 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

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



**Galt Joint Union Elementary School District**

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

**Board Meeting Agenda Item Information**

<p><b>Meeting Date:</b> 12/14/16</p>	<p><b>Agenda Item: 131.818</b>          Board Consideration of Approval of Resolution #6: Resolution of the Board of Education of the GJUESD Declaring The Result Of The School Bond Election Held November 8, 2016</p>
<p><b>Presenter:</b> Karen Schauer, Tom Barentson</p>	<p><b>Action Item:</b> XX  <b>Information Item:</b></p>

Board approval is recommended for Resolution #6 declaring the result of the school bond election held November 8, 2016.

6,911 yes votes or 66% of the participating voters (Sacramento and San Joaquin Counties) supported the passage of Measure K.

**RESOLUTION NO. 6**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
DECLARING THE RESULTS OF THE SCHOOL BOND ELECTION  
HELD NOVEMBER 8, 2016**

**WHEREAS**, a general obligation school bond election (the “Election”) was held in the boundaries of the Galt Joint Union Elementary School District (the “District”), Sacramento and San Joaquin Counties, State of California, on November 8, 2016, called under the authority of the District’s Resolution No. 16 along with an order calling the Election which was duly approved, passed, and adopted by the District’s Board of Education (the “Board”) on July 27, 2016;

**WHEREAS**, at the Election there was submitted to the electors of the District the measure for incurring a general obligation bonded indebtedness by the District as hereinafter set forth;

**WHEREAS**, the Registrars of Voters of Sacramento and San Joaquin Counties (respectively the “Registrars”) have now duly canvassed the returns of the Election, as required by law and the Board’s Resolution No. 16; the Registrars have also filed with this Board a statement of all votes cast at the Election showing the whole number of votes cast in the District and the whole number of votes cast for and against the measure in the District, in each of the respective consolidated Election precincts therein, and by vote by mail voters; and

**WHEREAS**, the Registrars have also filed, attached to the statement, a certificate as to the correctness of the statement.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of the Galt Joint Union Elementary School District, Sacramento and San Joaquin Counties, California, as follows:

**Section 1. Confirmation of Canvass.** The canvass by the Registrars, as shown by the statement of all votes cast and the certificates of the Registrars, in the forms attached hereto as Exhibits A and B, respectively for each county (the “Certificates of Election Results”), are hereby ratified, confirmed, approved and entered upon the minutes of this meeting of the District’s Board.

**Section 2. Bond Measure.** At the Election, the following measure for incurring bonded indebtedness was submitted to the electors of the District:

MEASURE K:            To improve the quality of education for pre-kindergarten through eighth grade students shall Galt Joint Union Elementary School District be authorized to modernize and upgrade classrooms and school facilities for 21<sup>st</sup> Century learning; replace portables and leaky roofs; upgrade outdated electrical, heating/air conditioning and plumbing; make safety/security and technology classroom

improvements, by issuing \$19,700,000 of bonds at legal interest rates, with independent citizens' oversight and audits, NO money for employee salaries, and all funds benefitting local schools?

**Section 3. Votes Cast.** The total number of votes cast in the District at the Election and the total number of votes given in each precinct, including votes cast by vote by mail voters of the District, for and against the measure, is shown on Exhibits A and B attached hereto.

**Section 4. Votes Cast By Vote By Mail Ballots.** Based on the Certificates of Election Results, the Board hereby finds that all votes cast by vote by mail ballots have been duly received and canvassed in the time, form, and manner as required by law.

**Section 5. Measure Passed.** At least fifty-five percent (55.0%) of all the votes cast at the Election on the measure were in favor of the measure, and the measure passed.

**Section 6. Certification of Proceedings.** This Board hereby authorizes the District Superintendent, for and in the name of this Board, to certify all proceedings had in the premises to the Board of Supervisors of Sacramento County and the Board of Supervisors of San Joaquin County, in accordance with Section 15274 of the California Education Code.

**Section 7. Delivery of Certificate of Election Results.** The Superintendents of Schools of Sacramento and San Joaquin Counties (together, the "County Superintendents") are hereby requested to send a copy of the Certificates of Election Results to the Board of Supervisors of Sacramento County and the Board of Supervisors of San Joaquin County, respectively, in accordance with Section 15274 of the California Education Code.

**Section 8. Report of Election.** This Board hereby authorizes the District Superintendent, for and in the name of this Board, to prepare and deliver the report concerning the Election that is required by Section 15111 of the California Education Code.

*[Remainder of this page intentionally left blank.]*

**APPROVED, PASSED, AND ADOPTED** by the following vote of the members of the Board of Education of the Galt Joint Union Elementary School District, Sacramento and San Joaquin Counties, State of California, this \_\_\_\_ day of \_\_\_\_\_ 20\_\_:

AYES \_\_\_\_\_  
NOES \_\_\_\_\_  
ABSENT \_\_\_\_\_  
ABSTAIN \_\_\_\_\_

By: \_\_\_\_\_  
President of the Board of Education

ATTEST:

By: \_\_\_\_\_  
Secretary of the Board of Education

**EXHIBIT A**

**County of Sacramento**

**Statement of the Vote  
Presidential General Election  
November 8, 2016**

**(including Certificate of Facts of the County of Sacramento Registrar of Voters concerning  
the canvass of returns of votes cast at the November 8, 2016 Presidential General Election)**

*[See attached]*



STATE OF CALIFORNIA  
County of Sacramento

} ss.

**CERTIFICATE OF FACTS**

I, JILL LAVINE, Registrar of Voters of the County of Sacramento, State of California, do hereby certify that **Measure K** (shown below) was submitted to the known qualified electors in Sacramento County in the Galt Joint Union Elementary School District at the November 8, 2016 Presidential General Election.

**“To improve the quality of education for pre-kindergarten through eighth grade students shall Galt Joint Union Elementary School District be authorized to modernize and upgrade classrooms and school facilities for 21<sup>st</sup> Century learning; replace portables and leaky roofs; upgrade outdated electrical, heating/air conditioning and plumbing; make safety/security and technology classroom improvements, by issuing \$19,700,000 of bonds at legal interest rates, with independent citizens’ oversight and audits, NO money for employee salaries, and all funds benefitting local schools?”**

The results of the Official Canvass conducted by this office are as follows:

	YES Votes	NO Votes
Sacramento	6,554	3,245
San Joaquin	357	307
Total	6,911	3,552

And that the conduct of the election and canvass of the ballots was in every respect in accordance with the election laws of the State of California.

Witness My Hand and Seal this 5<sup>th</sup> day of December, 2016.



*Jill Lavine*  
JILL LAVINE  
REGISTRAR OF VOTERS  
County of Sacramento  
State of California

**EXHIBIT B**

**County of San Joaquin**

**Statement of Votes Cast  
Presidential General Election  
November 8, 2016**

**(including County of San Joaquin Registrar of Voters Certificate of Results of the Canvass  
of the November 8, 2016 Presidential General Election)**

*[See attached]*

REGISTRAR OF VOTERS  
CERTIFICATE OF RESULTS OF THE  
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
MEASURE "K", SCHOOL BONDS ELECTION  
HELD ON TUESDAY, NOVEMBER 8, 2016

I, AUSTIN G. ERDMAN, Registrar of Voters for the County of San Joaquin, State of California, do hereby certify that this office has completed the canvass of the Galt Joint Union Elementary School District, Measure "K", School Bonds Election, held on Tuesday, November 8, 2016, and that the following are the results of said election:

**MEASURE "K"**

Total Votes	664	100.00 %
BONDS YES	357	53.77 %
BONDS NO	307	46.23 %

IN WITNESS WHEREOF, I have hereunto set my hand and official seal this 2nd day of December, 2016.



*Austin Erdman*

Austin G. Erdman  
Registrar of Voters



Statement of Votes Cast  
 2016 General Election  
 SOVC For Jurisdiction Wide, All Counters, All Races  
**OFFICIAL FINAL RESULTS**

Date:12/06/16  
 Time:10:20:59  
 Page:6048 of 6804

PDF Page: 6478 of 7391

MEASURE K GALT JUESD - SCHOOL BONDS

	Reg. Voters	Vote For	Times Counted	Total Votes	BONDS YES		BONDS NO	
Total	-	-	-	-	-	-	-	-
M945062	-	-	-	-	-	-	-	-
Polling OS	-	-	-	-	-	-	-	-
Polling TS	-	-	-	-	-	-	-	-
VBM	-	-	-	-	-	-	-	-
Early	-	-	-	-	-	-	-	-
Provisional	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-
M945063	-	-	-	-	-	-	-	-
Polling OS	-	-	-	-	-	-	-	-
Polling TS	-	-	-	-	-	-	-	-
VBM	-	-	-	-	-	-	-	-
Early	-	-	-	-	-	-	-	-
Provisional	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-
Total	926	1	196	174	99	56.90%	75	43.10%
Polling OS	926	1	1	1	0	0.00%	1	100.00%
Polling TS	926	1	499	458	239	52.18%	219	47.82%
VBM	926	1	0	0	0	-	0	-
Early	926	1	41	31	19	61.29%	12	38.71%
Provisional	926	1						
Total	926	5	737	664	357	53.77%	307	46.23%



## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item: 131.819</b> Board Consideration of Approval of GJUESD Measure K Citizens Oversight Committee
<b>Presenter:</b> Karen Schauer, Tom Barentson	<b>Action Item:</b> XX <b>Information Item:</b>

Citizen Oversight Committee Member Criteria:

- a member who is active in a business organization representing the District's business community
- a member who is active in a senior citizens' organization
- a member who is active in a bona fide taxpayers' organization
- a member who is a parent/guardian of a child enrolled in district
- a member who is both a parent/guardian of a child enrolled in the district and a active member of a parent-teacher organization or school site council

The following community members have agreed to serve on the Citizens Oversight Committee for Measure K. Additional community members are welcome to volunteer for this committee. Meeting dates will be posted on our school district website.

- Michael Pierce
- Melissa Pruitt
- Bonnie Rodriguez
- Thomas Silva
- Anne Wood
- Christine Harper
- Brian Villanueva

Board approval is recommended.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item: 131.820</b> Board Consideration of Approval of 2016/17 First Period Interim Report and Budget Revisions
<b>Presenter:</b> Tom Barentson, Myla Frantson	<b>Action Item:</b> XX <b>Information Item:</b>

This is the first Budget Report for this school year’s budget. Expenditures have been added that were paid this summer which has reduced our reserves accordingly. The district is “still in good shape” with unrestricted reserves over 6% in this year and next. The 2018-19 projection has not changed and will be revised once we receive information from the Governor’s 2017-18 Budget Presentation in January. At this time, more information is forthcoming regarding the effects of the passage of Proposition 55 (continuation of Proposition 30). The interim budget does not include the Proposition 55 funding source for 2018-19 and beyond, at this time.

Routine Maintenance Funding has been raised to 3% for the 2017-18 and 2018-19 Budget Years. After the Governor’s Budget presentation and with the 2<sup>nd</sup> Interim Budget Report (March) the District will be including a plan to resume funding of the Deferred Maintenance Fund, with the goal to reach 3% by 2019-20.

Board approval is recommended.

## Galt Joint Union Elementary School District 2016-17 1<sup>st</sup> Interim Budget

### 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: 3,616
  - 2017-18: 3,546
  - 2018-19: 3,531
- COLA Projections:
  - 2016-17: 0.00%
  - 2017-18: 1.11%
  - 2018-19: 2.42%
- LCFF Gap Funding
  - 2016-17: 54.18%
  - 2017-18: 72.99%
  - 2018-19: 40.36%
- 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: 15.50%
  - 2018-19: 17.10%
  - 2019-20: 18.60%
- Unduplicated/Free/Reduced/El percentages:
  - 2016-17: 62%
  - 2017-18: 60%
  - 2018-19: 60%
- Step and Column increases of \$330,369 annually are based on projections at this time. An actual amount will be calculated for 2<sup>nd</sup> Interim.
- 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.
- 2016-17 One-Time Mandate Block Grant of \$750,342 has been budgeted along with 15/16 carryover of \$884,823. All One-Time grants have been removed in 2017-18 and 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 carryover to the next year and cannot be used for unrestricted expenditures.
- 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 \$3,846,228 in 2016-17, \$3,895,096 in 2017-18, and \$3,774,993 in 2018-19. There will be a carryover of approximately \$18,005 at the end of 2016-17 and \$66,873 at the end of 2017-18. 2018-19 will not end with a carryover. 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 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.



## Galt Joint Union Elementary School District 2016-17 1<sup>st</sup> Interim Budget Assumptions

### INCOME

### ASSUMPTIONS

<b>Student ADA</b>	-Revenue is based on the 16-17 P2 ADA of 3,461  -A zero percent COLA and GAP funding of 54.18% has been budgeted. The GAP funding is an increase of 1.63% over 2015-16
<b>Federal Income</b>	-Race To The Top Funding has been decreased by \$617,993.
<b>State Income</b>	-The Budget has been increased by the following: 2016-17 Proposition 39 Energy funding of \$211,603 2016-17 One-Time funding of \$750,342
<b>Local Income</b>	-2016-17 income has been added.
<b>Transfers In Transfers Out</b>	-No additional transfers in have been added -CAFÉ projected deficiency of \$435,259 has been included.

### EXPENSES

<b>Cert. Salaries</b>	-Salaries have been updated for Step and Class movement. No COLA has been added to the budget.
<b>Class. Salaries</b>	- Salaries have been updated for Step and Class movement. No COLA has been added to the budget.
<b>Benefits</b>	-Increases/decreases to statutory benefits have been budgeted to reflect salary changes  -The following increases have been added: STRS increase of 1.85% PERS increase of 1.62%
<b>Supplies</b>	-Increase in supply costs is due to: 15-16 Site carryover 15-16 One-Time carryover
<b>Operating Expenses</b>	-Increase in operating expenses is due to: 16-17 One-Time funding carryover of \$18,500 15-16 Site carryover 15-16 Educator Effectiveness Grant carryover 15-16 Proposition 39 carryover
<b>Capital Outlay</b>	-Capital Outlay has been increased by the amounts budgeted for 15-16 One-Time carryover expense
<b>Transfers Out</b>	-A transfer of \$435,259 to Cafeteria Fund 13 has been budgeted

**OTHER FUNDS:**

**CAFETERIA FUND**

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

Salaries and benefits have been adjusted for Step increases and the PERS increase.

Other expenses have been updated based on current cafeteria use.

The transfer into Cafeteria from Fund 1 has been increased to \$435,259. This will offset the projected deficit in this fund.

**CHILD DEVELOPMENT**

-Income and expenses have been increased to include additional funding to the 16-17 contract and the 16-17 QRIS Grants.

**CAPITAL FACILITIES**

- Income and expenses have been budgeted to remain close to the 15-16 level

**MELLO ROOS**

-Pavement Resurfacing has been budgeted for Fairsite, Valley Oaks and the Maintenance and Transportation yard.

**No changes have been made to the following funds:**

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

<b>Multi Year Financial Analysis</b>
--------------------------------------

10/31/2016

**16-17 Projection**

*Assumptions:*

Step/Class = \$330,369 annually

STRS increase of 1.85% additional in 2016/17 and beyond

PERS increase of 2.041% additional in 16/17 and 1.612% in 17/18

Declining enrollment of approximately 46 ADA in 16/17, decrease of 70 ADA in 17/18, decrease of 14 ADA in 18/19

0% COLA in 16/17, 1.11% COLA in 17/18, and 2.42% in 18/19

Assumes 54.18% LCFF GAP increase in 16/17, 72.99% LCFF GAP increase in 17/18, and 40.36% LCFF GAP increase in 18/19

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

One-Time Funding in 16/17 of approximately \$750,342

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

	<b>Account Codes</b>	<b>Projected 2016-17</b>	<b>Projected 2017-18</b>	<b>Projected 2018-19</b>
<b>A. REVENUES</b>				
LCFF Sources	8010-8099	29,739,837	30,140,749	29,906,318
Federal Revenues	8100-8299	3,288,762	2,251,521	2,251,521
Other State Revenues	8300-8599	3,831,771	3,081,429	3,081,429
Other Local Revenues	8600-8799	2,678,469	2,678,469	2,678,469
		39,538,839	38,152,168	37,917,737
<b>Total Revenues</b>				
<b>B. EXPENDITURES</b>				
Certificated Salaries	1000-1999	19,107,162	18,799,804	19,090,797
Classified Salaries	2000-2999	6,919,611	6,958,987	6,998,363
Employee Benefits	3000-3999	8,326,186	8,702,304	9,167,153
Books and Supplies	4000-4999	3,657,654	1,807,089	1,807,089
Services	5000-5999	3,819,021	2,366,246	2,366,246
Capital Outlay	6000-6999	624,210	69,000	69,000
Other Outgo	7100-7299	138,800	138,800	138,800
Direct/Indirect Costs	7300-7399	(123,385)	(123,385)	(123,385)
<i>Proposed Additional Budget Cuts</i>				(400,000)
<b>Total Expenses</b>		<b>42,469,259</b>	<b>38,718,845</b>	<b>39,114,063</b>
<b>Difference (Revenues-Expenses)</b>		<b>(2,930,420)</b>	<b>(566,677)</b>	<b>(1,196,326)</b>
<b>Prior Year Adjustments</b>				
Transfers In		10,500	10,500	10,500
Other Sources		0	0	0
Transfers Out		435,259	0	0
<b>Total Transfers</b>		<b>(424,759)</b>	<b>10,500</b>	<b>10,500</b>
<b>Net Increase(Decrease) in Fund Balance</b>		<b>(3,355,179)</b>	<b>(556,177)</b>	<b>(1,185,826)</b>
<b>Beginning Balance</b>		<b>7,596,930</b>	<b>4,241,751</b>	<b>3,685,574</b>
<b>Audit Adjustments</b>				
<b>Ending Reserve Balance</b>		<b>4,241,751</b>	<b>3,685,574</b>	<b>2,499,748</b>
<b>Econ. Uncertainties</b>		<b>1,287,136</b>	<b>1,161,565</b>	<b>1,173,422</b>
<b>Reserve %</b>		<b>3.00%</b>	<b>3.00%</b>	<b>3.00%</b>

Components of Reserve	Projected 2016-17	Projected 2017-18	Projected 2018-19
Revolving Fund	20,000	20,000	20,000
Prepaid			
<b>Restricted Beg. Balance:</b>			
Restricted Carryover	939,615	888,880	883,307
Lottery Current to spend next year	62,100	62,100	62,100
Reserve for Supplemental/Conc.	18,005	66,873	(4,362)
District Technology- one time set aside	300,000	300,000	300,000
<i>Reserve for Priorities</i>			
Reserve for declining enrollment	1,614,895	1,186,155	65,281
	2,954,615	2,524,008	1,326,326
3% Economic Uncertainties	1,287,136	1,161,565	1,173,422
<i>Reserve for Economic Uncertainties</i>	3%	3%	3%
<i>Total Reserve</i>	4,241,751	3,685,574	2,499,748
<i>Total Reserve Percentage</i>	10%	10%	6%
<b>Total Unrestricted Reserve</b>	7.54%	6.84%	3.93%

2016-17 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	29,849,283.00	29,849,283.00	7,072,757.10	29,739,837.00	(109,446.00)	-0.4%
2) Federal Revenue		8100-8299	3,099,836.00	3,099,836.00	722,071.55	3,288,762.27	188,926.27	6.1%
3) Other State Revenue		8300-8599	3,394,593.14	3,394,593.14	833,308.72	3,831,770.50	437,177.36	12.9%
4) Other Local Revenue		8600-8799	2,579,829.67	2,579,829.67	410,821.44	2,678,469.49	98,639.82	3.8%
5) TOTAL, REVENUES			38,923,541.81	38,923,541.81	9,038,958.81	39,538,839.26		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	19,207,002.91	19,207,002.91	5,137,899.09	19,107,162.35	99,840.56	0.5%
2) Classified Salaries		2000-2999	6,806,812.86	6,806,812.86	1,990,926.93	6,919,611.63	(112,798.77)	-1.7%
3) Employee Benefits		3000-3999	7,920,817.89	7,920,817.89	1,957,434.73	8,326,185.65	(405,367.76)	-5.1%
4) Books and Supplies		4000-4999	1,906,202.31	1,906,202.31	852,785.72	3,657,653.88	(1,751,451.57)	-91.9%
5) Services and Other Operating Expenditures		5000-5999	3,364,103.20	3,364,103.20	1,060,449.50	3,819,021.33	(454,918.13)	-13.5%
6) Capital Outlay		6000-6999	171,869.00	171,869.00	227,702.97	624,210.00	(452,341.00)	-263.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	107,970.84	107,970.84	22,948.41	138,800.00	(30,829.16)	-28.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(110,851.00)	(110,851.00)	0.00	(123,385.13)	12,534.13	-11.3%
9) TOTAL, EXPENDITURES			39,373,928.01	39,373,928.01	11,250,147.35	42,469,259.71		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(450,386.20)	(450,386.20)	(2,211,188.54)	(2,930,420.45)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
b) Transfers Out		7600-7629	250,075.00	250,075.00	0.00	435,259.00	(185,184.00)	-74.1%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(239,575.00)	(239,575.00)	0.00	(424,759.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(689,961.20)	(689,961.20)	(2,211,188.54)	(3,355,179.45)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	7,596,929.77	7,596,929.77		7,596,929.77	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,596,929.77	7,596,929.77		7,596,929.77		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,596,929.77	7,596,929.77		7,596,929.77		
2) Ending Balance, June 30 (E + F1e)			6,906,968.57	6,906,968.57		4,241,750.32		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,303,761.45	1,303,761.45		939,615.02		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	4,401,707.12	4,401,707.12		2,014,999.30		
District Technology	0000	9780	300,000.00					
Supplemental Concentration	0000	9780	59,416.00					
Declining Enrollment	0000	9780	3,509,396.69					
School Sites	1100	9780	62,500.00					
Declining Enrollment	1100	9780	470,394.43					
District Technology	0000	9780		300,000.00				
Supplemental Concentration	0000	9780		59,416.00				
Declining Enrollment	0000	9780		3,509,396.69				
School sites	1100	9780		62,500.00				
Declining Enrollment	1100	9780		470,394.43				
Disttict Technology	0000	9780				300,000.00		
Supplemental Concentration	0000	9780				18,005.00		
Reserved for Declining Enrollment	0000	9780				1,681,494.30		
Reserved for Sites	1100	9780				15,500.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,181,500.00	1,181,500.00		1,287,136.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	20,933,422.00	20,933,422.00	5,960,724.00	20,204,451.00	(728,971.00)	-3.5%
Education Protection Account State Aid - Current Year		8012	4,464,870.00	4,464,870.00	1,109,076.00	4,454,264.00	(10,606.00)	-0.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	33,124.00	33,124.00	0.00	32,938.00	(186.00)	-0.6%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	2,491,023.00	2,491,023.00	0.00	2,879,269.00	388,246.00	15.6%
Unsecured Roll Taxes		8042	96,663.00	96,663.00	0.00	97,413.00	750.00	0.8%
Prior Years' Taxes		8043	71,666.00	71,666.00	2,953.53	34,565.00	(37,101.00)	-51.8%
Supplemental Taxes		8044	110,148.00	110,148.00	0.00	154,542.00	44,394.00	40.3%
Education Revenue Augmentation Fund (ERAF)		8045	1,385,968.00	1,385,968.00	0.00	1,713,483.00	327,515.00	23.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	261,947.00	261,947.00	0.00	168,911.00	(93,036.00)	-35.5%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	452.00	452.00	3.57	1.00	(451.00)	-99.8%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>29,849,283.00</b>	<b>29,849,283.00</b>	<b>7,072,757.10</b>	<b>29,739,837.00</b>	<b>(109,446.00)</b>	<b>-0.4%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>29,849,283.00</b>	<b>29,849,283.00</b>	<b>7,072,757.10</b>	<b>29,739,837.00</b>	<b>(109,446.00)</b>	<b>-0.4%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	754,062.00	754,062.00	262,522.00	757,163.00	3,101.00	0.4%
Special Education Discretionary Grants		8182	140,694.00	140,694.00	115,871.00	140,694.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	891,538.00	891,538.00	264,400.00	1,061,866.80	170,328.80	19.1%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	104,727.00	104,727.00	23,358.00	110,034.13	5,307.13	5.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	71,574.00	71,574.00	16,193.00	81,763.34	10,189.34	14.2%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,137,241.00	1,137,241.00	39,727.55	1,137,241.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,099,836.00</b>	<b>3,099,836.00</b>	<b>722,071.55</b>	<b>3,288,762.27</b>	<b>188,926.27</b>	<b>6.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	935,029.00	935,029.00	0.00	849,990.00	(85,039.00)	-9.1%
Lottery - Unrestricted and Instructional Materials		8560	634,586.00	634,586.00	425,407.47	634,597.00	11.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	334,395.00	334,395.00	217,356.75	334,395.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	211,603.00	211,603.00	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,490,583.14	1,490,583.14	190,544.50	1,801,185.50	310,602.36	20.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>3,394,593.14</b>	<b>3,394,593.14</b>	<b>833,308.72</b>	<b>3,831,770.50</b>	<b>437,177.36</b>	<b>12.9%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	0.00	75,984.00	0.00	0.0%
Interest		8660	640.00	640.00	41,360.26	25,060.00	24,420.00	3815.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	88,984.00	88,984.00	0.00	114,632.00	25,648.00	28.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	119,411.07	119,411.07	0.00	178,966.00	59,554.93	49.9%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	963,061.60	963,061.60	12,911.18	956,548.49	(6,513.11)	-0.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,331,749.00	1,331,749.00	356,550.00	1,327,279.00	(4,470.00)	-0.3%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,579,829.67</b>	<b>2,579,829.67</b>	<b>410,821.44</b>	<b>2,678,469.49</b>	<b>98,639.82</b>	<b>3.8%</b>
<b>TOTAL, REVENUES</b>			<b>38,923,541.81</b>	<b>38,923,541.81</b>	<b>9,038,958.81</b>	<b>39,538,839.26</b>	<b>615,297.45</b>	<b>1.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	15,745,272.92	15,745,272.92	4,097,901.42	15,809,543.60	(64,270.68)	-0.4%
Certificated Pupil Support Salaries		1200	570,304.00	570,304.00	127,657.00	525,495.00	44,809.00	7.9%
Certificated Supervisors' and Administrators' Salaries		1300	1,998,748.50	1,998,748.50	566,245.56	1,966,818.00	31,930.50	1.6%
Other Certificated Salaries		1900	892,677.49	892,677.49	346,095.11	805,305.75	87,371.74	9.8%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>19,207,002.91</b>	<b>19,207,002.91</b>	<b>5,137,899.09</b>	<b>19,107,162.35</b>	<b>99,840.56</b>	<b>0.5%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,823,432.45	1,823,432.45	488,354.01	1,922,009.58	(98,577.13)	-5.4%
Classified Support Salaries		2200	1,837,823.20	1,837,823.20	584,069.92	1,802,363.00	35,460.20	1.9%
Classified Supervisors' and Administrators' Salaries		2300	550,285.00	550,285.00	183,498.78	537,538.00	12,747.00	2.3%
Clerical, Technical and Office Salaries		2400	1,971,373.65	1,971,373.65	601,311.89	1,983,214.49	(11,840.84)	-0.6%
Other Classified Salaries		2900	623,898.56	623,898.56	133,692.33	674,486.56	(50,588.00)	-8.1%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>6,806,812.86</b>	<b>6,806,812.86</b>	<b>1,990,926.93</b>	<b>6,919,611.63</b>	<b>(112,798.77)</b>	<b>-1.7%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	3,578,150.21	3,578,150.21	617,319.45	3,932,478.24	(354,328.03)	-9.9%
PERS		3201-3202	749,455.35	749,455.35	229,219.95	709,936.89	39,518.46	5.3%
OASDI/Medicare/Alternative		3301-3302	815,101.71	815,101.71	221,837.07	825,969.67	(10,867.96)	-1.3%
Health and Welfare Benefits		3401-3402	1,953,754.60	1,953,754.60	576,031.13	1,921,608.00	32,146.60	1.6%
Unemployment Insurance		3501-3502	16,494.30	16,494.30	3,532.06	14,390.89	2,103.41	12.8%
Workers' Compensation		3601-3602	387,857.99	387,857.99	103,878.84	387,430.46	427.53	0.1%
OPEB, Allocated		3701-3702	196,824.00	196,824.00	123,527.50	181,167.00	15,657.00	8.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	223,179.73	223,179.73	82,088.73	353,204.50	(130,024.77)	-58.3%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>7,920,817.89</b>	<b>7,920,817.89</b>	<b>1,957,434.73</b>	<b>8,326,185.65</b>	<b>(405,367.76)</b>	<b>-5.1%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	151,000.00	151,000.00	185,515.50	959,029.00	(808,029.00)	-535.1%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,660,447.27	1,660,447.27	640,720.29	2,517,167.88	(856,720.61)	-51.6%
Noncapitalized Equipment		4400	94,755.04	94,755.04	26,549.93	181,457.00	(86,701.96)	-91.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,906,202.31</b>	<b>1,906,202.31</b>	<b>852,785.72</b>	<b>3,657,653.88</b>	<b>(1,751,451.57)</b>	<b>-91.9%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	381,531.00	381,531.00	108,652.70	313,753.00	67,778.00	17.8%
Travel and Conferences		5200	122,563.79	122,563.79	58,007.04	364,573.00	(242,009.21)	-197.5%
Dues and Memberships		5300	22,560.00	22,560.00	16,437.38	21,097.00	1,463.00	6.5%
Insurance		5400-5450	172,101.00	172,101.00	0.00	178,722.00	(6,621.00)	-3.8%
Operations and Housekeeping Services		5500	658,276.00	658,276.00	236,344.48	697,115.00	(38,839.00)	-5.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	221,221.50	221,221.50	118,163.73	427,366.57	(206,145.07)	-93.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,693,729.55	1,693,729.55	511,911.65	1,722,209.76	(28,480.21)	-1.7%
Communications		5900	92,120.36	92,120.36	10,932.52	94,185.00	(2,064.64)	-2.2%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,364,103.20</b>	<b>3,364,103.20</b>	<b>1,060,449.50</b>	<b>3,819,021.33</b>	<b>(454,918.13)</b>	<b>-13.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	171,869.00	171,869.00	17,027.47	351,969.00	(180,100.00)	-104.8%
Equipment Replacement		6500	0.00	0.00	210,675.50	272,241.00	(272,241.00)	New
<b>TOTAL, CAPITAL OUTLAY</b>			<b>171,869.00</b>	<b>171,869.00</b>	<b>227,702.97</b>	<b>624,210.00</b>	<b>(452,341.00)</b>	<b>-263.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	53,250.00	53,250.00	0.00	81,550.00	(28,300.00)	-53.1%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	3,590.00	3,590.00	767.97	10,790.00	(7,200.00)	-200.6%
Other Debt Service - Principal		7439	51,130.84	51,130.84	22,180.44	46,460.00	4,670.84	9.1%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>107,970.84</b>	<b>107,970.84</b>	<b>22,948.41</b>	<b>138,800.00</b>	<b>(30,829.16)</b>	<b>-28.6%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(110,851.00)	(110,851.00)	0.00	(123,385.13)	12,534.13	-11.3%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(110,851.00)</b>	<b>(110,851.00)</b>	<b>0.00</b>	<b>(123,385.13)</b>	<b>12,534.13</b>	<b>-11.3%</b>
<b>TOTAL, EXPENDITURES</b>			<b>39,373,928.01</b>	<b>39,373,928.01</b>	<b>11,250,147.35</b>	<b>42,469,259.71</b>	<b>(3,095,331.70)</b>	<b>-7.9%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	250,075.00	250,075.00	0.00	435,259.00	(185,184.00)	-74.1%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			250,075.00	250,075.00	0.00	435,259.00	(185,184.00)	-74.1%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
<b>(a - b + c - d + e)</b>			(239,575.00)	(239,575.00)	0.00	(424,759.00)	185,184.00	77.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	29,849,283.00	29,849,283.00	7,072,757.10	29,739,837.00	(109,446.00)	-0.4%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,437,779.14	1,437,779.14	250,066.24	1,352,670.50	(85,108.64)	-5.9%
4) Other Local Revenue		8600-8799	335,203.60	335,203.60	54,271.44	377,484.49	42,280.89	12.6%
5) TOTAL, REVENUES			31,622,265.74	31,622,265.74	7,377,094.78	31,469,991.99		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	15,054,106.00	15,054,106.00	4,127,978.58	14,905,526.00	148,580.00	1.0%
2) Classified Salaries		2000-2999	4,623,445.55	4,623,445.55	1,383,017.13	4,682,851.44	(59,405.89)	-1.3%
3) Employee Benefits		3000-3999	5,059,283.63	5,059,283.63	1,518,927.86	5,168,939.09	(109,655.46)	-2.2%
4) Books and Supplies		4000-4999	1,068,744.79	1,068,744.79	411,877.26	2,532,796.28	(1,464,051.49)	-137.0%
5) Services and Other Operating Expenditures		5000-5999	1,975,583.16	1,975,583.16	583,434.43	2,131,011.22	(155,428.06)	-7.9%
6) Capital Outlay		6000-6999	112,369.00	112,369.00	204,267.97	537,710.00	(425,341.00)	-378.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	42,838.00	42,838.00	22,356.75	56,650.00	(13,812.00)	-32.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(284,449.90)	(284,449.90)	0.00	(370,394.90)	85,945.00	-30.2%
9) TOTAL, EXPENDITURES			27,651,920.23	27,651,920.23	8,251,859.98	29,645,089.13		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			3,970,345.51	3,970,345.51	(874,765.20)	1,824,902.86		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
b) Transfers Out		7600-7629	250,075.00	250,075.00	0.00	435,259.00	(185,184.00)	-74.1%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,327,982.00)	(4,327,982.00)	0.00	(4,298,427.17)	29,554.83	-0.7%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,567,557.00)	(4,567,557.00)	0.00	(4,723,186.17)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(597,211.49)	(597,211.49)	(874,765.20)	(2,898,283.31)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,200,418.61	6,200,418.61		6,200,418.61	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,200,418.61	6,200,418.61		6,200,418.61		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,200,418.61	6,200,418.61		6,200,418.61		
2) Ending Balance, June 30 (E + F1e)			5,603,207.12	5,603,207.12		3,302,135.30		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	4,401,707.12	4,401,707.12		2,014,999.30		
District Technology	0000	9780	300,000.00					
Supplemental Concentration	0000	9780	59,416.00					
Declining Enrollment	0000	9780	3,509,396.69					
School Sites	1100	9780	62,500.00					
Declining Enrollment	1100	9780	470,394.43					
District Technology	0000	9780		300,000.00				
Supplemental Concentration	0000	9780		59,416.00				
Declining Enrollment	0000	9780		3,509,396.69				
School sites	1100	9780		62,500.00				
Declining Enrollment	1100	9780		470,394.43				
Disttict Technology	0000	9780				300,000.00		
Supplemental Concentration	0000	9780				18,005.00		
Reserved for Declining Enrollment	0000	9780				1,681,494.30		
Reserved for Sites	1100	9780				15,500.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,181,500.00	1,181,500.00		1,287,136.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment State Aid - Current Year		8011	20,933,422.00	20,933,422.00	5,960,724.00	20,204,451.00	(728,971.00)	-3.5%
Education Protection Account State Aid - Current Year		8012	4,464,870.00	4,464,870.00	1,109,076.00	4,454,264.00	(10,606.00)	-0.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	33,124.00	33,124.00	0.00	32,938.00	(186.00)	-0.6%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	2,491,023.00	2,491,023.00	0.00	2,879,269.00	388,246.00	15.6%
Unsecured Roll Taxes		8042	96,663.00	96,663.00	0.00	97,413.00	750.00	0.8%
Prior Years' Taxes		8043	71,666.00	71,666.00	2,953.53	34,565.00	(37,101.00)	-51.8%
Supplemental Taxes		8044	110,148.00	110,148.00	0.00	154,542.00	44,394.00	40.3%
Education Revenue Augmentation Fund (ERAF)		8045	1,385,968.00	1,385,968.00	0.00	1,713,483.00	327,515.00	23.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	261,947.00	261,947.00	0.00	168,911.00	(93,036.00)	-35.5%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	452.00	452.00	3.57	1.00	(451.00)	-99.8%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			29,849,283.00	29,849,283.00	7,072,757.10	29,739,837.00	(109,446.00)	-0.4%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			29,849,283.00	29,849,283.00	7,072,757.10	29,739,837.00	(109,446.00)	-0.4%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290						
NCLB: Title I, Part D, Local Delinquent Program	3025	8290						
NCLB: Title II, Part A, Teacher Quality	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290						
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290						
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290						
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290						
Vocational and Applied Technology Education	3500-3699	8290						
Safe and Drug Free Schools	3700-3799	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	935,029.00	935,029.00	0.00	849,990.00	(85,039.00)	-9.1%
Lottery - Unrestricted and Instructional Materials		8560	490,840.00	490,840.00	238,225.74	490,840.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
Common Core State Standards Implementation	7405	8590						
All Other State Revenue	All Other	8590	11,910.14	11,910.14	11,840.50	11,840.50	(69.64)	-0.6%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,437,779.14</b>	<b>1,437,779.14</b>	<b>250,066.24</b>	<b>1,352,670.50</b>	<b>(85,108.64)</b>	<b>-5.9%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	0.00	75,984.00	0.00	0.0%
Interest		8660	640.00	640.00	41,360.26	25,060.00	24,420.00	3815.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	88,984.00	88,984.00	0.00	114,632.00	25,648.00	28.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	169,595.60	169,595.60	12,911.18	161,808.49	(7,787.11)	-4.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>335,203.60</b>	<b>335,203.60</b>	<b>54,271.44</b>	<b>377,484.49</b>	<b>42,280.89</b>	<b>12.6%</b>
<b>TOTAL, REVENUES</b>			<b>31,622,265.74</b>	<b>31,622,265.74</b>	<b>7,377,094.78</b>	<b>31,469,991.99</b>	<b>(152,273.75)</b>	<b>-0.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	12,284,525.00	12,284,525.00	3,274,671.40	12,298,871.00	(14,346.00)	-0.1%
Certificated Pupil Support Salaries		1200	426,500.00	426,500.00	99,452.98	381,480.00	45,020.00	10.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,905,175.00	1,905,175.00	538,819.51	1,893,665.00	11,510.00	0.6%
Other Certificated Salaries		1900	437,906.00	437,906.00	215,034.69	331,510.00	106,396.00	24.3%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>15,054,106.00</b>	<b>15,054,106.00</b>	<b>4,127,978.58</b>	<b>14,905,526.00</b>	<b>148,580.00</b>	<b>1.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	450,806.34	450,806.34	115,468.94	479,174.39	(28,368.05)	-6.3%
Classified Support Salaries		2200	1,573,823.00	1,573,823.00	507,104.43	1,543,572.00	30,251.00	1.9%
Classified Supervisors' and Administrators' Salaries		2300	416,890.00	416,890.00	140,430.21	402,105.00	14,785.00	3.5%
Clerical, Technical and Office Salaries		2400	1,868,283.65	1,868,283.65	570,971.15	1,882,492.49	(14,208.84)	-0.8%
Other Classified Salaries		2900	313,642.56	313,642.56	49,042.40	375,507.56	(61,865.00)	-19.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,623,445.55</b>	<b>4,623,445.55</b>	<b>1,383,017.13</b>	<b>4,682,851.44</b>	<b>(59,405.89)</b>	<b>-1.3%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,834,413.00	1,834,413.00	498,671.88	1,863,804.00	(29,391.00)	-1.6%
PERS		3201-3202	501,100.00	501,100.00	156,399.89	486,188.46	14,911.54	3.0%
OASDI/Medicare/Alternative		3301-3302	580,803.17	580,803.17	158,961.54	585,453.09	(4,649.92)	-0.8%
Health and Welfare Benefits		3401-3402	1,466,141.00	1,466,141.00	439,930.44	1,461,588.00	4,553.00	0.3%
Unemployment Insurance		3501-3502	13,108.05	13,108.05	2,718.03	10,913.62	2,194.43	16.7%
Workers' Compensation		3601-3602	292,334.87	292,334.87	79,855.73	291,435.61	899.26	0.3%
OPEB, Allocated		3701-3702	190,470.00	190,470.00	114,162.72	164,792.00	25,678.00	13.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	180,913.54	180,913.54	68,227.63	304,764.31	(123,850.77)	-68.5%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>5,059,283.63</b>	<b>5,059,283.63</b>	<b>1,518,927.86</b>	<b>5,168,939.09</b>	<b>(109,655.46)</b>	<b>-2.2%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	151,000.00	151,000.00	0.00	770,158.00	(619,158.00)	-410.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	850,177.79	850,177.79	395,140.57	1,599,576.28	(749,398.49)	-88.1%
Noncapitalized Equipment		4400	67,567.00	67,567.00	16,736.89	163,062.00	(95,495.00)	-141.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,068,744.79</b>	<b>1,068,744.79</b>	<b>411,877.26</b>	<b>2,532,796.28</b>	<b>(1,464,051.49)</b>	<b>-137.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	64,303.00	64,303.00	19,722.50	53,555.00	10,748.00	16.7%
Travel and Conferences		5200	49,645.00	49,645.00	25,214.38	56,220.00	(6,575.00)	-13.2%
Dues and Memberships		5300	18,794.00	18,794.00	15,789.05	20,422.00	(1,628.00)	-8.7%
Insurance		5400-5450	172,101.00	172,101.00	0.00	178,722.00	(6,621.00)	-3.8%
Operations and Housekeeping Services		5500	650,080.00	650,080.00	232,825.43	690,115.00	(40,035.00)	-6.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	188,668.02	188,668.02	63,765.24	323,285.57	(134,617.55)	-71.4%
Transfers of Direct Costs		5710	(29,653.50)	(29,653.50)	0.00	(23,002.00)	(6,651.50)	22.4%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	773,737.64	773,737.64	217,460.82	741,277.65	32,459.99	4.2%
Communications		5900	87,908.00	87,908.00	8,657.01	90,416.00	(2,508.00)	-2.9%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,975,583.16</b>	<b>1,975,583.16</b>	<b>583,434.43</b>	<b>2,131,011.22</b>	<b>(155,428.06)</b>	<b>-7.9%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	112,369.00	112,369.00	17,027.47	305,469.00	(193,100.00)	-171.8%
Equipment Replacement		6500	0.00	0.00	187,240.50	232,241.00	(232,241.00)	New
<b>TOTAL, CAPITAL OUTLAY</b>			<b>112,369.00</b>	<b>112,369.00</b>	<b>204,267.97</b>	<b>537,710.00</b>	<b>(425,341.00)</b>	<b>-378.5%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	3,590.00	3,590.00	767.97	10,790.00	(7,200.00)	-200.6%
Other Debt Service - Principal		7439	39,248.00	39,248.00	21,588.78	45,860.00	(6,612.00)	-16.8%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>42,838.00</b>	<b>42,838.00</b>	<b>22,356.75</b>	<b>56,650.00</b>	<b>(13,812.00)</b>	<b>-32.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(173,598.90)	(173,598.90)	0.00	(247,009.77)	73,410.87	-42.3%
Transfers of Indirect Costs - Interfund		7350	(110,851.00)	(110,851.00)	0.00	(123,385.13)	12,534.13	-11.3%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(284,449.90)</b>	<b>(284,449.90)</b>	<b>0.00</b>	<b>(370,394.90)</b>	<b>85,945.00</b>	<b>-30.2%</b>
<b>TOTAL, EXPENDITURES</b>			<b>27,651,920.23</b>	<b>27,651,920.23</b>	<b>8,251,859.98</b>	<b>29,645,089.13</b>	<b>(1,993,168.90)</b>	<b>-7.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	250,075.00	250,075.00	0.00	435,259.00	(185,184.00)	-74.1%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			250,075.00	250,075.00	0.00	435,259.00	(185,184.00)	-74.1%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(4,327,982.00)	(4,327,982.00)	0.00	(4,298,427.17)	29,554.83	-0.7%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,327,982.00)	(4,327,982.00)	0.00	(4,298,427.17)	29,554.83	-0.7%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(4,567,557.00)	(4,567,557.00)	0.00	(4,723,186.17)	(155,629.17)	3.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,099,836.00	3,099,836.00	722,071.55	3,288,762.27	188,926.27	6.1%
3) Other State Revenue		8300-8599	1,956,814.00	1,956,814.00	583,242.48	2,479,100.00	522,286.00	26.7%
4) Other Local Revenue		8600-8799	2,244,626.07	2,244,626.07	356,550.00	2,300,985.00	56,358.93	2.5%
5) TOTAL, REVENUES			7,301,276.07	7,301,276.07	1,661,864.03	8,068,847.27		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	4,152,896.91	4,152,896.91	1,009,920.51	4,201,636.35	(48,739.44)	-1.2%
2) Classified Salaries		2000-2999	2,183,367.31	2,183,367.31	607,909.80	2,236,760.19	(53,392.88)	-2.4%
3) Employee Benefits		3000-3999	2,861,534.26	2,861,534.26	438,506.87	3,157,246.56	(295,712.30)	-10.3%
4) Books and Supplies		4000-4999	837,457.52	837,457.52	440,908.46	1,124,857.60	(287,400.08)	-34.3%
5) Services and Other Operating Expenditures		5000-5999	1,388,520.04	1,388,520.04	477,015.07	1,688,010.11	(299,490.07)	-21.6%
6) Capital Outlay		6000-6999	59,500.00	59,500.00	23,435.00	86,500.00	(27,000.00)	-45.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	65,132.84	65,132.84	591.66	82,150.00	(17,017.16)	-26.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	173,598.90	173,598.90	0.00	247,009.77	(73,410.87)	-42.3%
9) TOTAL, EXPENDITURES			11,722,007.78	11,722,007.78	2,998,287.37	12,824,170.58		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(4,420,731.71)	(4,420,731.71)	(1,336,423.34)	(4,755,323.31)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	4,327,982.00	4,327,982.00	0.00	4,298,427.17	(29,554.83)	-0.7%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,327,982.00	4,327,982.00	0.00	4,298,427.17		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(92,749.71)	(92,749.71)	(1,336,423.34)	(456,896.14)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,396,511.16	1,396,511.16		1,396,511.16	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,396,511.16	1,396,511.16		1,396,511.16		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,396,511.16	1,396,511.16		1,396,511.16		
2) Ending Balance, June 30 (E + F1e)			1,303,761.45	1,303,761.45		939,615.02		
Components of Endng Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,303,761.45	1,303,761.45		939,615.02		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	754,062.00	754,062.00	262,522.00	757,163.00	3,101.00	0.4%
Special Education Discretionary Grants		8182	140,694.00	140,694.00	115,871.00	140,694.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	891,538.00	891,538.00	264,400.00	1,061,866.80	170,328.80	19.1%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	104,727.00	104,727.00	23,358.00	110,034.13	5,307.13	5.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	71,574.00	71,574.00	16,193.00	81,763.34	10,189.34	14.2%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,137,241.00	1,137,241.00	39,727.55	1,137,241.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,099,836.00</b>	<b>3,099,836.00</b>	<b>722,071.55</b>	<b>3,288,762.27</b>	<b>188,926.27</b>	<b>6.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	143,746.00	143,746.00	187,181.73	143,757.00	11.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	334,395.00	334,395.00	217,356.75	334,395.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	211,603.00	211,603.00	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,478,673.00	1,478,673.00	178,704.00	1,789,345.00	310,672.00	21.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,956,814.00</b>	<b>1,956,814.00</b>	<b>583,242.48</b>	<b>2,479,100.00</b>	<b>522,286.00</b>	<b>26.7%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	119,411.07	119,411.07	0.00	178,966.00	59,554.93	49.9%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustm		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	793,466.00	793,466.00	0.00	794,740.00	1,274.00	0.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,331,749.00	1,331,749.00	356,550.00	1,327,279.00	(4,470.00)	-0.3%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,244,626.07</b>	<b>2,244,626.07</b>	<b>356,550.00</b>	<b>2,300,985.00</b>	<b>56,358.93</b>	<b>2.5%</b>
<b>TOTAL, REVENUES</b>			<b>7,301,276.07</b>	<b>7,301,276.07</b>	<b>1,661,864.03</b>	<b>8,068,847.27</b>	<b>767,571.20</b>	<b>10.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,460,747.92	3,460,747.92	823,230.02	3,510,672.60	(49,924.68)	-1.4%
Certificated Pupil Support Salaries		1200	143,804.00	143,804.00	28,204.02	144,015.00	(211.00)	-0.1%
Certificated Supervisors' and Administrators' Salaries		1300	93,573.50	93,573.50	27,426.05	73,153.00	20,420.50	21.8%
Other Certificated Salaries		1900	454,771.49	454,771.49	131,060.42	473,795.75	(19,024.26)	-4.2%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>4,152,896.91</b>	<b>4,152,896.91</b>	<b>1,009,920.51</b>	<b>4,201,636.35</b>	<b>(48,739.44)</b>	<b>-1.2%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,372,626.11	1,372,626.11	372,885.07	1,442,835.19	(70,209.08)	-5.1%
Classified Support Salaries		2200	264,000.20	264,000.20	76,965.49	258,791.00	5,209.20	2.0%
Classified Supervisors' and Administrators' Salaries		2300	133,395.00	133,395.00	43,068.57	135,433.00	(2,038.00)	-1.5%
Clerical, Technical and Office Salaries		2400	103,090.00	103,090.00	30,340.74	100,722.00	2,368.00	2.3%
Other Classified Salaries		2900	310,256.00	310,256.00	84,649.93	298,979.00	11,277.00	3.6%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>2,183,367.31</b>	<b>2,183,367.31</b>	<b>607,909.80</b>	<b>2,236,760.19</b>	<b>(53,392.88)</b>	<b>-2.4%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,743,737.21	1,743,737.21	118,647.57	2,068,674.24	(324,937.03)	-18.6%
PERS		3201-3202	248,355.35	248,355.35	72,820.06	223,748.43	24,606.92	9.9%
OASDI/Medicare/Alternative		3301-3302	234,298.54	234,298.54	62,875.53	240,516.58	(6,218.04)	-2.7%
Health and Welfare Benefits		3401-3402	487,613.60	487,613.60	136,100.69	460,020.00	27,593.60	5.7%
Unemployment Insurance		3501-3502	3,386.25	3,386.25	814.03	3,477.27	(91.02)	-2.7%
Workers' Compensation		3601-3602	95,523.12	95,523.12	24,023.11	95,994.85	(471.73)	-0.5%
OPEB, Allocated		3701-3702	6,354.00	6,354.00	9,364.78	16,375.00	(10,021.00)	-157.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	42,266.19	42,266.19	13,861.10	48,440.19	(6,174.00)	-14.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,861,534.26</b>	<b>2,861,534.26</b>	<b>438,506.87</b>	<b>3,157,246.56</b>	<b>(295,712.30)</b>	<b>-10.3%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	185,515.50	188,871.00	(188,871.00)	New
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	810,269.48	810,269.48	245,579.72	917,591.60	(107,322.12)	-13.2%
Noncapitalized Equipment		4400	27,188.04	27,188.04	9,813.24	18,395.00	8,793.04	32.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>837,457.52</b>	<b>837,457.52</b>	<b>440,908.46</b>	<b>1,124,857.60</b>	<b>(287,400.08)</b>	<b>-34.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	317,228.00	317,228.00	88,930.20	260,198.00	57,030.00	18.0%
Travel and Conferences		5200	72,918.79	72,918.79	32,792.66	308,353.00	(235,434.21)	-322.9%
Dues and Memberships		5300	3,766.00	3,766.00	648.33	675.00	3,091.00	82.1%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	8,196.00	8,196.00	3,519.05	7,000.00	1,196.00	14.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	32,553.48	32,553.48	54,398.49	104,081.00	(71,527.52)	-219.7%
Transfers of Direct Costs		5710	29,653.50	29,653.50	0.00	23,002.00	6,651.50	22.4%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	919,991.91	919,991.91	294,450.83	980,932.11	(60,940.20)	-6.6%
Communications		5900	4,212.36	4,212.36	2,275.51	3,769.00	443.36	10.5%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,388,520.04</b>	<b>1,388,520.04</b>	<b>477,015.07</b>	<b>1,688,010.11</b>	<b>(299,490.07)</b>	<b>-21.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	59,500.00	59,500.00	0.00	46,500.00	13,000.00	21.8%
Equipment Replacement		6500	0.00	0.00	23,435.00	40,000.00	(40,000.00)	New
<b>TOTAL, CAPITAL OUTLAY</b>			<b>59,500.00</b>	<b>59,500.00</b>	<b>23,435.00</b>	<b>86,500.00</b>	<b>(27,000.00)</b>	<b>-45.4%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	53,250.00	53,250.00	0.00	81,550.00	(28,300.00)	-53.1%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	11,882.84	11,882.84	591.66	600.00	11,282.84	95.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>65,132.84</b>	<b>65,132.84</b>	<b>591.66</b>	<b>82,150.00</b>	<b>(17,017.16)</b>	<b>-26.1%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	173,598.90	173,598.90	0.00	247,009.77	(73,410.87)	-42.3%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>173,598.90</b>	<b>173,598.90</b>	<b>0.00</b>	<b>247,009.77</b>	<b>(73,410.87)</b>	<b>-42.3%</b>
<b>TOTAL, EXPENDITURES</b>			<b>11,722,007.78</b>	<b>11,722,007.78</b>	<b>2,998,287.37</b>	<b>12,824,170.58</b>	<b>(1,102,162.80)</b>	<b>-9.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	4,327,982.00	4,327,982.00	0.00	4,298,427.17	(29,554.83)	-0.7%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			4,327,982.00	4,327,982.00	0.00	4,298,427.17	(29,554.83)	-0.7%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			4,327,982.00	4,327,982.00	0.00	4,298,427.17	29,554.83	-0.7%

<b>Resource</b>	<b>Description</b>	<b>2016-17 Projected Year Totals</b>
3315	Special Ed: IDEA Preschool Grants, Part B, .	77.00
6230	California Clean Energy Jobs Act	522,000.00
6500	Special Education	2,651.22
6512	Special Ed: Mental Health Services	164,051.23
7810	Other Restricted State	256.86
8150	Ongoing & Major Maintenance Account (RM,	244,708.00
9010	Other Restricted Local	5,870.71
<b>Total, Restricted Balance</b>		<b>939,615.02</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	547,389.00	547,389.00	265,143.00	598,565.00	51,176.00	9.3%
4) Other Local Revenue		8600-8799	10,015.00	10,015.00	466.00	10,466.00	451.00	4.5%
5) TOTAL, REVENUES			557,404.00	557,404.00	265,609.00	609,031.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	188,311.00	188,311.00	49,030.17	189,398.65	(1,087.65)	-0.6%
2) Classified Salaries		2000-2999	147,975.00	147,975.00	46,823.95	186,445.00	(38,470.00)	-26.0%
3) Employee Benefits		3000-3999	93,382.00	93,382.00	25,015.82	106,265.00	(12,883.00)	-13.8%
4) Books and Supplies		4000-4999	69,012.00	69,012.00	32,490.57	76,980.22	(7,968.22)	-11.5%
5) Services and Other Operating Expenditures		5000-5999	17,948.00	17,948.00	8,651.95	21,505.00	(3,557.00)	-19.8%
6) Capital Outlay		6000-6999	20,000.00	20,000.00	0.00	0.00	20,000.00	100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	20,761.00	20,761.00	0.00	27,971.13	(7,210.13)	-34.7%
9) TOTAL, EXPENDITURES			557,389.00	557,389.00	162,012.46	608,585.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			15.00	15.00	103,596.54	466.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			15.00	15.00	103,596.54	466.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited								
		9791	148,804.45	148,804.45		148,804.45	0.00	0.0%
b) Audit Adjustments								
		9793	(113,100.00)	(113,100.00)		(113,100.00)	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			35,704.45	35,704.45		35,704.45		
d) Other Restatements								
		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			35,704.45	35,704.45		35,704.45		
2) Ending Balance, June 30 (E + F1e)			35,719.45	35,719.45		36,170.45		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash								
		9711	0.00	0.00		0.00		
Stores								
		9712	0.00	0.00		0.00		
Prepaid Expenditures								
		9713	0.00	0.00		0.00		
All Others								
		9719	0.00	0.00		0.00		
b) Restricted			35,719.45	35,719.45		36,170.45		
c) Committed								
Stabilization Arrangements								
		9750	0.00	0.00		0.00		
Other Commitments								
		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties								
		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		
		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	442,832.00	442,832.00	150,793.00	466,092.00	23,260.00	5.3%
All Other State Revenue	All Other	8590	104,557.00	104,557.00	114,350.00	132,473.00	27,916.00	26.7%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>547,389.00</b>	<b>547,389.00</b>	<b>265,143.00</b>	<b>598,565.00</b>	<b>51,176.00</b>	<b>9.3%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	15.00	15.00	466.00	466.00	451.00	3006.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>10,015.00</b>	<b>10,015.00</b>	<b>466.00</b>	<b>10,466.00</b>	<b>451.00</b>	<b>4.5%</b>
<b>TOTAL, REVENUES</b>			<b>557,404.00</b>	<b>557,404.00</b>	<b>265,609.00</b>	<b>609,031.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	171,546.00	171,546.00	48,030.17	184,398.65	(12,852.65)	-7.5%
Certificated Pupll Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	16,765.00	16,765.00	1,000.00	5,000.00	11,765.00	70.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>188,311.00</b>	<b>188,311.00</b>	<b>49,030.17</b>	<b>189,398.65</b>	<b>(1,087.65)</b>	<b>-0.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	97,325.00	97,325.00	31,455.68	134,930.00	(37,605.00)	-38.6%
Classified Support Salaries		2200	9,915.00	9,915.00	3,223.88	9,915.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	40,635.00	40,635.00	12,144.39	41,600.00	(965.00)	-2.4%
Other Classified Salaries		2900	100.00	100.00	0.00	0.00	100.00	100.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>147,975.00</b>	<b>147,975.00</b>	<b>46,823.95</b>	<b>186,445.00</b>	<b>(38,470.00)</b>	<b>-26.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	32,703.00	32,703.00	6,133.43	37,894.00	(5,191.00)	-15.9%
PERS		3201-3202	6,128.00	6,128.00	2,249.10	7,505.00	(1,377.00)	-22.5%
OASDI/Medicare/Alternative		3301-3302	13,191.00	13,191.00	4,051.95	16,974.00	(3,783.00)	-28.7%
Health and Welfare Benefits		3401-3402	34,945.00	34,945.00	10,695.42	36,465.00	(1,520.00)	-4.3%
Unemployment Insurance		3501-3502	177.00	177.00	48.02	192.00	(15.00)	-8.5%
Workers' Compensation		3601-3602	4,789.00	4,789.00	1,421.63	5,547.00	(758.00)	-15.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,449.00	1,449.00	416.27	1,688.00	(239.00)	-16.5%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>93,382.00</b>	<b>93,382.00</b>	<b>25,015.82</b>	<b>106,265.00</b>	<b>(12,883.00)</b>	<b>-13.8%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	63,652.00	63,652.00	26,537.93	67,801.22	(4,149.22)	-6.5%
Noncapitalized Equipment		4400	5,360.00	5,360.00	5,952.64	9,179.00	(3,819.00)	-71.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>69,012.00</b>	<b>69,012.00</b>	<b>32,490.57</b>	<b>76,980.22</b>	<b>(7,968.22)</b>	<b>-11.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,158.00	1,158.00	0.00	1,100.00	58.00	5.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	12,115.00	12,115.00	8,651.95	16,175.00	(4,060.00)	-33.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,675.00	2,675.00	0.00	2,230.00	445.00	16.6%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>17,948.00</b>	<b>17,948.00</b>	<b>8,651.95</b>	<b>21,505.00</b>	<b>(3,557.00)</b>	<b>-19.8%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	20,000.00	20,000.00	0.00	0.00	20,000.00	100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>20,000.00</b>	<b>20,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>20,000.00</b>	<b>100.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	20,761.00	20,761.00	0.00	27,971.13	(7,210.13)	-34.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>20,761.00</b>	<b>20,761.00</b>	<b>0.00</b>	<b>27,971.13</b>	<b>(7,210.13)</b>	<b>-34.7%</b>
<b>TOTAL EXPENDITURES</b>			<b>557,389.00</b>	<b>557,389.00</b>	<b>162,012.46</b>	<b>608,565.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<b>Resource</b>	<b>Description</b>	<b>2016/17 Projected Year Totals</b>
6105	Child Development: California State Preschool Program	27,887.25
6130	Child Development: Center-Based Reserve Account	8,283.20
Total, Restricted Balance		<u>36,170.45</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,509,550.00	1,509,550.00	80,219.75	1,615,328.57	105,778.57	7.0%
3) Other State Revenue		8300-8599	80,500.00	80,500.00	40,797.90	131,353.00	50,853.00	63.2%
4) Other Local Revenue		8600-8799	81,100.00	81,100.00	(2,484.66)	81,100.00	0.00	0.0%
5) TOTAL, REVENUES			1,671,150.00	1,671,150.00	118,532.99	1,827,781.57		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	703,005.00	703,005.00	224,802.20	793,787.00	(90,782.00)	-12.9%
3) Employee Benefits		3000-3999	245,158.91	245,158.91	82,020.82	262,443.00	(17,284.09)	-7.1%
4) Books and Supplies		4000-4999	807,790.00	807,790.00	250,215.75	850,125.77	(42,335.77)	-5.2%
5) Services and Other Operating Expenditures		5000-5999	75,165.09	75,165.09	17,340.72	83,969.00	(8,803.91)	-11.7%
6) Capital Outlay		6000-6999	0.00	0.00	66,488.80	66,488.80	(66,488.80)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	90,090.00	90,090.00	0.00	95,414.00	(5,324.00)	-5.9%
9) TOTAL, EXPENDITURES			1,921,209.00	1,921,209.00	640,868.29	2,152,227.57		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(250,059.00)	(250,059.00)	(522,335.30)	(324,446.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	250,075.00	250,075.00	0.00	435,259.00	185,184.00	74.1%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			250,075.00	250,075.00	0.00	435,259.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			16.00	16.00	(522,335.30)	110,813.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	204,238.82	204,238.82		204,238.82	0.00	0.0%
b) Audit Adjustments		9793	(80,219.77)	(80,219.77)		(80,219.77)	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			124,019.05	124,019.05		124,019.05		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			124,019.05	124,019.05		124,019.05		
2) Ending Balance, June 30 (E + F1e)			124,035.05	124,035.05		234,832.05		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	124,035.05	124,035.05		234,832.05		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	1,509,550.00	1,509,550.00	(0.02)	1,535,300.00	25,750.00	1.7%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	80,219.77	80,028.57	80,028.57	New
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,509,550.00</b>	<b>1,509,550.00</b>	<b>80,219.75</b>	<b>1,615,328.57</b>	<b>105,778.57</b>	<b>7.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	80,500.00	80,500.00	40,797.90	131,353.00	50,853.00	63.2%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>80,500.00</b>	<b>80,500.00</b>	<b>40,797.90</b>	<b>131,353.00</b>	<b>50,853.00</b>	<b>63.2%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	81,100.00	81,100.00	(58.66)	81,100.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(2,426.00)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>81,100.00</b>	<b>81,100.00</b>	<b>(2,484.66)</b>	<b>81,100.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>1,671,150.00</b>	<b>1,671,150.00</b>	<b>118,532.99</b>	<b>1,827,781.57</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	587,240.00	587,240.00	191,684.71	684,356.00	(97,116.00)	-16.5%
Classified Supervisors' and Administrators' Salaries		2300	73,205.00	73,205.00	19,966.01	69,176.00	4,029.00	5.5%
Clerical, Technical and Office Salaries		2400	42,560.00	42,560.00	13,151.48	40,255.00	2,305.00	5.4%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>703,005.00</b>	<b>703,005.00</b>	<b>224,802.20</b>	<b>793,787.00</b>	<b>(90,782.00)</b>	<b>-12.9%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	76,640.00	76,640.00	26,351.72	81,327.00	(4,687.00)	-6.1%
OASDI/Medicare/Alternative		3301-3302	53,655.57	53,655.57	16,543.23	60,010.00	(6,354.43)	-11.8%
Health and Welfare Benefits		3401-3402	88,475.00	88,475.00	30,370.28	92,030.00	(3,555.00)	-4.0%
Unemployment Insurance		3501-3502	390.34	390.34	114.39	441.00	(50.66)	-13.0%
Workers' Compensation		3601-3602	10,415.00	10,415.00	3,333.64	11,833.00	(1,418.00)	-13.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	15,583.00	15,583.00	5,307.56	16,802.00	(1,219.00)	-7.8%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>245,158.91</b>	<b>245,158.91</b>	<b>82,020.82</b>	<b>262,443.00</b>	<b>(17,284.09)</b>	<b>-7.1%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	83,580.00	83,580.00	18,319.50	98,389.77	(14,809.77)	-17.7%
Noncapitalized Equipment		4400	2,675.00	2,675.00	43,521.52	48,006.00	(45,331.00)	-1694.6%
Food		4700	721,535.00	721,535.00	188,374.73	703,730.00	17,805.00	2.5%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>807,790.00</b>	<b>807,790.00</b>	<b>250,215.75</b>	<b>850,125.77</b>	<b>(42,335.77)</b>	<b>-5.2%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,620.09	2,620.09	706.25	3,045.00	(424.91)	-16.2%
Dues and Memberships		5300	0.00	0.00	0.00	122.00	(122.00)	New
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	12,315.00	12,315.00	2,204.04	13,372.00	(1,057.00)	-8.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,000.00	3,000.00	0.00	10,200.00	(7,200.00)	-240.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	56,230.00	56,230.00	14,430.43	56,230.00	0.00	0.0%
Communications		5900	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>75,165.09</b>	<b>75,165.09</b>	<b>17,340.72</b>	<b>83,969.00</b>	<b>(8,803.91)</b>	<b>-11.7%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	66,488.80	66,488.80	(66,488.80)	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>66,488.80</b>	<b>66,488.80</b>	<b>(66,488.80)</b>	<b>New</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	90,090.00	90,090.00	0.00	95,414.00	(5,324.00)	-5.9%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>90,090.00</b>	<b>90,090.00</b>	<b>0.00</b>	<b>95,414.00</b>	<b>(5,324.00)</b>	<b>-5.9%</b>
<b>TOTAL, EXPENDITURES</b>			<b>1,921,209.00</b>	<b>1,921,209.00</b>	<b>640,868.29</b>	<b>2,152,227.57</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	250,075.00	250,075.00	0.00	435,259.00	185,184.00	74.1%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			250,075.00	250,075.00	0.00	435,259.00	185,184.00	74.1%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			250,075.00	250,075.00	0.00	435,259.00		

<b>Resource</b>	<b>Description</b>	<b>2016/17 Projected Year Totals</b>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	2,109.73
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	224,226.28
5330	Child Nutrition: Summer Food Service Program Operations	8,496.04
Total, Restricted Balance		<u>234,832.05</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(1.00)	(1.00)	(1.00)	0.00	1.00	-100.0%
5) TOTAL, REVENUES			(1.00)	(1.00)	(1.00)	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(1.00)	(1.00)	(1.00)	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1.00)	(1.00)	(1.00)	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			(1.00)	(1.00)		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments			(1.00)	(1.00)		0.00		
Reserved for Deferred Maintenance Projects	0000	9780	(1.00)					
Future Deferred Maintenance Projects	0000	9780		(1.00)				
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	(1.00)	(1.00)	(1.00)	0.00	1.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>(1.00)</b>	<b>(1.00)</b>	<b>(1.00)</b>	<b>0.00</b>	<b>1.00</b>	<b>-100.0%</b>
<b>TOTAL, REVENUES</b>			<b>(1.00)</b>	<b>(1.00)</b>	<b>(1.00)</b>	<b>0.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		



<u>Resource</u>	<u>Description</u>	<u>2016/17 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	1,631.00	1,631.00	1,631.00	New
5) TOTAL, REVENUES			0.00	0.00	1,631.00	1,631.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	1,631.00	1,631.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	1,631.00	1,631.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	255,024.23	255,024.23		255,024.23	0.00	0.0%
b) Audt Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			255,024.23	255,024.23		255,024.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			255,024.23	255,024.23		255,024.23		
2) Ending Balance, June 30 (E + F1e)			255,024.23	255,024.23		256,655.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments			255,024.23	255,024.23		256,655.23		
Post Employment Benefits	0000	9780	255,024.23					
Post Employment Benefits	0000	9780		255,024.23				
Reserved for Post Employment Benefits	0000	9780				256,655.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	0.00	0.00	1,631.00	1,631.00	1,631.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	1,631.00	1,631.00	1,631.00	New
<b>TOTAL, REVENUES</b>			0.00	0.00	1,631.00	1,631.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	442,375.00	442,375.00	17,206.80	447,929.00	5,554.00	1.3%
5) TOTAL, REVENUES			442,375.00	442,375.00	17,206.80	447,929.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	25,301.00	25,301.00	8,307.08	37,385.00	(12,084.00)	-47.8%
3) Employee Benefits		3000-3999	7,403.00	7,403.00	2,465.65	12,365.00	(4,962.00)	-67.0%
4) Books and Supplies		4000-4999	0.00	0.00	880.77	1,000.00	(1,000.00)	New
5) Services and Other Operating Expenditures		5000-5999	320,210.00	320,210.00	71,585.29	358,510.00	(38,300.00)	-12.0%
6) Capital Outlay		6000-6999	173,500.00	173,500.00	24,600.00	173,500.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			526,414.00	526,414.00	107,838.79	582,760.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(84,039.00)	(84,039.00)	(90,631.99)	(134,831.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,500.00)	(10,500.00)	0.00	(10,500.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(94,539.00)	(94,539.00)	(90,631.99)	(145,331.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,449,449.54	1,449,449.54		1,449,449.54	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,449,449.54	1,449,449.54		1,449,449.54		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,449,449.54	1,449,449.54		1,449,449.54		
2) Ending Balance, June 30 (E + F1e)			1,354,910.54	1,354,910.54		1,304,118.54		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	1,354,910.54	0.00		0.00		
Capital Facilities Projects	0000	9760	1,354,910.54					
d) Assigned								
Other Assignments		9780	0.00	1,354,910.54		1,304,118.54		
Capital Facilities Projects	0000	9780		1,354,910.54				
Reserved for Capital Facilities Projects	0000	9780				1,304,118.54		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	50,075.00	50,075.00	0.00	50,075.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,300.00	2,300.00	7,857.00	7,854.00	5,554.00	241.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	390,000.00	390,000.00	9,349.80	390,000.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>442,375.00</b>	<b>442,375.00</b>	<b>17,206.80</b>	<b>447,929.00</b>	<b>5,554.00</b>	<b>1.3%</b>
<b>TOTAL, REVENUES</b>			<b>442,375.00</b>	<b>442,375.00</b>	<b>17,206.80</b>	<b>447,929.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	25,301.00	25,301.00	8,307.08	37,385.00	(12,084.00)	-47.8%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			25,301.00	25,301.00	8,307.08	37,385.00	(12,084.00)	-47.8%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	3,465.00	3,465.00	1,153.68	5,195.00	(1,730.00)	-49.9%
OASDI/Medicare/Alternative		3301-3302	1,910.00	1,910.00	627.41	2,690.00	(780.00)	-40.8%
Health and Welfare Benefits		3401-3402	1,450.00	1,450.00	481.76	3,615.00	(2,165.00)	-149.3%
Unemployment Insurance		3501-3502	13.00	13.00	4.16	20.00	(7.00)	-53.8%
Workers' Compensation		3601-3602	370.00	370.00	123.20	555.00	(185.00)	-50.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	195.00	195.00	75.44	290.00	(95.00)	-48.7%
<b>TOTAL, EMPLOYEE BENEFITS</b>			7,403.00	7,403.00	2,465.65	12,365.00	(4,962.00)	-67.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	880.77	1,000.00	(1,000.00)	New
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	880.77	1,000.00	(1,000.00)	New
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	29,481.00	30,000.00	(30,000.00)	New
Travel and Conferences		5200	1,305.00	1,305.00	0.00	1,305.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	9,700.00	9,700.00	1,957.50	13,000.00	(3,300.00)	-34.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	309,205.00	309,205.00	40,146.79	314,205.00	(5,000.00)	-1.6%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			320,210.00	320,210.00	71,585.29	358,510.00	(38,300.00)	-12.0%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	81,000.00	81,000.00	24,600.00	81,000.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	92,500.00	92,500.00	0.00	92,500.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>173,500.00</b>	<b>173,500.00</b>	<b>24,600.00</b>	<b>173,500.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
<b>Other Transfers Out</b>								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Debt Service</b>								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>526,414.00</b>	<b>526,414.00</b>	<b>107,838.79</b>	<b>582,760.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			(10,500.00)	(10,500.00)	0.00	(10,500.00)		

<b>Resource</b>	<b>Description</b>	<b>2016/17 Projected Year Totals</b>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.00	1.00	0.00	0.00	(1.00)	-100.0%
<b>5) TOTAL REVENUES</b>			<b>1.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
<b>9) TOTAL EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			<b>1.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4) TOTAL OTHER FINANCING SOURCES/USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND</b>								
<b>BALANCE (C + D4)</b>			1.00	1.00	0.00	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			1.00	1.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments			1.00	1.00		0.00		
Reserved for Building Projects	0000	9780	1.00					
Future Building Projects	0000	9780		1.00				
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1.00	1.00	0.00	0.00	(1.00)	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1.00	1.00	0.00	0.00	(1.00)	-100.0%
<b>TOTAL, REVENUES</b>			1.00	1.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	600,000.00	600,000.00	2,513.00	602,513.00	2,513.00	0.4%
5) TOTAL REVENUES			600,000.00	600,000.00	2,513.00	602,513.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	2,170.00	2,170.00	11,380.55	14,170.00	(12,000.00)	-553.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	252,549.00	288,000.00	(288,000.00)	New
6) Capital Outlay		6000-6999	225,218.49	225,218.49	0.00	225,218.49	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			227,388.49	227,388.49	263,929.55	527,388.49		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			372,611.51	372,611.51	(261,416.55)	75,124.51		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			372,611.51	372,611.51	(261,416.55)	75,124.51		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	599,556.52	599,556.52		599,556.52	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			599,556.52	599,556.52		599,556.52		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			599,556.52	599,556.52		599,556.52		
2) Ending Balance, June 30 (E + F1e)			972,168.03	972,168.03		674,681.03		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	972,168.03	972,168.03		674,681.03		
Reserved for Mello Roos Projects	0000	9780	972,168.03					
Reserved for Mello Roos Projects	0000	9780		972,168.03				
Reserved for Mello Roos Projects	0000	9780				674,681.03		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	2,513.00	2,513.00	2,513.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	600,000.00	600,000.00	0.00	600,000.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>600,000.00</b>	<b>600,000.00</b>	<b>2,513.00</b>	<b>602,513.00</b>	<b>2,513.00</b>	<b>0.4%</b>
<b>TOTAL, REVENUES</b>			<b>600,000.00</b>	<b>600,000.00</b>	<b>2,513.00</b>	<b>602,513.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	2,170.00	2,170.00	11,380.55	14,170.00	(12,000.00)	-553.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>2,170.00</b>	<b>2,170.00</b>	<b>11,380.55</b>	<b>14,170.00</b>	<b>(12,000.00)</b>	<b>-553.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	9,580.00	12,000.00	(12,000.00)	New
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	242,969.00	276,000.00	(276,000.00)	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>252,549.00</b>	<b>288,000.00</b>	<b>(288,000.00)</b>	<b>New</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	225,218.49	225,218.49	0.00	225,218.49	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>225,218.49</b>	<b>225,218.49</b>	<b>0.00</b>	<b>225,218.49</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>227,388.49</b>	<b>227,388.49</b>	<b>263,929.55</b>	<b>527,388.49</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

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)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> 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%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> 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%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	3,508.39	3,509.86	3,460.27	3,506.08	(3.78)	0%
<b>5. District Funded County Program ADA</b>						
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%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	6.04	6.18	0.00	0.00	(6.18)	-100%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	3,514.43	3,516.04	3,460.27	3,506.08	(9.96)	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 1,434,596.02
- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. \_\_\_\_\_

**B. Salaries and Benefits - All Other Activities**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 32,737,196.61

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.38%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. \_\_\_\_\_  
Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,469,960.46
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	682,383.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	30,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	139,034.46
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,321,377.92
9. Carry-Forward Adjustment (Part IV, Line F)	204,466.76
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,525,844.68

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	27,713,203.86
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,355,082.34
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	2,326,262.69
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	5,204.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	143,492.23
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	9,000.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	585,888.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	13,649.57
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	4,953.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	3,035,268.23
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	580,593.87
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,990,324.77
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	41,762,922.56

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment  
(For information only - not for use when claiming/recovering indirect costs)**

(Line A8 divided by Line B18) 5.56%

**D. Preliminary Proposed Indirect Cost Rate**

**(For final approved fixed-with-carry-forward rate for use in 2017-18 see [www.cde.ca.gov/fg/ac/lc](http://www.cde.ca.gov/fg/ac/lc))**

(Line A10 divided by Line B18) 6.05%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>2,321,377.92</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>(53,822.79)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.94%) times Part III, Line B18); zero if negative	<u>204,466.76</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.94%) times Part III, Line B18) or (the highest rate used to recover costs from any program (4.94%) times Part III, Line B18); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>204,466.76</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>204,466.76</u>

Approved indirect cost rate: 4.94%  
Highest rate used in any program: 4.94%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	1,018,552.10	50,346.00	4.94%
01	3310	721,520.00	35,643.00	4.94%
01	3315	34,845.00	1,640.00	4.71%
01	3320	71,427.00	3,141.00	4.40%
01	3327	38,735.00	1,842.00	4.76%
01	4035	104,854.13	5,180.00	4.94%
01	4203	80,160.34	1,603.00	2.00%
01	5810	886,446.23	31,778.00	3.58%
01	6010	291,641.31	14,407.00	4.94%
01	6512	314,246.30	15,523.77	4.94%
01	8150	965,422.88	47,692.00	4.94%
01	9010	912,454.51	38,214.00	4.19%
12	6052	4,765.00	235.00	4.93%
12	6105	453,680.00	22,412.00	4.94%
12	6127	107,775.87	5,324.13	4.94%
13	5310	1,774,689.00	87,670.00	4.94%
13	5320	117,951.00	5,827.00	4.94%
13	5330	38,814.00	1,917.00	4.94%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE/Revenue Limit Sources	8010-8099	29,739,837.00	1.35%	30,140,749.00	-0.78%	29,906,318.00
2. Federal Revenues	8100-8299	3,288,762.27	-31.54%	2,251,521.00	0.00%	2,251,521.00
3. Other State Revenues	8300-8599	3,831,770.50	-19.58%	3,081,428.00	0.00%	3,081,428.00
4. Other Local Revenues	8600-8799	2,678,469.49	0.00%	2,678,469.00	0.00%	2,678,469.00
5. Other Financing Sources						
a. Transfers In	8900-8929	10,500.00	0.00%	10,500.00	0.00%	10,500.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		39,549,339.26	-3.51%	38,162,667.00	-0.61%	37,928,236.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				19,107,162.35		18,799,804.35
b. Step & Column Adjustment				290,993.00		290,993.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(598,351.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,107,162.35	-1.61%	18,799,804.35	1.55%	19,090,797.35
2. Classified Salaries						
a. Base Salaries				6,919,611.63		6,958,987.63
b. Step & Column Adjustment				39,376.00		29,548.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,919,611.63	0.57%	6,958,987.63	0.42%	6,988,535.63
3. Employee Benefits	3000-3999	8,326,185.65	4.52%	8,702,304.00	5.34%	9,167,153.00
4. Books and Supplies	4000-4999	3,657,653.88	-50.59%	1,807,089.00	0.00%	1,807,089.00
5. Services and Other Operating Expenditures	5000-5999	3,819,021.33	-38.04%	2,366,246.00	0.00%	2,366,246.00
6. Capital Outlay	6000-6999	624,210.00	-88.95%	69,000.00	0.00%	69,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	138,800.00	0.00%	138,800.00	0.00%	138,800.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(123,385.13)	0.00%	(123,385.00)	0.00%	(123,385.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	435,259.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		(400,000.00)
11. Total (Sum lines B1 thru B10)		42,904,518.71	-9.76%	38,718,845.98	1.00%	39,104,235.98
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(3,355,179.45)		(556,178.98)		(1,175,999.98)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		7,596,929.77		4,241,750.32		3,685,571.34
2. Ending Fund Balance (Sum lines C and D1)		4,241,750.32		3,685,571.34		2,509,571.36
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	939,615.02		888,880.48		883,008.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		1,161,565.00		1,173,422.00
2. Unassigned/Unappropriated	9790	3,302,135.30		1,635,125.86		453,141.36
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,241,750.32		3,685,571.34		2,509,571.36

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		1,161,565.00		1,173,422.00
c. Unassigned/Unappropriated	9790	3,302,135.30		1,635,125.86		453,141.36
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
<b>3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)</b>		<b>3,302,135.30</b>		<b>2,796,690.86</b>		<b>1,626,563.36</b>
<b>4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)</b>		<b>7.70%</b>		<b>7.22%</b>		<b>4.16%</b>
<b>F. RECOMMENDED RESERVES</b>						
<b>1. Special Education Pass-through Exclusions</b>						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<hr/>						
<b>2. Special education pass-through funds</b>						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
<b>2. District ADA</b>						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Line A4; enter projections)						
		3,460.27		3,391.12		3,376.97
<b>3. Calculating the Reserves</b>						
a. Expenditures and Other Financing Uses (Line B11)		42,904,518.71		38,718,845.98		39,104,235.98
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		42,904,518.71		38,718,845.98		39,104,235.98
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,287,135.56		1,161,565.38		1,173,127.08
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,287,135.56		1,161,565.38		1,173,127.08
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFE/Revenue Limit Sources	8010-8099	29,739,837.00	1.35%	30,140,749.00	-0.78%	29,906,318.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,352,670.50	-55.47%	602,328.00	0.00%	602,328.00
4. Other Local Revenues	8600-8799	377,484.49	0.00%	377,484.00	0.00%	377,484.00
5. Other Financing Sources						
a. Transfers In	8900-8929	10,500.00	0.00%	10,500.00	0.00%	10,500.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(4,298,427.17)	-15.10%	(3,649,469.00)	5.93%	(3,865,955.06)
6. Total (Sum lines A1 thru A5c)		27,182,064.82	1.10%	27,481,592.00	-1.64%	27,030,674.94
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				14,905,526.00		14,872,894.00
b. Step & Column Adjustment				227,004.00		227,004.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(259,636.00)		
c. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,905,526.00	-0.22%	14,872,894.00	1.53%	15,099,898.00
2. Classified Salaries						
a. Base Salaries				4,682,851.44		4,709,499.44
b. Step & Column Adjustment				26,648.00		26,748.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
c. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,682,851.44	0.57%	4,709,499.44	0.57%	4,736,247.44
3. Employee Benefits	3000-3999	5,168,939.09	6.20%	5,489,534.00	6.56%	5,849,548.00
4. Books and Supplies	4000-4999	2,532,796.28	-61.44%	976,565.00	0.00%	976,565.00
5. Services and Other Operating Expenditures	5000-5999	2,131,011.22	2.84%	2,191,511.00	0.00%	2,191,511.00
6. Capital Outlay	6000-6999	537,710.00	-94.61%	29,000.00	0.00%	29,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	56,650.00	0.00%	56,650.00	0.00%	56,650.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(370,394.90)	-8.58%	(338,617.00)	0.00%	(338,617.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	435,259.00	-100.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						(400,000.00)
11. Total (Sum lines B1 thru B10)		30,080,348.13	-6.96%	27,987,036.44	0.76%	28,200,802.44
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(2,898,283.31)		(505,444.44)		(1,170,127.50)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1c)		6,200,418.61		3,302,135.30		2,796,690.86
2. Ending Fund Balance (Sum lines C and D1)		3,302,135.30		2,796,690.86		1,626,563.36
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		1,161,565.00		1,173,422.00
2. Unassigned/Unappropriated	9790	3,302,135.30		1,635,125.86		453,141.36
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,302,135.30		2,796,690.86		1,626,563.36

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		1,161,565.00		1,173,422.00
c. Unassigned/Unappropriated	9790	3,302,135.30		1,635,125.86		453,141.36
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
		3,302,135.30		2,796,690.86		1,626,563.36
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
The change in line B1d is due to the loss of One-Time funds. The District will have to evaluate the revenue vs expenses in 18/19 to resolve the \$400,000 need.						



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	3,288,762.27	-31.54%	2,251,521.00	0.00%	2,251,521.00
3. Other State Revenues	8300-8599	2,479,100.00	0.00%	2,479,100.00	0.00%	2,479,100.00
4. Other Local Revenues	8600-8799	2,300,985.00	0.00%	2,300,985.00	0.00%	2,300,985.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	4,298,427.17	-15.10%	3,649,469.00	5.93%	3,865,955.06
6. Total (Sum lines A1 thru A5c)		12,367,274.44	-13.63%	10,681,075.00	2.03%	10,897,561.06
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				4,201,636.35		3,926,910.35
b. Step & Column Adjustment				63,989.00		63,989.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(338,715.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,201,636.35	-6.54%	3,926,910.35	1.63%	3,990,899.35
2. Classified Salaries						
a. Base Salaries				2,236,760.19		2,249,488.19
b. Step & Column Adjustment				12,728.00		2,800.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,236,760.19	0.57%	2,249,488.19	0.12%	2,252,288.19
3. Employee Benefits	3000-3999	3,157,246.56	1.76%	3,212,770.00	3.26%	3,317,605.00
4. Books and Supplies	4000-4999	1,124,857.60	-26.17%	830,524.00	0.00%	830,524.00
5. Services and Other Operating Expenditures	5000-5999	1,688,010.11	-89.65%	174,735.00	0.00%	174,735.00
6. Capital Outlay	6000-6999	86,500.00	-53.76%	40,000.00	0.00%	40,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	82,150.00	0.00%	82,150.00	0.00%	82,150.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	247,009.77	-12.86%	215,232.00	0.00%	215,232.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		12,824,170.58	-16.32%	10,731,809.54	1.60%	10,903,433.54
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(456,896.14)		(50,734.54)		(5,872.48)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,396,511.16		939,615.02		888,880.48
2. Ending Fund Balance (Sum lines C and D1)		939,615.02		888,880.48		883,008.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	939,615.02		888,880.48		883,008.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		939,615.02		888,880.48		883,008.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
The change in line B1d is due to the expiration of the RTTT Grant.						

Section I - Expenditures	Funds 01, 09, and 62			2016-17 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	42,904,518.71
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	3,399,927.87
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	132,509.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	624,210.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	56,650.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	435,259.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	24,172.26
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,272,800.26
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	324,446.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				38,556,236.58

<b>Section II - Expenditures Per ADA</b>		<b>2016-17 Annual ADA/ Exps. Per ADA</b>
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		3,460.27
B. Expenditures per ADA (Line I.E divided by Line II.A)		11,142.55
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	33,240,191.28	9,451.67
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	33,240,191.28	9,451.67
B. Required effort (Line A.2 times 90%)	29,916,172.15	8,506.50
C. Current year expenditures (Line I.E and Line II.B)	38,556,236.58	11,142.55
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2018-19 may be reduced by the lower of the two percentages)	0.00%	0.00%

\*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
<b>Total adjustments to base expenditures</b>	<b>0.00</b>	<b>0.00</b>

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

**STANDARD:** Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

**1A. Calculating the District's ADA Variances**

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA				
Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2016-17)	District Regular	3,508.39	3,506.08	
	Charter School		0.00	
	<b>Total ADA</b>	<b>3,508.39</b>	<b>3,506.08</b>	<b>-0.1%</b>
1st Subsequent Year (2017-18)	District Regular	3,520.61	3,461.52	
	Charter School			
	<b>Total ADA</b>	<b>3,520.61</b>	<b>3,461.52</b>	<b>-1.7%</b>
2nd Subsequent Year (2018-19)	District Regular	3,469.29	3,391.12	
	Charter School			
	<b>Total ADA</b>	<b>3,469.29</b>	<b>3,391.12</b>	<b>-2.3%</b>

**1B. Comparison of District ADA to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - The projected change since budget adoption for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

Due to a decrease in 16/17 actual enrollment, and slower housing starts, the District has revised it's 18-19 ADA projections.

**2. CRITERION: Enrollment**

**STANDARD:** Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

**2A. Calculating the District's Enrollment Variances**

**DATA ENTRY:** Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2016-17)				
District Regular	3,654	3,622		
Charter School				
<b>Total Enrollment</b>	<b>3,654</b>	<b>3,622</b>	<b>-0.9%</b>	<b>Met</b>
1st Subsequent Year (2017-18)				
District Regular	3,667	3,551		
Charter School				
<b>Total Enrollment</b>	<b>3,667</b>	<b>3,551</b>	<b>-3.2%</b>	<b>Not Met</b>
2nd Subsequent Year (2018-19)				
District Regular	3,614	3,536		
Charter School				
<b>Total Enrollment</b>	<b>3,614</b>	<b>3,536</b>	<b>-2.2%</b>	<b>Not Met</b>

**2B. Comparison of District Enrollment to the Standard**

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Enrollment projections have changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

Due to a decrease in 16/17 actual enrollment, and slower housing starts, the District has revised its 17-18 and 18-19 ADA projections.

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

\*Please note for FY 2013-14 unaudited actuals: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4*)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2013-14)	3,646	3,785	96.3%
Second Prior Year (2014-15)			
District Regular	3,536	3,693	
Charter School			
<b>Total ADA/Enrollment</b>	<b>3,536</b>	<b>3,693</b>	<b>95.7%</b>
First Prior Year (2015-16)			
District Regular	3,506	3,651	
Charter School	0	0	
<b>Total ADA/Enrollment</b>	<b>3,506</b>	<b>3,651</b>	<b>96.0%</b>
		Historical Average Ratio:	96.0%
		<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>	<b>96.5%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2016-17)				
District Regular	3,460	3,622		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>3,460</b>	<b>3,622</b>	<b>95.5%</b>	<b>Met</b>
1st Subsequent Year (2017-18)				
District Regular	3,391	3,551		
Charter School				
<b>Total ADA/Enrollment</b>	<b>3,391</b>	<b>3,551</b>	<b>95.5%</b>	<b>Met</b>
2nd Subsequent Year (2018-19)				
District Regular	3,377	3,536		
Charter School				
<b>Total ADA/Enrollment</b>	<b>3,377</b>	<b>3,536</b>	<b>95.5%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)



**4. CRITERION: LCFF Revenue**

**STANDARD:** Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF Revenue Standard Percentage Range:

**4A. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01CS, Item 4B)	Projected Year Totals		
Current Year (2016-17)	29,955,941.00	29,739,837.00	-0.7%	Met
1st Subsequent Year (2017-18)	30,928,846.00	30,140,749.00	-2.5%	Not Met
2nd Subsequent Year (2018-19)	31,367,421.00	29,923,653.00	-4.6%	Not Met

**4B. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**  
(required if NOT met)

Due to a decrease in 16/17 acutal enrollment, and slower housing starts, the District has revised it's 17-18 and 18-19 ADA projections:

**5. CRITERION: Salaries and Benefits**

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2013-14)	20,264,454.05	22,191,943.86	91.3%
Second Prior Year (2014-15)	20,988,903.27	22,851,637.15	91.8%
First Prior Year (2015-16)	22,476,922.41	25,360,826.44	88.6%
	Historical Average Ratio:		90.6%

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	87.6% to 93.6%	87.6% to 93.6%	87.6% to 93.6%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2016-17)	24,757,316.53	29,645,089.13	83.5%	Not Met
1st Subsequent Year (2017-18)	25,071,927.44	27,987,036.44	89.6%	Met
2nd Subsequent Year (2018-19)	25,685,693.44	28,200,802.44	91.1%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

**Explanation:**  
(required if NOT met)

Due to large one-time funds from both 15/16 and 16/17 being spent on non-salary expenditures the ratio is decreased during the 16/17 year only.

**6. CRITERION: Other Revenues and Expenditures**

**STANDARD:** Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2016-17)	3,099,836.00	3,288,762.27	6.1%	Yes
1st Subsequent Year (2017-18)	2,062,596.00	2,251,521.00	9.2%	Yes
2nd Subsequent Year (2018-19)	2,062,596.00	2,251,521.00	9.2%	Yes

**Explanation:**  
(required if Yes)

The high percentage change is due to a large Title I carryover from 15/16.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2016-17)	3,394,593.00	3,831,770.50	12.9%	Yes
1st Subsequent Year (2017-18)	2,563,608.00	3,081,428.00	20.2%	Yes
2nd Subsequent Year (2018-19)	2,563,608.00	3,081,428.00	20.2%	Yes

**Explanation:**  
(required if Yes)

The high percentage change is due to the large One-Time and Prop 39 carryovers from 15/16.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2016-17)	2,579,830.00	2,678,469.49	3.8%	No
1st Subsequent Year (2017-18)	2,579,830.00	2,678,469.00	3.8%	No
2nd Subsequent Year (2018-19)	2,579,830.00	2,678,469.00	3.8%	No

**Explanation:**  
(required if Yes)

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2016-17)	1,906,202.00	3,657,653.88	91.9%	Yes
1st Subsequent Year (2017-18)	1,422,169.00	1,807,089.00	27.1%	Yes
2nd Subsequent Year (2018-19)	1,422,169.00	1,807,089.00	27.1%	Yes

**Explanation:**  
(required if Yes)

The high percentage change is due to the large One-Time carryovers from 15/16.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2016-17)	3,364,103.00	3,819,021.33	13.5%	Yes
1st Subsequent Year (2017-18)	3,084,103.00	2,366,246.00	-23.3%	Yes
2nd Subsequent Year (2018-19)	3,084,103.00	2,366,246.00	-23.3%	Yes

**Explanation:**  
(required if Yes)

The 16/17 increase is due the large One-time funds carryover. The decrease in 17/18 and 18/19 is due to a decrease in projected projects in Prop 39 funding. It's also due to the sunset of Educator Effectiveness funds.

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2016-17)	9,074,259.00	9,799,002.26	8.0%	Not Met
1st Subsequent Year (2017-18)	7,206,034.00	8,011,418.00	11.2%	Not Met
2nd Subsequent Year (2018-19)	7,206,034.00	8,011,418.00	11.2%	Not Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2016-17)	5,270,305.00	7,476,675.21	41.9%	Not Met
1st Subsequent Year (2017-18)	4,506,272.00	4,173,335.00	-7.4%	Not Met
2nd Subsequent Year (2018-19)	4,506,272.00	4,173,335.00	-7.4%	Not Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Federal Revenue  
(linked from 6A  
if NOT met)

The high percentage change is due to a large Title I carryover from 15/16.

**Explanation:**  
Other State Revenue  
(linked from 6A  
if NOT met)

The high percentage change is due to the large One-Time and Prop 39 carryovers from 15/16.

**Explanation:**  
Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Books and Supplies  
(linked from 6A  
if NOT met)

The high percentage change is due to the large One-Time carryovers from 15/16.

**Explanation:**  
Services and Other Exps  
(linked from 6A  
if NOT met)

The 16/17 Increase is due the large One-time funds carryover. The decrease in 17/18 and 18/19 is due to a decrease in projected projects in Prop 39 funding. It's also due to the sunset of Educator Effectiveness funds.

**7. CRITERION: Facilities Maintenance**

**STANDARD:** Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75, as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2015-16 and 2016-17 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** AB 104 (Chapter 13, Statutes of 2015) requires the district to deposit into the account, for the 2015-16 and 2016-17 fiscal years, a minimum amount that is the lesser of 3% of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year.

**DATA ENTRY:** For the Required Minimum Contribution, enter the lesser of 3% of the total general fund expenditures and other financing uses for the current year or the amount that the district deposited into the account for the 2014-15 fiscal year. If EC 17070.75(e)(1) and (e)(2) apply, input 3%. Budget data that exist will be extracted, otherwise enter budget data into lines 1 and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	540,016.59	990,600.00	Met
2. Budget Adoption Contribution (Information only) (Form 01CS, Criterion 7, Line 2d)			

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.0%	7.2%	4.2%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>1.0%</b>	<b>2.4%</b>	<b>1.4%</b>

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2016-17)	(2,898,283.31)	30,080,348.13	9.6%	Not Met
1st Subsequent Year (2017-18)	(505,444.44)	27,987,036.44	1.8%	Met
2nd Subsequent Year (2018-19)	(1,170,127.50)	28,200,802.44	4.1%	Not Met

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

**Explanation:**  
(required if NOT met)

In 16/17 the deficit is due to spending the large carryover from 15/16 One-time funding. The District will need to evaluate 18/19 revenue vs expenditures should enrollment not increase.

**9. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2 ) (Form MYPI, Line D2)	Status
Current Year (2016-17)	4,241,750.32	Met
1st Subsequent Year (2017-18)	3,685,571.34	Met
2nd Subsequent Year (2018-19)	2,509,571.36	Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2016-17)	4,100,216.13	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)

**10. CRITERION: Reserves**

**STANDARD:** Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

**DATA ENTRY:** Current Year data are extracted. Enter district regular ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$66,000 (greater of)	0	to	300
4% or \$66,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District Estimated P-2 ADA (Form AI, Line A4):	3,460	3,391	3,377
District's Reserve Standard Percentage Level:	3%	3%	3%

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

**DATA ENTRY:** For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in Item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

**DATA ENTRY:** If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	42,904,518.71	38,718,845.98	39,104,235.98
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	42,904,518.71	38,718,845.98	39,104,235.98
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,287,135.56	1,161,565.38	1,173,127.08
6. Reserve Standard - by Amount (\$66,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,287,135.56	1,161,565.38	1,173,127.08



**10C. Calculating the District's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,287,136.00	1,161,565.00	1,173,422.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	1,635,125.86	453,141.36
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	1,287,136.00	2,796,690.86	1,626,563.36
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	7.22%	4.16%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,287,135.56</b>	<b>1,161,565.38</b>	<b>1,173,127.08</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Temporary Interfund Borrowings**

1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2016-17)	(4,327,982.00)	(4,298,427.17)	-0.7%	(29,554.83)	Met
1st Subsequent Year (2017-18)	(4,587,558.00)	(3,649,469.00)	-20.4%	(938,089.00)	Not Met
2nd Subsequent Year (2018-19)	(4,755,459.00)	(3,865,955.00)	-18.7%	(889,504.00)	Not Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2016-17)	10,500.00	10,500.00	0.0%	0.00	Met
1st Subsequent Year (2017-18)	10,500.00	10,500.00	0.0%	0.00	Met
2nd Subsequent Year (2018-19)	10,500.00	10,500.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2016-17)	250,075.00	435,259.00	74.1%	185,184.00	Not Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**  
(required if NOT met)

The large carryovers projected for 17/18 have not yet been budgeted in expenditures.

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

Current Cafe fund is projected to need contributions. The district will continue to work on solutions.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

**Project Information:**  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?  
(If No, skip items 1b and 2 and sections S6B and S6C)

Yes

b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption?

No

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2016
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	4	01/8011	01/7438-7439	102,396
Certificates of Participation				
General Obligation Bonds	13	51/8600	51/7438-7439	6,653,684
Supp Early Retirement Program	5	01/8011	01/3900	626,322
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
<b>TOTAL:</b>				<b>7,382,402</b>

Type of Commitment (continued)	Prior Year (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases	30,928	30,928	30,929	30,929
Certificates of Participation				
General Obligation Bonds	614,431	644,584	673,957	707,500
Supp Early Retirement Program		125,266	125,266	125,266
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
<b>Total Annual Payments:</b>	<b>645,359</b>	<b>800,778</b>	<b>830,152</b>	<b>863,695</b>

<b>Has total annual payment increased over prior year (2015-16)?</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

**Explanation:**  
(Required if Yes  
to increase in total  
annual payments)

The increase in bond debt is financed through property tax fees generated by the Bond. The increase in Early Retirement incentives will be financed through the General Fund using the savings between the top step and the first step of the salary schedule.

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

**Explanation:**  
(Required if Yes)

**S7. Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes
-----

b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

No
----

c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

No
----

2. OPEB Liabilities

a. OPEB actuarial accrued liability (AAL)

b. OPEB unfunded actuarial accrued liability (UAAL)

c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?

d. If based on an actuarial valuation, indicate the date of the OPEB valuation.

Budget Adoption (Form 01CS, Item S7A)	First Interim
5,189,497.00	5,189,497.00
5,095,831.00	5,095,831.00
Actuarial	Actuarial
Apr 01, 2015	Apr 01, 2015

3. OPEB Contributions

a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method

Current Year (2016-17)

1st Subsequent Year (2017-18)

2nd Subsequent Year (2018-19)

Budget Adoption (Form 01CS, Item S7A)	First Interim
410,245.00	410,245.00
410,245.00	410,245.00
410,245.00	410,245.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)

(Funds 01-70, objects 3701-3752)

Current Year (2016-17)

1st Subsequent Year (2017-18)

2nd Subsequent Year (2018-19)

196,284.00	181,167.00
119,071.00	163,158.00
118,870.00	149,278.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2016-17)

1st Subsequent Year (2017-18)

2nd Subsequent Year (2018-19)

196,284.00	181,167.00
119,071.00	163,158.00
118,870.00	149,278.00

d. Number of retirees receiving OPEB benefits

Current Year (2016-17)

1st Subsequent Year (2017-18)

2nd Subsequent Year (2018-19)

23	27
17	22
16	18

4. Comments:

**S7B. Identification of the District's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)
 

No
----
- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?
 

n/a
-----
- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?
 

n/a
-----

2. Self-Insurance Liabilities

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3. Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2016-17)		
1st Subsequent Year (2017-18)		
2nd Subsequent Year (2018-19)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2016-17)		
1st Subsequent Year (2017-18)		
2nd Subsequent Year (2018-19)		

4. Comments:



**S8. Status of Labor Agreements**

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of certificated (non-management) full-time-equivalent (FTE) positions	204.6	210.8	210.8	210.8

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2016-17)

1st Subsequent Year  
(2017-18)

2nd Subsequent Year  
(2018-19)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

<input type="text"/>	<input type="text"/>	<input type="text"/>
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**One Year Agreement**

Total cost of salary settlement

<input type="text"/>	<input type="text"/>	<input type="text"/>
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% change in salary schedule from prior year  
or

<input type="text"/>
----------------------

**Multiyear Agreement**

Total cost of salary settlement

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

180,975
---------

7. Amount included for any tentative salary schedule increases

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
1,442,724	1,514,860	1,590,603
71.0%	68.0%	57.0%
0.0%	0.0%	0.0%

**Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

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**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
290,993	290,993	290,993
3.0%	0.0%	0.0%

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
Yes	Yes	Yes

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of classified (non-management) FTE positions	169.5	189.0	189.0	189.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

**Negotiations Settled Since Budget Adoption**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2016-17)

1st Subsequent Year  
(2017-18)

2nd Subsequent Year  
(2018-19)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

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**One Year Agreement**

Total cost of salary settlement

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% change in salary schedule from prior year  
or

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**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

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Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent Increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
	0	0	0

**Classified (Non-management) Health and Welfare (H&W) Benefits**

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are costs of H&W benefit changes included in the Interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	499,692	524,677	550,911
3. Percent of H&W cost paid by employer	79.0%	75.0%	72.0%
4. Percent projected change in H&W cost over prior year	0.0%	5.0%	5.0%

**Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

**Classified (Non-management) Step and Column Adjustments**

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are step & column adjustments included in the Interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	39,376	39,376	39,376
3. Percent change in step & column over prior year	0.0%	0.0%	0.0%

**Classified (Non-management) Attrition (layoffs and retirements)**

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are savings from attrition included in the interim and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	Yes	Yes	Yes

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of budget adoption?

If Yes or n/a, complete number of FTEs, then skip to S9.  
If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2015-16)	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of management, supervisor, and confidential FTE positions	41.7	44.8	44.8	44.8

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year  
(may enter text, such as "Reopener")

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	328,524	344,950	362,198
Percent of H&W cost paid by employer	48.0%	46.0%	44.0%
Percent projected change in H&W cost over prior year	0.0%	5.0%	5.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step & column adjustments			
Percent change in step and column over prior year			

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Current Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are costs of other benefits included in the interim and MYPs?	Yes	Yes	Yes
Total cost of other benefits	19,534	19,534	19,534
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

**S9. Status of Other Funds**

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

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**S9A. Identification of Other Funds with Negative Ending Fund Balances**

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DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an Interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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**ADDITIONAL FISCAL INDICATORS**

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior and current fiscal years?
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

Uncapped health benefits are paid for only 9 of 10 eligible management employees hired before 6/15/1992. The benefit was eliminated in 1992.

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**End of School District First Interim Criteria and Standards Review**

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## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/14/16	<b>Agenda Item:</b> 131.821 Board Consideration of Approval of 2016/17 Single Plans for Student Achievement
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The Single Plans for Student Achievement (SPSA) reflect site-based implementation of the Local Control Accountability Plan (LCAP) along with state and federal budget and plan requirements. The plans are designed to support the implementation of the Common Core State Standards (CCSS) for all students.</p> <p>The plans will be adjusted throughout the school year based upon trimester student performance data.</p> <p>The school single plans for student achievement will be posted on the GJUESD web site for employee and community reference.</p>	



# The Single Plan for Student Achievement

**School:** Vernon E. Greer Elementary School  
**CDS Code:** 34 67348 0119420  
**District:** Galt Joint Union ESD  
**Principal:** Emily Peckham  
**Revision Date:** 11/30/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Emily Peckham  
**Position:** Principal  
**Phone Number:** 209.745.2641  
**Address:** 248 W A Street  
Galt, CA 95632  
**E-mail Address:** epeckham@galt.k12.ca.us

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Vernon E. Greer Elementary School's Vision and Mission Statements

Vernon E. Greer Elementary School is committed to each learner's success. Our dedicated staff, caring parents, and generous community work together to build a Bright Future for Galt students.

Learning is a personal lifelong journey. At Vernon E. Greer Elementary we continually strive to create positive and engaging learning experiences for our school community. We provide our students the opportunities to have a successful year of achieving their social, emotional, physical, and academic goals by capitalizing on their strengths and exploring their interests.

## School Profile

At Vernon E. Greer Elementary School we continue to use the slogan "My Personal Plan...My Personal Best!" adopted in 2014- 2015 and which reflects the efforts our school has made towards personalizing instruction to meet the needs of all learners. These efforts are strategically tied to our district's LCAP vision and goals. The Greer learner population of 487 is made up of 58% Hispanic and 35% White. This includes 23% who are English Learners, 12% who are identified with disabilities, and 62% socio-economically disadvantaged.

In 2013 our school district was awarded a Race to the Top Grant. With the implementation of this grant, our school has focused on providing personalized instruction to meet the needs of all learners. All Greer learners have a Personalized Learning Plan (PLP). Each plan contains personalized goals and actions related to reading, language, and math learning. In addition to our PLP goals and actions, our students set incremental goals with their classroom teacher. These goals can be academic or behavioral in nature. Our personalization efforts have included providing learning environments that are blended with the use of technology. All students utilize technological resources as needed in order to support their academic growth.

Throughout the past several years the professional development provided to our teaching staff has supported the successful implementation of the common core standards with a focus on personalization. Additionally, all of our teachers have had specialized training in the area of language development and literacy that supports our English Learners. Teachers provide designated and integrated English Language Development (ELD) to all ELs using research-based routines and strategies from CRLP RALLI. Our teachers are also involved in the Next Generation Science Standards (NGSS) Early Implementation Initiative. Currently, we have nine teachers and one administrator who participate in cadre teams developing and delivering science lessons.

With an importance on closing the achievement gap, our school analysis of learner achievement and growth data helps us to provide our students with strategic learning supports. We accomplish this through Academic Team Meetings at each grade level, and through a Response to Intervention process. Teachers draw from a range of supports that include personal learner accommodations in the classroom, small group or one on one academic intervention with a para-professional, participation in our after school programs, or work with our social worker. In addition, each learner has access to participate in expanded college, career, and interest based opportunities.

We also work to sustain a very positive and engaging school culture. To this end, we have utilized a strengths-based approach. Each year our 4th grade students take an on-line strengths inventory to identify their three strongest talents. Additionally, for the past two years our 5th and 6th graders have taken an anonymous survey describing their levels of hope, engagement, entrepreneurial and financial literacy. This information is examined at the district and school levels for continuous improvement efforts.

All of our staff members have identified their own strengths and apply this knowledge to their work to support students to become independent and life-long learners.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Greer Elementary students, staff and parents have participated in the following surveys - A Greer Focus Group was conducted on February 11, 2016. This stakeholder group was conducted as a listening circle. A diverse group of 5th and 6th graders discussed open-ended questions relating to personalized learning and goal-setting. Teachers and parents formed the outside of the circle and participated by listening. At the end of the session ideas were generated to address a variety of high interest topics. Fourth, fifth, and sixth graders participated in an end of year bully survey. This survey provided information on the amount and the kind of bully behaviors students are faced with which will help improve our current bully prevention efforts.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are regularly occurring throughout the year at Greer Elementary. The majority of observations are the informal "mini-observations." All teachers are provided "mini-observations." These observations include written feedback and a face-to-face follow-up conversation. In addition to the mini, formal observations can be conducted. Additionally, all teachers participate in a year long Growth Plan developed with site administration. Growth Plan conferences are conducted at the beginning of the year with all teachers. Support is provided to teachers to successfully complete their yearly growth plan.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The tool our district uses to measure learner growth is NWEA's Measures of Academic Progress (MAP). It is a computer-adaptive assessment that measures growth of the California Common Core State Standards (CCSS) in the subjects of reading, language arts, and mathematics. District benchmark information consists of our grade level District Reading Assessments and our grade level Writing Tasks. We are just beginning to explore the information from the California Assessment of Student Performance and Progress (CAASPP) as this was our second year of participation.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will engage in the professional learning community (PLC) through weekly collaboration and articulation taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety. Each trimester we conduct Academic Team Meetings with our grade levels to discuss the progress our learners are making. A variety of trimester assessment data is looked at to determine learner performance levels and the instruction that is needed. If a learner is behind in grade level standing, learner supports are put into place to provide acceleration.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet Highly Qualified teacher requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the NCLB definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. Teachers have had specialized training in the area of language development and literacy that supports our English Learners. Teachers provide designated and integrated ELD to all ELs using research-based routines and strategies from CRLP RALLI. Greer teachers are also involved in the NGSS Early Implementation Initiative. Currently, we have nine teachers and one administrator who participate in cadre teams developing and delivering science lessons.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development for our teachers has supported the successful implementation of the common core standards with a focus on personalization. Teachers and support staff are encouraged to attend learning opportunities that cater to their personal learning needs. Our site leadership team has played an important part in the implementation of the personalization model and for increasing professional capacity. Staff meetings, strategic release days, and collaborative Wednesdays have been used for capacity building.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct ongoing mini observations utilizing Edvivation (the on-line evaluation/professional development system). These mini-observations include face-to-face and written feedback. Curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (curriculum coaches).

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in grade level PLCs with a focus on student learning. A range of work is completed during the early release PLC Wednesdays, including: looking at and analyzing student performance information; lesson planning; developing learning supports with identified learner needs; and developing year-long pacing guides in relation to CCSS grade level learning.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned with the California CCSS and NGSS. District Curriculum Coaches provide continued unit and lesson development training to help calibrate grade level expectations across the school district. Students will be provided differentiated instruction and support through the development and implementation of PLPs.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes for literacy and mathematics are met.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention and learning supports are built into the school day and adjusted each trimester and throughout the year based on formative and interim assessments. Our cadre of eight Instructional Assistants (IAs) support our interventions. The IA schedule is flexible. Our TK-3rd grade classrooms receive an average of 70-90 minutes per day of instructional assistance.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-aligned textbooks and instructional materials are available to all students in every classroom.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the SBE adopted materials in addition to RESULTS for EL/RALLI, and the Eureka Math program.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not meeting standards will receive assistance in the regular classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to after school programs through After School Education and Safety (ASES), Extended Day opportunities, and ABC tutoring through the Bright Future Learning Center (BFLC). Additionally, a comprehensive Response to Intervention (RtI) process is in place. Our RtI team is comprised of teachers, support staff, and administration. The team, along with the referring teacher, develops strategic interventions that range from environmental and instructional accommodations to instruction of specific skills. Developing and providing learning supports through an RtI process is based on the whole child. The learner's strengths, talents, and interests are used in designing interventions. The teacher and team develop two goals specific to outcomes desired. An RtI team member is assigned as a case manager to monitor and support.

14. Research-based educational practices to raise student achievement

High quality, researched-based instructional practices are used to support student learning. Additionally, blended learning is utilized to improve the ability to personalize learning for every learner and it improves learner engagement and motivation. Blended learning is where the learning takes place online and is tailored to each learner's needs.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

After School Education and Safety Program - Vernon E. Greer is honored to be the recipient of State funds which provide for an after-school program. This program is held Monday through Friday from 2:30 p.m. - 6:00 p.m.

Outreach - Our school social worker program helps to keep children supported through their school years. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our Social Worker/counselor is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, develops behavior contracts, and provides on-going workshops for parents and staff.

Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, is available to address health problems that interfere with the learning process.

Bright Future Learning Center - The BFLC technician provides enriching and exciting activities when classes, students, and families visit. Often, new books which have been added to our library are read to the students. Students may check out library books during their scheduled library time. The BFLC aides in personalizing learning and is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. Additionally, the BFLC provides after school "clubs" based on student interests. Open Monday through Friday from 8:00 a.m. - 6:00 p.m.

Teachers and administration communicate regularly through newsletters, emails, website, phone calls, progress reports, Illuminate Parent Portal, and parent conferences. Additionally, we utilize a phone messaging system to provide school information to families.

We welcome parent volunteers in both our classrooms and the school office. There are opportunities for parent or community volunteers to assist on classroom or school related projects.

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared everyday for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend back to School Night, Parent-Teacher Conferences, Open House and other school events

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School Wide Program (SWP) funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic-standards, including students from the English Learner subgroup, Socioeconomically Disadvantaged subgroup, and Students with Disabilities will benefit from the resources provided by state and federal funds including Supplemental Concentration, Title I, and Title III. Services provided support literacy and math learning.

### 18. Fiscal support (EPC)

All categorical and targeted funds are aligned to LCAP and site goals. Additionally, Supplemental and Categorical funds are used to lower class size. Educator Effectiveness funds are used to support teacher professional development.

## **Description of Barriers and Related School Goals**

Meeting the learning needs and interests of our diverse population of learners is our primary barrier as we create learning opportunities for successful access to core curriculum and common core standards.

Additional barriers include:

- 1) time for teacher collaboration, lesson planning, and visitations;
- 2) providing research-based, successful learning supports.

While working to close the achievement gap, school goals include:

1. 100% of K-6th students and student subgroups will meet academic growth goals in ELA and Mathematics as related to the CCSS.
2. 100% of K-6th students and student subgroups will meet growth goals as identified on Engagement Measures.
3. 100% of Annual Measurable Achievement Objectives (AMAOS) for Title III accountability will be met or exceeded for English Learners.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	77	71	75	71	75	71	97.4	100
Grade 4	79	81	76	81	76	81	96.2	100
Grade 5	82	82	82	81	82	81	100.0	98.8
Grade 6	63	90	61	89	61	88	96.8	98.9
All Grades	301	324	294	322	294	321	97.7	99.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2406.8	2385.2	12	7	25	24	28	27	35	42
Grade 4	2429.9	2449.0	8	16	21	22	22	28	49	33
Grade 5	2494.2	2488.0	11	10	40	23	22	44	27	22
Grade 6	2495.0	2509.8	3	6	23	39	46	34	28	22
All Grades	N/A	N/A	9	10	28	27	29	34	35	29

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	11	43	41	43	48
Grade 4	11	11	45	42	45	47
Grade 5	17	11	51	58	32	31
Grade 6	11	10	44	59	44	31
All Grades	14	11	46	50	40	39

Writing						
Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	7	52	54	35	39
Grade 4	8	12	51	57	41	31
Grade 5	16	19	60	42	24	40
Grade 6	3	10	56	55	41	35
All Grades	11	12	55	52	35	36

<b>Listening</b>						
<b>Demonstrating effective communication skills</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	12	7	72	75	16	18
<b>Grade 4</b>	12	10	64	72	24	19
<b>Grade 5</b>	17	11	68	80	15	9
<b>Grade 6</b>	10	11	74	76	16	13
<b>All Grades</b>	13	10	69	76	18	14

<b>Research/Inquiry</b>						
<b>Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	16	13	57	51	27	37
<b>Grade 4</b>	9	15	55	62	36	23
<b>Grade 5</b>	21	17	61	64	18	19
<b>Grade 6</b>	11	15	77	69	11	16
<b>All Grades</b>	15	15	62	62	23	23

**Conclusions based on this data:**

1. This is the second year of the CCSS assessment CAASPP. This baseline information shows that according to the CAASPP assessment, not all of our students are mastering the grade level CCSS in the area of English Language Arts/Literacy.
2. Further analysis and understanding is needed in order to successfully utilize this learning information to inform our instructional practice.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	77	71	75	71	73	71	97.4	100
Grade 4	79	82	78	82	78	82	98.7	100
Grade 5	82	83	82	82	82	82	100.0	98.8
Grade 6	63	90	61	89	61	89	96.8	98.9
All Grades	301	326	296	324	294	324	98.3	99.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2410.7	2404.5	0	7	29	28	43	34	25	31
Grade 4	2451.7	2428.6	6	2	18	18	55	40	21	39
Grade 5	2484.4	2469.0	7	9	21	10	40	34	32	48
Grade 6	2479.6	2480.5	2	2	10	10	49	47	39	40
All Grades	N/A	N/A	4	5	20	16	47	39	29	40

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	14	56	41	38	45
Grade 4	12	7	37	29	51	63
Grade 5	12	13	37	30	51	56
Grade 6	7	3	33	33	61	64
All Grades	9	9	41	33	50	58

<b>Problem Solving &amp; Modeling/Data Analysis</b>						
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	15	15	55	55	30	30
<b>Grade 4</b>	12	7	49	50	40	43
<b>Grade 5</b>	11	6	46	30	43	63
<b>Grade 6</b>	0	2	44	54	56	44
<b>All Grades</b>	10	7	49	47	41	45

<b>Communicating Reasoning</b>						
<b>Demonstrating ability to support mathematical conclusions</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	10	13	62	61	29	27
<b>Grade 4</b>	10	5	47	51	42	44
<b>Grade 5</b>	11	10	57	40	32	50
<b>Grade 6</b>	3	4	59	56	38	39
<b>All Grades</b>	9	8	56	52	35	40

**Conclusions based on this data:**

1. This is the second year of the CCSS assessment CAASPP. This baseline information shows that according to the CAASPP assessment, not all of our students are mastering the grade level CCSS in the area of Mathematics.
2. Further analysis and understanding is needed in order to successfully utilize this learning information to inform our instructional practice.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					14	36		14	18		43	27	***	29	18
1	5		6	15	31	28	60	38	50	15	13	17	5	19	
2		5		37	32	46	37	32	15	26	16	38		16	
3			15	27	39	30	47	26	30	13	26	15	13	9	10
4			7	56	57	20	33	43	60			7	11		7
5	9			27	71	57	55	29	43	9					
6				50	33	50	38	67	50	13					
<b>Total</b>	2	1	6	32	38	34	45	33	38	15	16	17	7	12	6

#### Conclusions based on this data:

1. This data reflects the percent of English Learners in each proficiency band over a three year period, from 13-14 to 15-16. These are results from the annual assessment given at the beginning of each year.
2. This data is utilized to inform instructional groupings and lesson planning for both integrated and designated ELD instruction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		3			8	16	30	24	24	22	42	24	48	24	35
1	5		5	15	35	25	60	35	50	15	12	20	5	18	
2		5		37	32	46	37	32	15	26	16	38		16	
3			14	27	38	29	47	29	33	13	25	14	13	8	10
4			6	56	57	19	33	43	63			6	11		6
5	9			27	63	57	55	38	43	9					
6				50	25	38	38	50	50	13				25	13
<b>Total</b>	2	2	4	25	29	27	42	31	37	17	22	18	15	16	14

#### Conclusions based on this data:

1. This data reflects the language learning students made over a three year period, from 13-14 through 15-16.
2. 59% of EL entering kindergarten in 15-16 came in with limited English skills as shown in the Beginning and Early Intermediate proficiency levels.
3. The majority of ELs in 1st-6th are scoring on CELDT at the proficiency levels of Intermediate, Early Advanced, and Advanced.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	92	85	90
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	92	85	90
Number Met	49	46	58
Percent Met	53.3%	54.1%	64.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	97	19	100	14	101	19
Number Met	20	--	25	7	28	6
Percent Met	20.6%	--	25.0%	50.0%	27.7%	31.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--
<b>Mathematics</b>			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--

#### Conclusions based on this data:

1. AMAO 1 - Annual English Language Growth - There continues to be an increase in the percentage of students meeting this goal over the past three years. Additionally, we surpassed the 2015-2016 target of 62%.
2. AMAO 2 - Attaining English Proficiency  
For ELs with less than 5 years of EL instruction, we surpassed the target of 25.4%.  
For ELs with more than 5 years of EL instruction, we continue to fall short of meeting the target of 52.8%. Six out of the nineteen ELs (31.6%) who have had more than 5 years of EL instruction attained proficiency.
3. AMAO 3 - Participation Rate - Greer met participation rates in ELA and Math for the past 2 years (2014-2015, 2015-2016).





## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	615	654	660
Percent with Prior Year Data	100.0		100
Number in Cohort	615	654	660
Number Met	343	347	371
Percent Met	55.8	53.1	56.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	637	129	629	158	613	190
Number Met	126	60	137	79	157	78
Percent Met	19.8	46.5	21.8	50.0	25.6	41.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. At the district level, ELs met the AMAO 2 target for children with less than 5 years of EL instruction.
2. The percentage of Greer ELs meeting AMAO 1 and AMAO 2 (less than 5 years) surpassed the District percentages.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 1 - Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.
<b>SCHOOL GOAL #1:</b>
Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs.
<b>Data Used to Form this Goal:</b>
Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP). Grade level reading targets as measured by District Reading Assessments (DRA). Annual Measurement Achievement Objectives (AMAOs) for English Learners (EL) as measured by California English Language Development Test (CELDT). Chronic absence and truancy will be measured by truancy rates and school attendance analysis. Positive learning environment indicators will be measured by suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

**Findings from the Analysis of this Data:**

Reading- Spring MAP 2016 - School-wide Meeting/Exceeding – 65%  
Hispanic - Met/Exceeded = 66%  
Caucasian (without Hispanic) - Met/Exceeded = 68%  
Low Income - Met/Exceeded = 64%  
EL - Met/Exceeded = 60%  
RFEP - Met/Exceeded = 72%  
Sp. Ed. - Met/Exceeded = 57%  
Foster - Met/Exceeded = 50%

Math- Spring MAP 2016 - School-wide Meeting/Exceeding – 59%  
Hispanic - Met/Exceeded = 60%  
Caucasian (without Hispanic) - Met/Exceeded = 62%  
Low Income - Met/Exceeded = 58%  
EL - Met/Exceeded = 57%  
RFEP - Met/Exceeded = 72%  
Sp. Ed. - Met/Exceeded = 62%  
Foster - Met/Exceeded = 100%

**CELDT (15-16)**

AMAO 1 - Annual Progress in Learning English 64%  
AMAO 2 - Attaining the English Proficient Level on the CELDT  
(Less than 5 years) % in Cohort Attaining the English Proficient Level 27.7%  
(5 Years or More) % in Cohort Attaining the English Proficient Level 31.6%  
2015-2016 Greer R-FEP Rate is 9/42 ELs = 21%

Average Daily Attendance 15-16 was 95.1 %, 15-16 truancy rate was 26%  
Suspension rate 15-16 11/527=2%, expulsion rate 15-16 0/527=0%

**The percentage of students in grades 5 in the HFZ as measured by the 15-16 Physical Fitness Test:**

Aerobic Capacity 52/80=65%  
Abdominal Strength 83/84=98%  
Body Composition 51/84=61%  
Trunk Extension Strength 78/84=93%  
Upper Body Strength 57/84=68%  
Flexibility 56/84=66%

**Grade level reading benchmarks Spring 2016 as measured by DRAs:**

TK - 11/24=46%    K - 24/57=42%  
1st - 42/61=69%    2nd - 33/56=59%  
3rd - 32/70=46%    4th - 64/82=78%  
5th - 66/81=81%    6th - 70/89=79%

**How the School will Evaluate the Progress of this Goal:**

Data analysis, Personalized Learning Plan (PLP) progress, and dis-aggregated assessment results from:

- 1) Measures of Academic Progress (MAP) - increase the percentage of learners making one year's growth or more than one year's growth in each subgroup.
- 2) District Reading Assessments (DRA) - All learners will increase progress towards meeting DRA targets. 85% will meet grade level reading targets as measured by DRAs.
- 3) California English Language Development Test (CELDT) - Increase annual progress by no less than 5%. Cohort of EL students less than five years attaining English proficiency will increase no less than 5%, cohort of EL students greater than five years attaining English proficiency will increase no less than 4%, Maintain reclassification rate of grade 6 ELs enrolled since grade 1.
- 4) Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater.
- 5) School suspension rate will decrease by 1%.
- 6) Physical Fitness Test (PFT) - The percentage of students in the HFZ will increase by 3%.
- 7) Social Emotional Surveys
- 8) Smarter Balanced Performance Growth (status information from 14-15 and 15-16)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All learners will have a PLP which will include baseline information from MAP assessment and will indicate one or more than one year's growth. Action description: Administer computer adaptive academic assessment (MAP) for grades TK-6. Develop PLP profile with learners and conduct child-parent conferences.	2016-2017	Teachers, coaches, Site Admin, Learners	Release time for teachers to goal set and develop PLP profiles with learners	1000-1999: Certificated Personnel Salaries	Title I	1,300.00
Increase number of students, school-wide and in subgroups, who will meet grade level reading targets (District Reading Assessments) and meet personal growth goals.	2016-2017	Teachers, coaches, Site Admin, Paraprofessionals	Release time for teachers to analyze learner data and plan	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	41,800.00
			Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries	Title III	6,409.00
			Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I	4797.00
			Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	46,430.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplementary research-based classroom resources	4000-4999: Books And Supplies	Title I	1,244.00
<p>Increase the number of English Learners meeting AMAO 1.            Increase the number of English Learners meeting AMAO 2.            Improve/maintain school-wide reclassification rate annually            Improve/maintain school-wide reclassification rate by 6th grade            Action description:            Designated English Language Development (ELD will be taught 35-40 minutes each day, 5 days a week. Science and Social Studies will be the vehicle to deliver RALLI vocabulary development and comprehension strategies lessons.            All K-6 teachers will implement the RALLI core routines and strategies. Added support through the use of our instructional assistants will be provided during ELD instruction. Release time provided for teachers to observe ELD lessons taught by ELD Coach and site teachers.            Analysis of sub-group data (RFEPs and ELS) will inform instruction and support learners.</p>	2016-2017	Teachers, Paraprofessionals, Coaches, Site Administration	Release time for teachers to support RALLI implementation.	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			Purchase supplemental ELD instructional materials	4000-4999: Books And Supplies	Title I	500.00
<p>Reduce truancy rate while maintaining attendance rate.            Action description: attendance office will continue to monitor absences and absence verification; student recognition and incentive program will be in place each month to promote good attendance; social</p>	2016-2017	Secretary 1, Site Admin, Social Worker, Teachers	Student awards and incentives	4000-4999: Books And Supplies	Title I	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
worker will work with chronic and habitual learner truants and families.						
<p>Improve behavior: To support improved behavior we will continue to implement Youth Development Practices to engage, motivate, and inspire. Actions include: Provide learners with appropriate classroom and school-wide routines and procedures that promote physical safety and fairness to all. Classrooms will pilot the use of classroom meetings. Steps to Respect (anti-bullying) will be implemented in 4th, 5th, and 6th grades. Stop and think (social skills) implemented in 3rd grade. Second Step (social skills) implemented in Kinder-3rd grades. Explore additional ways to provide interest-based opportunities in the areas of visual and performing arts, science, technology, and service learning. Response to Intervention (RIT) will provide strategic learning and behavior supports to identified learners with need.</p>	2016-2017	Social Worker, Site Admin, Teachers	<p>Bully Prevention classroom materials</p> <p>Provide .5 Instructional Assistant for ASES program to support 20:1 student ratio at each grade level</p> <p>Yard supervisor monthly meetings and training</p> <p>Anti-bullying Assembly</p> <p>Behavior incentives</p> <p>Growth mindset classroom literature</p> <p>Purchase Collaborative Classrooms kits for each teacher</p> <p>Purchase and explore GALLUP Engagement Kit</p> <p>Purchase Peaceful Playgrounds program</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>500.00</p> <p>3,500.00</p> <p>1,000.00</p> <p>1000.00</p> <p>1000.00</p> <p>500.00</p> <p>4,000.00</p> <p>50.00</p> <p>2,000.00</p>
<p>Improved fitness will show through increased percentage of 5th grade learners in the Healthy fitness Zone (HFZ). Action description: Utilize FitnessGram software to monitor and support fitness goals.</p>	2016-2017	Teachers, Site Admin	<p>Release time for PE specialist to conduct school-wide fitness events</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>400.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure all students in each grade level receive the required number of physical education minutes during the school year.</p> <p>Provide all students opportunities to participate in physical activity breaks in classrooms, recess, and class transitions.</p> <p>Expand and implement First Tee program 1st - 6th grades.</p> <p>Implement school-wide running club after school.</p> <p>Implement a healthy fundraiser (Jog-a-thon) school-wide.</p>			Provide access to fitness software for classroom fitness breaks	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
			Recess and PE equipment	4000-4999: Books And Supplies	Title I	500.00
<p>Develop and provide learning supports through an Rtl process based on whole child learning needs.</p>	2016-2017	Teachers, Site Admin, Coaches, Para-professionals	Release time for teachers involved in the monthly referral process.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
			Additional IA time provided for specified learning supports.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00

**Planned Improvements in Student Performance**

**School Goal #2**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ALL</b>
<b>LCAP/LEA GOAL:</b>
Goal 2 – Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.
<b>SCHOOL GOAL #2:</b>
Implementation of Common Core will take place through a variety of blended learning environments. Students will have blended or integrated technology opportunities supporting CCSS and NGSS.
<b>Data Used to Form this Goal:</b>
Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP). Grade level reading targets as measured by District Reading Assessments (DRA). Annual Measurement Achievement Objectives (AMAOs) for English Learners (EL) as measured by California English Language Development Test (CELDT). Chronic absence and truancy will be measured by truancy rates and school attendance analysis. Positive learning environment indicators will be measured by suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Smarter Balanced Performance Science Assessment of 5th grade learners.
<b>Findings from the Analysis of this Data:</b>
See Findings from the Analysis in Goal 1. Additionally: Spring 2015 Science Assessment of 5th grade learners. Nine additional teachers have joined the NGSS cadre for early implementation for a total of ten.
<b>How the School will Evaluate the Progress of this Goal:</b>
Continue ELA CCSS implementation with 100% of all students taught with current adopted ELA materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS aligned Engage New York math units. NGSS core lead teachers provide instruction using curriculum aligned with NGSS. 100% of all students utilize technological resources as needed in order to support academic growth. Maintain yearly service learning participation of 100%. Increase the number of opportunities throughout the year for each learner from 1 to 2 opportunities.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build and support teacher leadership and capacity of NGSS.	2016-2017	Teachers, Site Admin, Coaches	Release time for classroom visits and science planning	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
Maintain service learning participation opportunities for all students. Deepen service learning professional development with teachers and grade level spans.	2016-2017	Teachers, Site Admin, Coaches, Service Learning Coordinator	no additional cost			
Additional opportunities for selected learners to access extended day and ASES.	2016-2017	Teachers, Site Admin, Coaches, ASES Coordinator	Certificated teachers provide instruction to selected students for academic acceleration - Tuesdays, Thursdays	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
			Extended Day for selected kinders	4000-4999: Books And Supplies	LCFF - Supplemental	639.00
English learner parent access to school information and student services through translation support.	2016-2017	Teachers, Site Admin	Extra time for parent conferences and newsletter translations	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	684.00
			Parent meeting materials and supplies (ELAC, SSC, etc)	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	683.00
			Extra time for parent conferences and newsletter translations	2000-2999: Classified Personnel Salaries	Title I	500.00
Develop and provide learning supports through an Rtl process based on whole child learning needs.	2016-2017	Teachers, Site Admin	Release time to allow teachers to attend monthly meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
			Explore and purchase resources to use as classroom learning supports	4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
			Explore and purchase resources to use as classroom learning supports	4000-4999: Books And Supplies	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learners use on-line learning tools to support individual student learning pathways. Action description: Explore additional usage (virtual courses, learning pathways course-ware, pilot Chromebook checkout).	2016-2017	Teachers, Site Admin	Blended Learning opportunities	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.00
4th-6th grade levels are offering choice in learning (rotation schedule, STEM, VAPA, Project-based strands).	2016-2017	Teachers, Site Admin	Classroom resources	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
Continue support of technology use by providing 1:1 Chromebook device use for all. Develop use of iPads at each grade level. Expand new digital media center Supplemental technology to support CCSS and NGSS.	2016-2017	Teachers, Site Admin	Supplemental tech accessories (headphones and earbuds)	4000-4999: Books And Supplies	Title I	500.00
Supplemental materials and professional development to support CCSS (literacy and math), ELD standards, and NGSS instructional programs.	2016-2017	Teachers, Site Admin	Accelerated Reader renewal	5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
			Classroom supplemental writing resources (Being a Writer)	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
			Illustrative Math pilot at 6th grade - additional release time for planning	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
			Release 5th and 6th grade teachers for CAASPP work with district coaches	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00

**Planned Improvements in Student Performance**

**School Goal #3**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ALL</b>
<b>LCAP/LEA GOAL:</b> Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
<b>SCHOOL GOAL #3:</b> Continuous improvement opportunities are supported at Greer including the district personalized evaluation processes.
<b>Data Used to Form this Goal:</b> Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP). Grade level reading targets as measured by District Reading Assessments (DRA). Annual Measurement Achievement Objectives (AMAOs) for English Learners (EL) as measured by California English Language Development Test (CELDT). Chronic absence and truancy will be measured by truancy rates and school attendance analysis. Positive learning environment indicators will be measured by suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Parent, learner, and staff surveys provide feedback for continuous improvement.
<b>Findings from the Analysis of this Data:</b> See Findings from the Analysis in Goal 1 and from the survey analysis in Comprehensive Needs section.
<b>How the School will Evaluate the Progress of this Goal:</b> 100% of administrators and teachers use the EES to develop personalized growth plans for all adult learners. Increased stakeholder engagement by utilizing community surveys for parent, student, staff input. Use feedback from surveys and stakeholder groups in the yearly revision of the LCAP and SPSA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All Teachers and Admin developed Growth Plans to support continuous improvement. Admin and teachers	2016-2017	Site Admin, Teachers	Release time - sub cost Actual Cost TBD	1000-1999: Certificated Personnel Salaries	Educator Effectiveness	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meet individually to conference about growth plan at the beginning of the year and throughout the year. Conduct on-going mini-observations with face-to-face and written feedback utilizing the Edivate platform. Educator Effectiveness Funds of \$1000.00 are provided to each adult learner to support growth plans.			Books, periodicals, etc. related to professional growth plan Actual Cost TBD	4000-4999: Books And Supplies	Educator Effectiveness	5,000.00
			Conferences, workshops related to professional growth plan Actual Cost TBD	5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	9,900.00
Illuminate Parent Portal will continued to be used as part of communicating student progress.	2016-2017	Site Admin, Teachers	no additional site cost			

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 4 - Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.
<b>SCHOOL GOAL #4:</b>
The school will work collaboratively with the district supervisors to maintain high standards for our school facilities.
<b>Data Used to Form this Goal:</b>
Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE) Parent, learner, and staff surveys provide feedback for continuous improvement. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP). Grade level reading targets as measured by District Reading Assessments (DRA). Annual Measurement Achievement Objectives (AMAOs) for English Learners (EL) as measured by California English Language Development Test (CELDT). Chronic absence and truancy will be measured by truancy rates and school attendance analysis. Positive learning environment indicators will be measured by suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).
<b>Findings from the Analysis of this Data:</b>
See Findings from the Analysis in Goal 1 and from the survey analysis in Comprehensive Needs section.
<b>How the School will Evaluate the Progress of this Goal:</b>
Schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE). Maintain zero Williams facilities complaints.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School recycling efforts are improved to reduce waste. Continue recycling efforts and	2016-2017	Site Admin	no additional cost			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
education with Cal Waste education program for 2nd and 4th grades.						
On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.	2016-2017	Site Admin, Maintenance Supervisor	no additional cost			
On-going monitor and inventory of site level textbook sufficiency.	2016-2017	Site Admin	no additional cost			

**Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

**Centralized Service Goal #1**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Reading and Math</b>
<b>SCHOOL GOAL #1:</b>
Improve Reading Achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase number of students, school-wide and in subgroups, who will meet grade level reading benchmarks (District Reading Assessments) and meet personal literacy and math growth goals.	2016-2017	Coaches, Paraprofessionals, Site Admin	Provide staffing for instructional assistants	2000-2999: Classified Personnel Salaries	Title III	6,409.00
			Provide staffing for instructional assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	88,225.00
			Provide staffing for instructional assistants	2000-2999: Classified Personnel Salaries	Title I	4,797.00

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	30,791.00	0.00
Title I Part A: Parent Involvement	1,367.00	0.00
Title III	6,409.00	0.00
LCFF - Supplemental	99,869.00	0.00
Educator Effectiveness	19,900.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Educator Effectiveness	19,900.00
LCFF - Supplemental	99,869.00
Title I	30,791.00
Title I Part A: Parent Involvement	1,367.00
Title III	6,409.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	14,200.00
2000-2999: Classified Personnel Salaries	106,120.00
4000-4999: Books And Supplies	22,616.00
5000-5999: Services And Other Operating Expenditures	14,400.00
5800: Professional/Consulting Services And Operating	1,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	5,000.00
4000-4999: Books And Supplies	Educator Effectiveness	5,000.00
5000-5999: Services And Other Operating	Educator Effectiveness	9,900.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	89,230.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,639.00
5000-5999: Services And Other Operating	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Title I	3,700.00
2000-2999: Classified Personnel Salaries	Title I	9,797.00
4000-4999: Books And Supplies	Title I	12,294.00
5000-5999: Services And Other Operating	Title I	4,000.00
5800: Professional/Consulting Services And	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	684.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	683.00
2000-2999: Classified Personnel Salaries	Title III	6,409.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	122,430.00
<b>Goal 2</b>	16,006.00
<b>Goal 3</b>	19,900.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:


Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Anne Wood				X	
Melissa Pruitt				X	
Christine Harper				X	
Kassandra Eyer				X	
Stephanie Simonich				X	
Kitty Setberg		X			
Stacey Finley		X			
Kim Silveria		X			
Maria Anaya			X		
Emily Peckham	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/30/2016.

Attested:

Emily Peckham		11/30/16
Typed Name of School Principal	Signature of School Principal	Date
Anne Wood		11-30-16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

# The Single Plan for Student Achievement

**School:** Lake Canyon Elementary School

**CDS Code:** 34673480107946

**District:** Galt Joint Union ESD

**Principal:** Judith Hayes

**Revision Date:** November 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Judith Hayes

**Position:** Principal

**Phone Number:** (209) 744-5200

**Address:** 800 Lake Canyon Ave.  
Galt, CA 95632

**E-mail Address:** [jhayes@galt.k12.ca.us](mailto:jhayes@galt.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Lake Canyon Elementary School's Vision and Mission Statements**

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the civic, college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. This clear need of our students led to Lake Canyon Elementary School's administration, staff, and parents joining together to make increased student engagement and opportunities a reality. We are providing varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent leading to the long term anticipated outcome of each and every student being ready for what lies ahead on their journey of achieving civic, college and career readiness by the time they leave high school.

## **School Profile**

Lake Canyon serves nearly six hundred students in grades TK-6. Lake Canyon has a staff of over seventy five. Lake Canyon enjoys a close partnership with parents and the community in meeting our school mission. Lake Canyon student demographics include Socioeconomically Disadvantaged 62.1%, English Learners 23.8%, and Students with Disabilities 14.3%.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Lake Canyon students, parents, and staff have participated in the following surveys; Bullying Awareness and Needs, Youth Engagement Focus Group, and Facilities Master Plan. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social emotional needs of students. Survey results also revealed a desire for safe facilities including outdoor sports fields and fence extensions.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School administrators perform formal and informal observations of employees. Certificated staff are regularly observed and provided feedback. Classified staff are observed and provided feedback. All Lake Canyon staff are performing their assigned position descriptions and are meeting or exceeding performance goals. Ongoing professional development is prioritized and offered for all employee groups.



### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Lake Canyon student achievement is measured using the Measures of Academic Progress (MAP) assessment by NWEA, CELDT and the CAASPP assessment. The data from these assessments informs personalized academic plans for each student.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lake Canyon students are assessed using district benchmark assessments and through the MAP assessment each Trimester. The data from these assessments informs personalized academic plans for each student. Changes and updates to these plans are made regularly to meet the changing needs of students.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of Lake Canyon certificated staff is highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of Lake Canyon certificated staff has access to professional development through the provision of the Edivate system, instructional materials, training opportunities and conferences, webinars, and professional development release time.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned to the current content standards (Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff for the transition to CCSS and NGSS. The Galt Joint Union Elementary School District (GJUEDSD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported in the transition. Additionally, teachers have anytime access to Edivate, an on-line collection of educational videos. Teachers can utilize these and tie them to their own personalized professional development. Additionally, teachers and administrators develop Educational Personalized Learning Plans (PLPs) (personal goal-setting) through the use of Edivate for personalized professional development.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Lake Canyon teachers have the assistance and support of instructional coaches along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards and Next Generation Science Standards) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff for the transition to CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported in the transition. Additionally, teachers have anytime access to Edivate, an on-line collection of educational videos. Teachers can utilize these and tie them to their own personalized professional development. Additionally, teachers and administrators develop Educational PLPs (personal goal-setting) through the use of Edivation for personalized professional development.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The year long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after school programs offering strong differentiated small group intervention support, the Galt Assisted Learning and Enrichment Program (GALEP), Service Learning, and First Five. In addition, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program.

Monthly Response to Intervention (RtI) referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning. Additionally, a teacher support provider (TSP) from the RtI referral team will communicate and support teachers to monitor the progress these students are making.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of instructional materials are available to all student groups and aligned to the current adopted CCSS and NGSS.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional material are aligned with SBE-adopted and standards aligned benchmarks.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All services provided by the regular school program enable underperforming students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program.

14. Research-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. PLPs for each student prescribe intervention and enrichment pathways based on the current CCSS and NGSS. Student engagement is maximized through interest based project and inquiry based lessons and units across all subjects. A wide variety of interest based after school clubs and academic competition opportunities as well as guest speakers, field trips, and activities enlarge student engagement.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lake Canyon has a school licensed social worker, medical assistant and school nurse, offers parenting classes and provides access to community based tutors.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Lake Canyon has a school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Lake Canyon has a school licensed social worker, medical assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.

### 18. Fiscal support (EPC)

Lake Canyon has a school licensed social worker, medical assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including Economic Impact Aid (EIA), Title I and Title III.

## **Description of Barriers and Related School Goals**

Barriers include the incidence of student bullying which impacts student engagement and access to technology at home. The implementation of the planned improvements outlined in goals 1-4 of this plan will address and remedy this barrier.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	66	84	65	82	65	82	98.5	97.6
Grade 4	83	64	82	64	82	64	98.8	100
Grade 5	91	87	89	86	89	86	97.8	98.9
Grade 6	94	98	93	96	93	96	98.9	98
All Grades	334	333	329	328	329	328	98.5	98.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2417.1	2412.5	14	20	29	18	35	37	22	26
Grade 4	2429.1	2424.6	12	8	17	17	24	31	46	44
Grade 5	2496.6	2497.9	19	20	25	30	28	21	28	29
Grade 6	2499.5	2506.0	5	9	31	30	34	31	29	29
All Grades	N/A	N/A	12	14	26	25	30	30	32	31

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	15	62	52	25	33
Grade 4	15	9	44	41	41	50
Grade 5	19	24	45	42	36	34
Grade 6	15	16	46	54	39	30
All Grades	16	16	48	48	36	36

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	13	46	54	37	33
Grade 4	16	6	41	55	43	39
Grade 5	25	28	48	44	27	28
Grade 6	10	10	53	45	38	45
All Grades	17	15	47	49	36	36

Listening						
Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	16	71	63	17	21
Grade 4	11	3	65	75	24	22
Grade 5	20	14	61	70	19	16
Grade 6	12	13	73	76	15	11
All Grades	14	12	67	71	19	17

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	15	58	60	20	26
Grade 4	13	16	51	52	35	33
Grade 5	29	26	54	59	17	15
Grade 6	16	21	62	61	22	18
All Grades	20	20	57	59	23	22

**Conclusions based on this data:**

1. This baseline data will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	66	84	65	82	65	82	98.5	97.6
Grade 4	83	64	82	64	82	64	98.8	100
Grade 5	91	87	89	86	89	86	97.8	98.9
Grade 6	94	98	93	96	93	96	98.9	98
All Grades	334	333	329	328	329	328	98.5	98.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2409.3	2412.2	11	7	22	32	37	26	31	35
Grade 4	2441.7	2427.2	5	3	23	22	44	38	28	38
Grade 5	2470.3	2472.2	8	8	11	12	31	40	49	41
Grade 6	2495.0	2505.2	11	10	15	17	31	40	43	33
All Grades	N/A	N/A	9	8	17	20	36	36	39	37

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	26	43	30	40	44
Grade 4	11	17	40	19	49	64
Grade 5	9	8	35	37	56	55
Grade 6	13	17	32	36	55	47
All Grades	12	17	37	32	51	52

<b>Problem Solving &amp; Modeling/Data Analysis</b>						
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	15	15	43	50	42	35
<b>Grade 4</b>	11	6	46	42	43	52
<b>Grade 5</b>	9	9	38	48	53	43
<b>Grade 6</b>	11	9	52	54	38	36
<b>All Grades</b>	11	10	45	49	44	41

<b>Communicating Reasoning</b>						
<b>Demonstrating ability to support mathematical conclusions</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	22	12	52	68	26	20
<b>Grade 4</b>	9	5	43	48	49	47
<b>Grade 5</b>	8	8	48	50	44	42
<b>Grade 6</b>	14	13	44	58	42	29
<b>All Grades</b>	12	10	47	57	41	34

**Conclusions based on this data:**

1. This baseline data will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans.



**School and Student Performance Data**

**CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					***	20			40	***		40			
1			14	24	37	27	52	42	55	20	5	5	4	16	
2		4		32	35	35	52	46	53	16	15	6			6
3	10	7	5	10	29	36	45	54	45	35	7	14		4	
4			5	44	31	36	50	50	55	6	6	5		13	
5		23	13	29	46	25	57	31	56	14		6			
6	***				80	55	***	20	45						
<b>Total</b>	3	5	6	27	38	34	50	44	51	19	7	8	1	5	1

**Conclusions based on this data:**

1. This data will inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes the fact that the majority of our Lake Canyon English Learners are in the Intermediate and Early Advanced levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				7	22	8	25	9	13	36	35	58	32	35	21
1			14	23	30	27	54	39	55	19	13	5	4	17	
2		4		32	32	35	52	46	53	16	14	6		4	6
3	10	10	5	14	30	36	43	50	45	33	7	14		3	
4	10		5	40	35	36	45	47	55	5	6	5		12	
5		23	13	29	46	25	57	31	56	14		6			
6	***				71	55	***	14	45					14	
<b>Total</b>	4	5	5	23	33	30	44	37	45	21	13	16	7	12	4

#### Conclusions based on this data:

1. This data will inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes the fact that the majority of our Lake Canyon English Learners are in the Intermediate and Early Advanced levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	104	110	115
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	104	110	115
Number Met	60	63	68
Percent Met	57.7%	57.3%	59.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	118	11	110	22	105	28
Number Met	25	--	32	14	33	12
Percent Met	21.2%	--	29.1%	63.6%	31.4%	42.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	Yes	Yes	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. This data will inform the instruction in some of our intermediate classrooms. Conclusions from this data will be included in the group of multiple measures which educators use to personalize the learning of each student through the provision of intervention, enrichment, use of blended learning tools, and curriculum choices. Professional development for educators will also be informed by these multiple measures. This data indicates a shift from former adopted science standards to NGSS is in place.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	615	654	660
Percent with Prior Year Data	100.0		100
Number in Cohort	615	654	660
Number Met	343	347	371
Percent Met	55.8	53.1	56.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	637	129	629	158	613	190
Number Met	126	60	137	79	157	78
Percent Met	19.8	46.5	21.8	50.0	25.6	41.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b> Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.
<b>SCHOOL GOAL #1:</b> Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap. Personalized learning plans (PLPs) developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs.
<b>Data Used to Form this Goal:</b> Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity. Grade level reading for PLPs goals will be measured by District Reading Assessments (DRAs).
<b>Findings from the Analysis of this Data:</b> In order to provide all Lake Canyon Elementary School students access to college or career, 100% of all students shall meet or exceed PLP goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)) as indicated by multiple measures: Measures of Academic Progress (MAP), state assessments, AMAO/CELDT, chronic absence and truancy rates. Healthy fitness zones, district assessments.

**How the School will Evaluate the Progress of this Goal:**

Data analysis, surveys, committee feedback. Disaggregated assessment results, survey results, sub group assessment results, PLP progress. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons.

State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%.

Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity.

Grade level reading for PLP goals will be measured by District Reading Assessments (DRAs).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLPs implemented pre-K through grade 6. 100% of students reach one year or more than one year of growth.	'16-'17 school year	Principal	CELDT	2000-2999: Classified Personnel Salaries	Title I	1,000
			Release Time	None Specified	Title I	127.12
			Extra Time	2000-2999: Classified Personnel Salaries	Title I	500.00
			Translations	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	700.00
			Translations	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000
			Student Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00
			Student Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	80.00
			Student Meeting	None Specified	LCFF - Supplemental	63.56
			Student Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00
33% of English learners less than 5 years will achieve or exceed proficiency again this school year. English learners will show annual	'16-'17 school year	Principal	Release Time	None Specified	LCFF - Supplemental	63.56
			Extended Day	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
growth from 59.1% to 62% in AMAO 1. English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.			Extended Day	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
By the end of grade 6, 100% of students would be reclassified as fluent from 98%. English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.	'16-'17 school year	Principal				
AMO Truancy rate will decrease to 10%. School will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for truancy and collaborate with families to develop preventative measures to reduce truancy.	'16-'17 school year	Principal				
AMO Maintain 0% expulsion rate. Reduce suspension rate from 1% to .05%. School will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for suspension and collaborate	'16-'17 school year	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
with families to develop preventative measures to reduce suspension.						
AMO Grade 5 student fitness rates as measured by the HFZ will increase 3% across all measured areas. School site will offer extended day opportunities for students to engage in physical fitness and learn about healthy eating and its impact on overall wellness.	'16-'17 school year	Principal				
AMO Grade level student reading proficiency will increase to 80% proficiency. A school site reading center staffed by classified aides will offer reading strategies and intervention. School site implements a response to intervention model based on offering multiple tiered supports systems.	'16-'17 school year	Principal				



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b> Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.
<b>SCHOOL GOAL #2:</b> Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.
<b>Data Used to Form this Goal:</b> Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency. Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).
<b>Findings from the Analysis of this Data:</b> In order to provide all Lake Canyon Elementary School students access to college or career, 100% of all students shall meet or exceed Personalized Learning Plan (PLP) goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)) as indicated by multiple measures: Measures of Academic Progress (MAP), state assessments, AMAO/CELDT, chronic absence and truancy rates. Healthy fitness zones, district assessments.

**How the School will Evaluate the Progress of this Goal:**

Data analysis, surveys, committee feedback. Disaggregated assessment results, survey results, sub group assessment results, PLP progress. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons.

State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency.

Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%.

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%.

Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity.

Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level PLCs and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.	'16-'17 school year	Principal	Amazon Books	4000-4999: Books And Supplies	Title I	40.05
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	131.21
			Everyday Mathematics	4000-4999: Books And Supplies	Title I	32.90
			Studies Weekly	4000-4999: Books And Supplies	Title I	327.25
			Scholastic Magazines	4000-4999: Books And Supplies	Title I	510.22
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	108.50
			Scholastic Books	4000-4999: Books And Supplies	Title I	209.49
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	64.32
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	43.64
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	53.23

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	49.00
			Curriculum Books	4000-4999: Books And Supplies	Title I	264.67
			SIPPS	4000-4999: Books And Supplies	LCFF - Supplemental	3097.50
			SIPPS	4000-4999: Books And Supplies	Title I	6851.60
100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.	'16-'17 school year	Principal	Ipads	None Specified	Title I	7792.69
			Ipads	None Specified	LCFF - Supplemental	7792.70
			Matific	None Specified	Title I	1912.50
			ESGI	None Specified	Title I	1359.51
			ESGI	None Specified	Title I	179.00
			Breakout EDU	None Specified	Title I	347.03
			AR Renaissance	None Specified	Title I	2624.00
			Voice Booster	None Specified	Title I	68.36
			Breakout EDU	None Specified	Title I	116.57
			Symphony Math	None Specified	LCFF - Supplemental	2,400
			Brain Pop	None Specified	LCFF - Supplemental	545.00
			Socrative	None Specified	LCFF - Supplemental	29.99
			Flocabulary	None Specified	LCFF - Supplemental	96.00
100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.	'16-'17 school year	Principal	Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	15.00
			Amazon	4000-4999: Books And Supplies	Title I	14.70
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	46.50
			Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	23.22

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Daily Paragraph/connector adapter	4000-4999: Books And Supplies	Title I	67.23
			Nancy Fetzer's Writing Curriculum	4000-4999: Books And Supplies	LCFF - Supplemental	92.43
			Candymakers Books	4000-4999: Books And Supplies	LCFF - Supplemental	181.31
			Valley Office	None Specified	LCFF - Supplemental	1974.70
			Nancy Fetzer's Writing Curriculum	4000-4999: Books And Supplies	LCFF - Supplemental	92.43
			Califone Blue	4000-4999: Books And Supplies	LCFF - Supplemental	355.83

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b> Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes.
<b>SCHOOL GOAL #3:</b> Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission.
<b>Data Used to Form this Goal:</b> Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency. Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).
<b>Findings from the Analysis of this Data:</b> In order to provide all Lake Canyon Elementary School students access to college or career, 100% of all students shall meet or exceed Personalized Learning Plan (PLP) goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)) as indicated by multiple measures: Measures of Academic Progress (MAP), state assessments, AMAO/CELDT, chronic absence and truancy rates. Healthy fitness zones, district assessments.

**How the School will Evaluate the Progress of this Goal:**

Data analysis, surveys, committee feedback. Disaggregated assessment results, survey results, sub group assessment results, PLP progress. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons.

State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency.

Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%.

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%.

Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity.

Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In order to engage all stakeholders in the educational process,100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations. Performance Management Systems (PMS) parent and student portals opened to provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol.	'16-'17 school year	Principal	Essential 55 Workbook- Ron Clark	4000-4999: Books And Supplies	Title I	13.22

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.	16-'17 school year	Principal	Release Time	None Specified	Title I	63.56
			Release Time	None Specified	Title I	254.24
			Ron Clark Academy	None Specified	Title I	383.34
			Ron Clark Academy	None Specified	LCFF - Supplemental	401.96
			Ron Clark Academy	None Specified	LCFF - Supplemental	251.96
			Ron Clark Academy	None Specified	LCFF - Supplemental	459.70
			Newsela Training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00
			Ron Clark Academy	None Specified	LCFF - Supplemental	401.96
			Ron Clark Academy	None Specified	LCFF - Supplemental	116.14
			SIPPS Training	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	250.00
			Ron Clark Academy	None Specified	LCFF - Supplemental	268.70
			Ron Clark Academy	None Specified	LCFF - Supplemental	417.96
			Ron Clark Academy	None Specified	LCFF - Supplemental	437.96
			Release Time	None Specified	LCFF - Supplemental	381.36
			Ron Clark Academy	None Specified	LCFF - Supplemental	12.04
			Ron Clark Academy	None Specified	LCFF - Supplemental	247.96
			Release Time	None Specified	LCFF - Supplemental	1398.31
			Ron Clark Academy	None Specified	LCFF - Supplemental	373.75
			Ron Clark Academy	None Specified	LCFF - Supplemental	333.86
			Ron Clark Academy	None Specified	LCFF - Supplemental	50.00

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning.
<b>SCHOOL GOAL #4:</b>
The Lake Canyon campus is safe, healthy, hazard free, clean, and equipped for 21st Century learning. School-wide wellness action plan developed with the Alliance for a Healthier Generation. and Let's Move Active Schools organizations continues to be implemented. A wide variety of extended day activities and intervention support sessions will be offered centered around civic, college and career readiness. Student strengths and interests will be included in the registration process.
<b>Data Used to Form this Goal:</b>
Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency. Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).



**Findings from the Analysis of this Data:**

In order to provide all Lake Canyon Elementary School students access to college or career, 100% of all students shall meet or exceed Personalized Learning Plan (PLP) goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)) as indicated by multiple measures: Measures of Academic Progress (MAP), state assessments, AMAO/CELDT, chronic absence and truancy rates. Healthy fitness zones, district assessments.

**How the School will Evaluate the Progress of this Goal:**

Data analysis, surveys, committee feedback. Disaggregated assessment results, survey results, sub group assessment results, PLP progress. Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons.  
 State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).  
 Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency.  
 Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 42.9%.  
 Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 18%.  
 Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%.  
 Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 53% of students need improvement in Aerobic Capacity.  
 Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide wellness action plan developed with the Alliance for a Healthier Generation and Let's Move Active Schools organizations continues to be implemented.	'16-'17 school year	Principal	Sentry Safe	None Specified	Title I	218.29
A wide variety of extended day activities and intervention support sessions will be offered to all students. Extended day opportunities will be built and offered taking into consideration student strengths and interests.	'16-'17 school year	Principal	Therapy Shoppe/echo	4000-4999: Books And Supplies	Title I	233.85
			Apple TV	4000-4999: Books And Supplies	LCFF - Supplemental	215.92
			CDI Computers	4000-4999: Books And Supplies	LCFF - Supplemental	1254.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.						

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects.**

**SCHOOL GOAL #1:**

Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap. Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated and classified staff will support the implementation of personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap. Blended learning tools and appropriate supplies and materials to support adopted standards based instruction are used.	'16-'17 School Year	Principal	IAs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	45,290.96
			BIAs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,773.49
			Coaches	1000-1999: Certificated Personnel Salaries	Title I	800.00
			Blended Learning	0000: Unrestricted	District Funded	
			NGSS supplies/materials	4000-4999: Books And Supplies	District Funded	
			Lexia Core 5	0000: Unrestricted	District Funded	
			BIAs	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	7,270.12

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects</b>
<b>SCHOOL GOAL #2:</b>
Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize adopted curriculum and technology tools in instruction in the adopted standards.	16-'17 school year	principal	Adopted Curriculum	4000-4999: Books And Supplies	District Funded	5,000.00
Provide hardware and software to meet aid in instruction and implementation of adopted standards.	'16-'17 school year	principal	hardware and software	4000-4999: Books And Supplies	District Funded	10,000.00

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects.</b>
<b>SCHOOL GOAL #3:</b>
Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth will be valued as part of the school mission.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All certificated staff will have access to meaningful observation, evaluation, and professional development resources and opportunities. Educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.	16-'17 school year	Principal	Edivation system	0000: Unrestricted	District Funded	
			Professional Development-Educator Effectiveness	0000: Unrestricted	District Funded	15,033.85
Classified staff will have access to meaningful observation, evaluation, and professional development resources and opportunities.	'16-'17 school year	Principal				

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects.**

**SCHOOL GOAL #4:**  
 The Lake Canyon campus is safe, healthy, hazard free, clean, and equipped for 21st Century learning. School-wide wellness action plan developed with the Alliance for a Healthier Generation and Let's Move Active Schools organizations continues to be implemented. A wide variety of extended day activities and intervention support sessions will be offered.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bright Future Learning Center is staffed and supports extended day offerings.	'16-'17 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	
Custodians, maintenance, and grounds are maintained and safe.	'16-'17 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	
Technology is supported by information technology support staff.	'16-'17 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Supplemental	32,388.55
Title I	26,046.01
Title I Part A: Parent Involvement	700.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,250.00
2000-2999: Classified Personnel Salaries	5,530.00
4000-4999: Books And Supplies	14,389.22
None Specified	33,965.34



**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,330.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,289.42
None Specified	LCFF - Supplemental	18,519.13
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	9,099.80
None Specified	Title I	15,446.21
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	700.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,534.24
Goal 2	39,910.28
Goal 3	6,767.98
Goal 4	1,922.06

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Judith Hayes	X				
Fred Sheldon		X			
Valerie Seamons		X			
Nikole Salinas		X			
Julie Jennings				X	
Lyn Cotton Smith				X	
Chris Woods				X	
Tiffany Steinbaugh				X	
Tiffany Manning				X	
Irma Garcia			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

*[Signature]*  
Signature

English Learner Advisory Committee

*Roselle Hernandez*  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

*[Signature]*  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on \_\_\_\_\_

Attested:

Judith Hayes  
Typed Name of School Principal

*[Signature]*  
Signature of School Principal

11/28/10  
Date

Fred Sheldon  
Typed Name of SSC Chairperson

*[Signature]*  
Signature of SSC Chairperson

11/28/10  
Date

# The Single Plan for Student Achievement

**School:** Marengo Ranch Elementary School  
**CDS Code:** 34 67348 6114185  
**District:** Galt Joint Union ESD  
**Principal:** Jennifer Porter  
**Revision Date:** November 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Marengo Ranch Elementary School's Vision and Mission Statements**

Vision:

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

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

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

At Marengo Ranch, we are making it personal.

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

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

## **School Profile**

At Marengo Ranch Elementary School, our vision embraces a personal approach to student learning. We believe that every child has unique needs, strengths, talents, and interests. It is our mission to ensure that all learners have opportunities to meet their personal goals, and to have the skills, tools, and confidence needed to achieve their dreams and aspirations for college, career, and beyond.

We strive to work together with our staff and school community to develop a comprehensive student achievement plan that clearly identifies existing improvement efforts, strategies, resources, and interventions to meet the school's goals and the individual student needs.

In order to develop the plan, assessment data is analyzed and tracked over time to ensure that academic achievement is monitored for all students. Multiple instructional strategies are utilized to provide specific instruction in the classroom as well as targeted intervention techniques for students who are at risk or failing to make progress. Although the school plan clearly addresses the needs of all children, particular attention is paid to children who are low achieving so that efforts to support them are strategic and focused.

Each student has a compact that is signed by the student, the student's parent or guardian, the teacher, and the principal. Staff members and School Site Council members are involved in the development/revision of the compact and review it at annual meetings. The components of the plan may be reviewed as needed to ensure that all parties are fulfilling their roles and responsibilities.

It is the goal of the district to provide ongoing opportunities for parents to be involved in the education of their children. The Bright Future Learning Center's after school time allows families to come to the school to work together beyond the school day. Technology, wireless internet, and a safe, quiet work environment are all available.

Federal, State, and local resources, services, programs are coordinated through our school Leadership Team, School Site Council (SSC), Parent Teacher Kid Club (PTKC), English Learner Advisory Committee (ELAC) to help all students reach their academic goals.

Marengo enrollment has decreased by fourteen students this year and stands at 547.

Current enrollment numbers:

Transitional Kinder	13
Kinder	62
1st grade	75
2nd grade	68
3rd grade	71
4th grade	67
5th grade	95
6th grade	96

Student enrollment by subgroup:

Black or African American	9 = 0.1%
American Indian or Alaska Native	3 = -0.1%
Asian	19 = 0.3%
Filipino	6 = 0.1%
Hispanic or Latino	241 = 44%
Native Hawaiian or Pacific Islander	4 = 0.1%
White	256 = 47%
Socioeconomically Disadvantaged	238 = 43%
English Learners	67 = 12%
Students with Disabilities	77 = 14%

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys are conducted annually for all 5th and 6th graders through the Gallup Student Poll. Information is generated to determine levels of Hope, Engagement, and Well-Being. 2016 Fall survey results indicate that 58% of the students are hopeful and 67% of the students are engaged. Teacher and parent surveys are conducted at the district level as well as the school level with focused questions on relevant issues.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers and administration meet after each mini observation for feedback related to instructional practices.



### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Creating Professional Learning Communities (PLCs) continues to provide focus for high student achievement. Every PLC, with the guidance from administration and coaches, will establish learning goals, outcomes/expectations for ELA & Mathematics.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet "Highly Qualified" teacher requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Marengo Ranch will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. Professional development is available to all teachers with \$1,000 funding provided to support meeting personal goals.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The GJUESD district and site administrators, and teachers participate in professional development in order to ensure that all teachers are supported in the transition to Next Generation Science Standards (NGSS).

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Creating Professional Learning Communities continues to provide focus for high student achievement. Every PLC, with the guidance from administration, will establish learning goals, outcomes/expectations for ELA & Mathematics.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are all aligned with the Common Core Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level PLC's have flexibility with lesson pacing in order to meet the personalized needs of each learner.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Engage New York/Eureka Math (CCSS) materials are provided for all students in grades K-5. For ELA, current adopted materials are utilized, but adapted to align with CCCSS. Bridge materials are developed and utilized by PLCs to supplement core materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

ELA pilot considerations to take place during the 2016-2017 school year.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not making growth will receive assistance in the classroom through differentiated instruction and support from instructional assistants, and online courseware. After school support may be available through the Bright Future Learning Center or through extended day opportunities.

14. Research-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Bi-monthly MTSS referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning. RALLI training will be provided to all teachers to support instruction in the area of English Language Development.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SWP funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Language Advisory Council (ELAC), Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional assistants (IAs) are provided through Title I and Title III funding. Services provided support in the area of reading instruction and intervention.

18. Fiscal support (EPC)

SWP funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds. Educator Effectiveness Funding will support teachers with professional development opportunities.

### **Description of Barriers and Related School Goals**

Current building configurations do not allow for flexibility and adaptation of learning spaces to optimize learning for all students. School goal #4. Master Facility Plan outlines new facility structure that will allow for new ways to address learning spaces.

Limited Title I resources are available for IA salaries, intervention, and instructional materials. As a result, only four part-time IAs and one full-time IA are assigned to Marengo Ranch. This impacts our ability to provide optimal support for learners in the area of school goal #1. Personalized learning plans are developed for all learners; however, challenges persist with respect to closing the achievement gap.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	82	66	80	65	80	65	97.6	98.5
Grade 4	93	92	91	91	91	91	97.8	98.9
Grade 5	100	95	98	94	98	94	98.0	98.9
Grade 6	83	103	83	101	83	101	100.0	98.1
All Grades	358	356	352	351	352	351	98.3	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2424.2	2432.0	26	25	21	28	21	25	31	23
Grade 4	2442.1	2464.5	16	24	19	27	24	16	41	32
Grade 5	2481.9	2491.1	15	18	28	28	26	20	32	34
Grade 6	2508.3	2502.1	8	9	30	32	36	31	25	29
All Grades	N/A	N/A	16	18	24	29	27	23	32	30

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	29	33	43	38	28
Grade 4	18	29	45	38	37	33
Grade 5	18	16	36	44	46	40
Grade 6	8	12	55	50	36	39
All Grades	18	21	42	44	39	36

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	25	45	60	28	15
Grade 4	15	23	42	49	42	27
Grade 5	18	22	45	50	33	28
Grade 6	17	10	52	52	31	38
All Grades	19	19	46	52	34	28

Listening						
Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	12	65	72	16	15
Grade 4	14	18	67	63	19	20
Grade 5	10	13	71	74	18	13
Grade 6	16	19	65	66	19	15
All Grades	14	16	67	69	18	16

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	22	63	55	15	23
Grade 4	12	15	51	63	37	22
Grade 5	24	21	56	60	19	19
Grade 6	17	23	61	54	22	23
All Grades	19	20	57	58	24	22

**Conclusions based on this data:**

1. All grade levels increased in the % of students who met and exceeded standards.
2. The largest increase in the % of students who met and exceeded standards was 4th grade. There was an increase of 16% from 35% to 51%.
3. Area to focus on: 6th grade writing scores demonstrated a 7% increase in the below standard range.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	82	66	80	65	80	65	97.6	98.5
Grade 4	93	92	92	91	91	91	98.9	98.9
Grade 5	100	94	98	93	98	93	98.0	98.9
Grade 6	83	103	83	101	83	101	100.0	98.1
All Grades	358	355	353	350	352	350	98.6	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2421.5	2421.1	11	8	35	38	31	32	23	22
Grade 4	2413.7	2449.0	2	3	8	26	46	43	43	27
Grade 5	2460.6	2474.2	4	10	15	16	41	35	40	39
Grade 6	2518.8	2512.1	17	15	23	25	33	29	28	32
All Grades	N/A	N/A	8	9	20	25	38	35	34	31

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	17	55	48	29	35
Grade 4	3	13	25	42	71	45
Grade 5	5	15	37	35	58	49
Grade 6	19	20	39	37	42	44
All Grades	11	16	38	40	51	44

<b>Problem Solving &amp; Modeling/Data Analysis</b>						
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	20	25	50	52	30	23
<b>Grade 4</b>	2	12	47	52	51	36
<b>Grade 5</b>	8	8	45	43	47	49
<b>Grade 6</b>	23	17	52	50	25	34
<b>All Grades</b>	13	15	48	49	39	37

<b>Communicating Reasoning</b>						
<b>Demonstrating ability to support mathematical conclusions</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	15	17	59	63	26	20
<b>Grade 4</b>	7	10	40	52	54	38
<b>Grade 5</b>	3	5	55	55	42	40
<b>Grade 6</b>	17	15	49	59	34	26
<b>All Grades</b>	10	11	51	57	39	32

**Conclusions based on this data:**

1. All grade levels increased in the % of students who met and exceeded standards.
2. The largest increase in the % of students who met and exceeded standards was 4th grade. There was an increase of 19% from 10% to 29%.
3. Area to focus on: 4th grade (70%) and 5th grade (74%) students are not meeting math standards.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K								75	***		25				
1	10	10	7	40	20	33	40	40	53	10		7		30	
2	7	18		60	36	18	13	18	45	13	27	9	7		27
3		14		8	21	25	54	50	50	23	7	13	15	7	13
4	13		33	25	20	8	63	70	50		10	8			
5	***		10	***	50	60		33	30					17	
6				71	***	17	29		67			17			
<b>Total</b>	7	9	10	40	28	27	36	44	49	11	11	8	5	9	6

#### Conclusions based on this data:

1. 49% of the Marengo Ranch Elementary (MRE) students are performing in the intermediate range - 33 to 34 students
2. 12% of the MRE students are performing in the beginning and early intermediate range - 7 to 8 students
3. There was a slight increase in the % of students scoring in the advanced range.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>K</b>				9	13		36	50	50	27	38	38	27		13
<b>1</b>	10	10	7	40	20	33	40	40	53	10		7		30	
<b>2</b>	7	17		60	33	15	13	25	54	13	25	8	7		23
<b>3</b>		14		8	21	25	54	50	50	23	7	13	15	7	13
<b>4</b>	10		33	20	20	8	60	70	50		10	8	10		
<b>5</b>	***		10	***	50	60		33	30					17	
<b>6</b>		***		71	***	14	29		71			14			
<b>Total</b>	6	8	8	35	25	23	36	44	51	13	15	11	10	7	7

#### Conclusions based on this data:

1. Only 18% of the students in the district are scoring in the Early Intermediate and Beginning Levels.
2. 82% of the students in the district are scoring in the intermediate to advanced range which would indicate students were moving toward obtaining English proficiency.
3. 71% of the 6th graders are performing at the intermediate level. This is an increase of 42% from 13-14.

**School and Student Performance Data**

**Title III Accountability (School Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	55	57	63
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	55	57	63
Number Met	36	30	33
Percent Met	65.5%	52.6%	52.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	59	8	59	8	56	17
Number Met	17	--	14	--	14	8
Percent Met	28.8%	--	23.7%	--	25.0%	47.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	--	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

**Conclusions based on this data:**

1. Annual growth remained consistent with the previous year.
2. AMAO 2 target (-5 years) was missed by one student.
3. AMAO 2 target (+5 years) was missed by one student

**School and Student Performance Data**

**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	615	654	660
Percent with Prior Year Data	100.0		100
Number in Cohort	615	654	660
Number Met	343	347	371
Percent Met	55.8	53.1	56.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	637	129	629	158	613	190
Number Met	126	60	137	79	157	78
Percent Met	19.8	46.5	21.8	50.0	25.6	41.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

**Conclusions based on this data:**

1. There was an increase in the % of students who met their targets.
2. AMAO targets were not met; however, there were increases in the number of students who met their targets.
3. Participation rates are met. All children are being assessed.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 1 - Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.
<b>SCHOOL GOAL #1:</b>
Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. In order to provide all students access to college or career, 100% of all students shall meet or exceed Personalized Learning Plan (PLP) goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)).
<b>Data Used to Form this Goal:</b>
Measures of Academic Progress (MAP), District Reading Assessment (DRA), District Math Assessment Data, District Writing Assessment Scores, Classroom Data will be reviewed to determine if students meet goals on PLPs. Students With Disabilities are assessed using by multiple measures: Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicators will be measured by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in Galt Joint Union Elementary School District since grade 1. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. Positive learning environment indicators will be suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

**Findings from the Analysis of this Data:**

All students in grades K-6 have personalized learning plans with student strengths incorporated into PLPs for grades 4-6.  
 All teachers are assigned correctly.  
 MAP scores are utilized to set goals for student growth targets.  
 AMAO 1 - Annual Growth: Maintain English proficiency of at least 62.0% on the CELDT = 33 out of 63 students met annual growth targets for a total of 52.4%.  
 AMAO 2 - Attaining English Proficiency of at least 25.4% on the CELDT (Less than five years) = 14 out of 56 students attained English proficiency for a total of 25.0%. More than 5 years = 8 out of 17 for 47.1 %. Target goal of 52.8%. Both goals were missed by only one student.  
 Truancy rate: 2013-2014 = 36.4%, 222 students. 10 students fewer than the previous year. 2015-2016 = 17%, 97 students. 75 students had truant absences and 22 students were tardy more than 30 minutes.  
 ADA rate: 96.184%.  
 2015-2016: No expulsions. 10 students were suspended for a total of 16 suspensions. From the previous year, there was an increase by 7 students in the number of students suspended.  
 CA Physical Fitness Test results continue to reflect students who are at risk in the Body Mass Index category. 34% of the students need improvement in this area.  
 69% of Marengo students met grade level standards as measured by District Reading Assessments (DRA).

**How the School will Evaluate the Progress of this Goal:**

Spring MAP scores will be analyzed to determine if students exceeded, met, or did not meet MAP end of the year goals. One year, or more than one year of growth will be determined. All AMO's are also outlined in the action descriptions.  
 AMO 1.1 Save the Children staff will provide direct services to 50 at risk families.  
 AMO 1.2 Student strengths-based data incorporated into PLPs.  
 AMO 1.3 Maintain zero mis-assignments of teachers.  
 AMO 1.4 Continued IEP monitoring by Special Education.  
 AMO 1.5 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs.  
 AMO 1.6 Baseline API will be determined based on 2014-2015 CAASPP.  
 AMO 1.7 Cohort of EL students less than five years attaining English proficiency will increase no less than 5%.  
 AMO 1.8 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4%.  
 AMO 1.10 Maintain reclassification rate of grade 6 ELs enrolled since grade 1.  
 AMO 1.11 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater.  
 AMO 1.12 Chronic absenteeism will decrease by 1% or greater.  
 AMO 1.13 Suspension and expulsion rate will decrease district wide by .1%.  
 AMO 1.15 The percentage of students in grades 5 and 7 in the HFZ will increase by 3% in body composition and aerobic capacity.  
 AMO 1.16 84% of GJUESD students will meet grade level reading targets as measured by DRAs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student strength-based data are incorporated into the PLPs.	September for new students and for all 4th graders  Previous strengths	Teachers are responsible for giving the strengths assessment				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	assessment results are recorded annually on PLPs for students in grades 5 and 6	District office sends strengths assessment codes and uploads strengths into the PLP				
MAP scores and strengths-based data are used to set/adjust student growth targets on PLPs.  In order to meet student growth goals in ELA, math, ELD, or engagement, blended to extended learning opportunities will be provided for students.	Fall MAP scores are reviewed to determine if students need to make one or more than one year's worth of growth by the end of the year	Administration, teachers, students, and parents are all involved in the goal setting process				
100% of students will meet or exceed PLP goals:  Spring data: All MRE students who met or exceeded PLP goals:  Reading - 47% Math - 36%	End of the year MAP data is analyzed after the spring assessment	Administration, teachers, students, and parents are all involved in the goal analysis process				
AMAO 1 - Annual Growth: Maintain English proficiency of at least 62% on the CELDT.  33 out of 63 students met annual growth targets for a total of 52.4%.  New MRE teachers are participating in RALLI training to support designated ELD instruction.	CELDT assessment is given in the fall, ELD instruction is ongoing throughout the school year	ELD teachers, Bilingual IAs, administration	Bilingual IA	2000-2999: Classified Personnel Salaries	Title III	3,929.43

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>AMAO 2 - Attaining English Proficiency of at least 25.4% on the CELDT (Less than 5 years) and 52.8% (More than 5 years).</p> <p>14 out of 56 students (-5 years) attained English proficiency for a total of 25.0%. The goal was missed by only one student.</p> <p>8 out of 17 students (+5 years) attained English proficiency for a total of 47.1%. The goal was missed by only one student.</p> <p>18 of the 67 English learners at MRE receive special education services. 6 of the 18 are speech only students. 18% of the EL's are designated as learning handicapped. Specialists focus on language acquisition as well as IEP academic goals.</p>	<p>CELDT assessment is given in the fall, ELD instruction is ongoing throughout the school year.</p>	<p>ELD teachers, BIA's, administration, specialists</p>	<p>*Same Title III funding</p>			
<p>Decrease truancy rate by 1% while maintaining attendance rates of 96% or greater.</p> <p>2015-2016</p> <p>Attendance rate: 96.184%.</p> <p>Truancy rate: 17%, 97 students. 75 truant absences and 22 truant tardies. This is a dramatic reduction in the number of truancies from the previous year (36.4%).</p>	<p>Daily throughout the year</p>	<p>Administration, teachers, office staff, students, and parents</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personalized phone calls to parents from attendance secretary Diane Smith clears absences and checks in with families on attendance issues. Administration contact with parents as well as school site incentives supports our attendance rate and reduce the chronic absence and truancy rates.						
<p>Suspension and expulsion rate will decrease by 1%.</p> <p>2013-2014: 18 suspensions, 12 students suspended for a total of 41 days of suspension and 1 expulsion.</p> <p>2014-2015: 4 suspensions, 3 students for a total of 8 days of suspension and no expulsions.</p> <p>2015-2016: 16 suspensions, 10 students for a total of 30 days of suspension. No expulsions. 50% of the suspensions were students with special needs. Programmatic changes were made to support the students with special needs and current suspension analysis supports a positive change in the number of suspensions (1 suspension in the 1st trimester).</p> <p>Clear, consistent expectations and follow through with school-wide behavior guidelines will continue to</p>	Daily throughout the year	Administration, teachers, office staff, students, and parents				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
be a school focus.						
<p>Increase percentage of students in the healthy fitness zone.</p> <p>In 2013, the Body Mass Index score for 5th graders was 51.6% (hfz). 2014 increased this score to 64%, and in 2015, it increased again to 77.8%. In 2016, the Body Mass index dropped to 66%.</p> <p>All other scores range between 75% and 100%.</p> <p>Students will be encouraged to maintain healthy lifestyle choices with good eating habits taught through nutrition units and fitness activities emphasized in PE classes.</p>	February-Mid May	Administration, PE specialists, 5th grade students				
<p>84% of Marengo students will meet grade level standards as measured by District Reading Assessments (DRA).</p> <p>2016 3rd Trimester DRA:</p> <p>Overall - 69% Latino, Low SED students, EL's continue to be the focus for reading intervention.</p> <p>New edition of SIPPS program purchased for all TK-3 grade levels.</p> <p>Provide training for staff to implement the program - SIPPS workshop.</p>	DRAs are administered each trimester	Administration, teachers, coach	Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,988.31
			SIPPS Workshop	None Specified	Title I Part A: Allocation	760.00
			SIPPS Materials	None Specified	Title I Part A: Allocation	3603.28
			Accelerated Reader	None Specified	Title I Part A: Allocation	4974.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Accelerated Reader to support reading and goal setting.						

**Planned Improvements in Student Performance**

**School Goal #2**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 2 – Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.
<b>SCHOOL GOAL #2:</b>
In order for 100% of all students to demonstrate they are “on track” for college and career readiness as measured by DRAs, MAP scores and CAASPP assessments (when available), the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) must be implemented in educational settings that meet a variety of needs.
<b>Data Used to Form this Goal:</b>
Professional Learning opportunities have been provided by district/site staff over the past few years in the area of Common Core and Next Generation Science.
<b>Findings from the Analysis of this Data:</b>
All staff have received professional development and training in NGSS. 100% of the students are taught with Eureka Math/Engage New York materials *6th grade pilot of the Illustrative Math program. There is a need to increase technological resources to support 100% of the students throughout the day. Service learning participation is 100% at Marengo.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of assessment data will help to evaluate the effectiveness of instruction as we track learner growth. All AMO's are outlined in the action descriptions. AMO 2.1 CCSS implementation with 100% of all students taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. AMO 2.2 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York (ENY) units were developed through the state's Race To The Top (RTTT) grant. AMO 2.4 100% of district teachers will receive professional learning for implementation of the NGSS. AMO 2.5 100% of all students are taught with CCSS aligned Engage New York math units or other CCSS materials being considered for adoption. AMO 2.6 100% of all students utilize technological resources as needed in order to support academic growth. AMO 2.7 Increase service learning participation to 60%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>100% of all students will be taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with CCCSS.</p> <p>All Marengo students are taught using CCCSS standards.</p>	Ongoing throughout the school year	Teachers, administration				
<p>100% of all students are taught CCCSS math units developed by the New York Education Department.</p> <p>All Marengo students are taught using the Eureka math/Engage NY materials.</p> <p>*6th grade pilot - Illustrative Math</p>	Ongoing throughout the school year	Teachers, administration				
<p>100% of all students utilize technological resources as needed in order to support academic growth.</p> <p>Grade level teams now have 1:1 technology resources such as chromebooks, or specialized equipment. All classrooms have wireless internet access.</p> <p>Blended to extended learning environments for students are utilized throughout the day at all grade levels.</p>	Ongoing throughout the school year	Administration, teachers, students	Starfall Program	None Specified	Title I Part A: Allocation	270.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Service learning participation will maintain at a level of 100%.</p> <p>School-wide campus beautification day involves all students, staff, administration, parents, extended family members, community members.</p>	Mid March-Mid May	Students, staff, administration, parents, extended family members, community members				

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
<b>SCHOOL GOAL #3:</b>
In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Community surveys will be conducted annually to measure the effectiveness of the continual improvement process.
<b>Data Used to Form this Goal:</b>
All learners have access to inter-operable systems.
<b>Findings from the Analysis of this Data:</b>
Parents have access to the Parent Portal to review classroom and assessment information. Administrators met with all certificated staff to discuss professional learning ideas and plans. Administrators were trained to use the system. Future expenditures will need to be made to update and repair existing systems.
<b>How the School will Evaluate the Progress of this Goal:</b>
The progress of the goal will be evaluated through feedback from various stakeholders. All AMOs are outlined in the action descriptions. AMO 3.1 All administrators and teachers use the EES to develop personalized growth plans for all adult learners. AMO 3.2 Fully Integrate SIS and PMS. AMO 3.3 Continue providing families access to data through parent and student portals. AMO 3.4 Continue use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All administrators are trained in the use of the online Educator System.	Completed with opportunities for	District staff and site administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	teacher feedback throughout the school year					
<p>Student information is available to all parents and students through the Illuminate Portal.</p> <p>Information was provided to parents at Back to School Night.</p> <p>Login and access information was sent home to parents.</p> <p>Ongoing conversations with stakeholders regarding the information system takes place on a regular basis.</p> <p>Spanish translations both written and verbal provided for parents via our bilingual office assistant.</p>	Completed with ongoing information	Administration, teachers, parents, bilingual office assistant (BOA), and students	Translations/BOA	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	983.00
<p>Continue to use varied avenues for student, parent, teacher feedback regarding SPSA and LCAP goal areas.</p> <p>School Site Council reviews SPSA twice annually</p> <p>Surveys will be conducted for staff and students</p>	Ongoing throughout the school year	Administration, teachers, parents, and students				
<p>All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities. Educators engage in professional growth goal setting and are</p>	Ongoing throughout the school year	Administration, teachers, coach	Professional learning	None Specified	Educator Effectiveness	30,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supported by the provision of professional development opportunities that are valued and maximized.						



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b> Goal 4 - Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.
<b>SCHOOL GOAL #4:</b> Marengo Ranch School site staff will work collaboratively with district office personnel to ensure that school grounds are monitored, maintained, and equipped for 21st Century learning. Healthy eating, nutritional awareness, and fitness activities will be promoted and emphasized.
<b>Data Used to Form this Goal:</b> Monthly campus check lists for maintenance are reviewed.  Grade levels nutritional units are in place as well as required number of physical education minutes.  Feedback from school community reflected a need for school facility improvements.
<b>Findings from the Analysis of this Data:</b> Recommendation have been made and work orders submitted to repair damaged and outdated facility elements.  Teacher schedules reflect appropriate minutes of instruction.

**How the School will Evaluate the Progress of this Goal:**

Work orders will be completed.

Application for Healthier Generation will be completed.

All AMO's are outlined in the action descriptions.

AMO 4.1 Schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).

AMO 4.2 Maintain zero Williams facilities complaints.

AMO 4.3 School menus will be planned according to federal nutritional guidelines.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The school campus will maintain a rating of "good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education.</p> <p>Regular campus inspections by site custodial staff, site administration , and district staff will ensure that the campus facility issues are addressed and maintained.</p>	Ongoing and throughout the school year	Administration, custodian, district staff				
<p>In addition to school menus exceeding federal menu guidelines, Marengo will emphasize healthy eating habits, nutritional guideline awareness, and fitness experiences for all students.</p> <p>Bronze Level Award winner for Healthier Generation in 2014-2015.</p>	Ongoing and throughout the school year	Administration and teachers				
<p>Investigate and incorporate alternative learning spaces to optimize student learning</p>	Ongoing and throughout the school year	Administration and teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outdoor learning						
Flexible Learning Environments						

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects</b>
<b>SCHOOL GOAL #1:</b>
Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. In order to provide all students access to college or career, 100% of all students shall meet or exceed Personalized Learning Plan (PLP) goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>AMAO 1 - Annual Growth: Maintain English proficiency of at least 62% on the CELDT.</p> <p>33 out of 63 students met annual growth targets for a total of 52.4%.</p> <p>New MRE teachers are participating in RALLI training to support designated ELD instruction.</p>	<p>CELDT assessment is given in the fall, ELD instruction is ongoing throughout the school year</p>	<p>ELD teachers, BIA's, administration</p>	<p>Bilingual I/A</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title III</p>	<p>3,929.43</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>AMAO 2 - Attaining English Proficiency of at least 25.4% on the CELDT (Less than 5 years) and 52.8% (More than 5 years).</p> <p>14 out of 56 students (-5 years) attained English proficiency for a total of 25.0%. The goal was missed by only one student.</p> <p>8 out of 17 students (+5 years) attained English proficiency for a total of 47.1%. The goal was missed by only one student.</p> <p>18 of the 67 English learners at MRE receive special education services. 6 of the 18 are speech only students. 18% of the EL's are designated as learning handicapped. Specialists focus on language acquisition as well as IEP academic goals.</p>	<p>CELDT assessment is given in the fall, ELD instruction is ongoing throughout the school year</p>	<p>ELD teachers, BIA's, administration</p>	<p>*Same funding source listed above</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>84% of Marengo students will meet grade level standards as measured by District Reading Assessments (DRA)</p> <p>2016 3rd Trimester DRA:</p> <p>Overall - 69% Latino, Low SED students, ELs continue to be the focus for reading intervention.</p> <p>New edition of SIPPS program purchased for all TK-3 grade levels.</p> <p>Provide training for staff to implement the program - SIPPS workshop.</p> <p>Purchase Accelerated Reader to support reading and goal setting.</p>	DRA's are administered each trimester	Administration, teachers	I/A cost	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,988.31

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects</b>
<b>SCHOOL GOAL #2:</b>
In order for 100% of all students to demonstrate they are “on track” for college and career readiness as measured by DRAs, MAP scores and CAASPP assessments (when available), the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) must be implemented in educational settings that meet a variety of needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>100% of all students are taught CCCSS math units developed by the New York Education Department.</p> <p>All Marengo students are taught using the Eureka math/Engage NY materials. *6th grade pilot Illustrative Math.</p>	Ongoing throughout the school year	Administration, teachers				

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Allocation	16518.00	-6,077.59
Title III	3,929.43	0.00
Title I Part A: Parent Involvement	983.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Educator Effectiveness	30,000.00
Title I Part A: Allocation	22,595.59
Title I Part A: Parent Involvement	983.00
Title III	3,929.43



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
2000-2999: Classified Personnel Salaries	17,900.74
None Specified	39,607.28

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Educator Effectiveness	30,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,988.31
None Specified	Title I Part A: Allocation	9,607.28
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	983.00
2000-2999: Classified Personnel Salaries	Title III	3,929.43

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,255.02
Goal 2	270.00
Goal 3	30,983.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:


Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Porter	X				
Mandy Gardner				X	
Heather Trovinger				X	
Tom Silva				X	
Jena Swafford				X	
Jamie Hughes				X	
Lynne Fluty		X			
Shirley McCoy		X			
Karen Hill			X		
Ashling Gandara		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

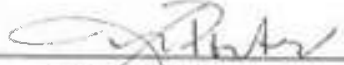

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Monday, Nov. 28, 2016.

Attested:

Jennifer Porter		11/28/16
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Porter		11/28/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

# The Single Plan for Student Achievement

**School:** River Oaks Elementary School  
**CDS Code:** 34 67348 610654  
**District:** Galt Joint Union ESD  
**Principal:** Lois Yount  
**Revision Date:** November 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Lois Yount  
**Position:** Principal  
**Phone Number:** 209-745-4614  
**Address:** 905 Vintage Oak Avenue  
Galt, CA 95632  
**E-mail Address:** [lyount@galt.k12.ca.us](mailto:lyount@galt.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### River Oaks Elementary School's Vision and Mission Statements

Vision: We envision...

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

Mission:

Core Values (belief statements that guide us)

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

## School Profile

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

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, parents, and students have multiple opportunities to provide their feedback through surveys.



Students in grades 5th and 6th took the Gallup Student Poll to determine how hopeful and engaged they are in school and life. These survey questions also measure students' entrepreneurial aspirations and career/financial literacy. This data is shared with all key stakeholders and taken into consideration when planning programs and support for our learners.

5 is the highest score:

Hope 2015/2016: 4.40/4.38

Engagement 2015/2016: 4.32/4.37

Entrepreneurial Aspirations 2015/2016: 2.57/2.66

Career/Financial Literacy 2015/2016: 3.50/3.46

U.S. Overall 2016:

Hope 4.24

Engagement 3.88

Entrepreneurial Aspirations 2.42

Career/Financial Literacy 3.31

We have worked with WestEd to elicit feedback from parents to measure the effectiveness of our programs. This table represents the percentage of parents that responded they were very satisfied or were well informed. Sample questions:

My child participates in personalized goal setting with their teachers. 2013/2014: 32%/76%

My child has a Personalized Learning Plan instead of a report card. 2013/2014: 48%/82%

My child's learning is related to the CCSS and college and career readiness. 2013/2014: No data/81%

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct on-going mini observations with face-to-face and written feedback utilizing Edivation (the on-line evaluation/professional development system). Curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (curriculum coaches).

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Measured Academic Performance (MAP) Assessments are just one tool we use to measure a learner's growth in our school-wide program. We administer 1:1 district reading assessments at each grade level to monitor individual growth in foundational reading skills and comprehension. Our goal is for all learners to leave 3rd grade reading on grade level, so they can be successful with core content curriculum in the intermediate grades and high school. Site funds are used to hire and train paraprofessionals that work closely with classroom teachers to personalize reading instruction. Learners in grades TK-3 are placed in fluid, small reading groups based on assessments. All learners not meeting reading benchmarks have actions outlined in their Personalized Learning Plan (PLP) to address their gaps in reading. A daily 30 minute intervention group is a common action for a learner needing to make more than a year's growth. Administration and teachers collaborate regularly to monitor learner growth and make instructional and staffing decisions based on these reading assessments. SBAC will be the state assessment used for state accountability purposes as soon as the state develops the system.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Administration and teachers work collaboratively to monitor student growth. Instruction and intervention groups are continually modified based on district and Eureka math assessment data.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

The school will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the NCLB definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

#### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core State Standards (CCSS), Engage New York Math, RALLI for English Learners (ELs), Next Generation Science Standards (NGSS), technology, and personalizing learning. Teachers have three professional development days and three planning days. Monthly staff meetings and 5th Wednesdays are also dedicated to trainings.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Academic conferences will be held with teachers at the end of each district assessment window. Instructional decisions will be made based on this data. Actions will be re-evaluated for learners that are not making adequate growth towards meeting their annual goals. Intervention and support schedules for our paraprofessionals and credentialed support staff will also shift based on the needs of our learners.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District curriculum coaches are available to provide instructional support. Credentialed staff have \$1,000 to be used towards professional development.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our goal is to create Professional Learning Communities (PLC) focused on monitoring student growth. Every PLC, with the guidance from administration and curriculum coaches will clarify learning outcomes, standards, and clear end-of-year learning outcomes/expectations for English Language Arts (ELA) & Mathematics. District curriculum coaches will calibrate grade level expectations across the district in every school.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The School Site Council (SSC) has conducted a comprehensive needs assessment in conjunction with the District Advisory Committee (DAC) in order to strengthen student achievement in the areas of English Language Arts and Mathematics. All students have access to the SBE adopted materials in addition to Project Head, Heart, Hands and RALLI for ELs. Students not meeting academic standards as measured by district benchmarks will receive support from classroom teachers through differentiated instruction and/or paraprofessional support.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers submit their daily schedules to administration that reflects that appropriate instructional minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Site funds are used to purchase supplemental instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Administration monitors the use of district adopted and site purchased curriculum.

### Opportunity and Equal Educational Access

#### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in TK-3 not meeting reading benchmarks have daily small group interventions to catch them up. Students in 4-6 that still need SIPPS instruction are pulled out in small groups and this instruction is provided by IAs. Students access a variety of online resources that offer differentiated support at each student's personal academic level in Reading and Math.

#### 14. Research-based educational practices to raise student achievement

Teachers will engage in their PLC through weekly collaboration and articulation taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety, and other program changes needed.

### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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

- ~After school and summer meals
- ~Providing transportation for extended day and after school clubs
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Free family events
- ~Support with technology and internet service

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The DAC meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The English Language Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- ~Make sure my child is on time and prepared each day for school, gets adequate sleep, regular medical attention, and proper nutrition.
- ~Read to my child or encourage my child to read daily.
- ~Monitor my child's homework and make sure study time is in a quiet place.
- ~Support the school's/district's homework, discipline and attendance policies.
- ~Know how my child is doing in school by communicating with teachers, especially if I have concerns.
- ~Celebrate my child's achievements, and help my child accept consequences for negative behavior.
- ~Ask my child about his/her day and review all information sent home from school.
- ~Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events.
- ~Encourage my child to use Compass Courseware or Khan Academy at home or at a Bright Future Learning Center (BFLC) (library) in Galt.
- ~Recognize and celebrate my child's strengths.
- ~Respect the school, staff, students and families.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. Title I, II, and III funds will be used to hire and train support staff, to provide extended day programs, and purchase supplemental curriculum.

18. Fiscal support (EPC)

See funding attached to goals and actions.

### **Description of Barriers and Related School Goals**

Due to a shortage of SPED teachers in California, administration is partnering with intern programs to meet state requirements for staffing highly qualified teachers.

Ongoing training and teacher collaboration will be needed to meet goal 2 related to implementing CCSS and NGSS. Supplies and materials need to be purchased for science and ELA. 54% of our teachers are requesting more support with goal area 2. 31% of our teachers are requesting training and support in the area of writing instruction and interventions.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	85	85	85	85	65	85	100.0	100
Grade 4	82	94	79	93	79	93	96.3	98.9
Grade 5	85	89	82	88	82	88	96.5	98.9
Grade 6	93	94	89	93	89	93	95.7	96.9
All Grades	345	362	335	359	315	359	97.1	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2433.2	2435.2	26	26	34	25	22	32	18	18
Grade 4	2460.0	2477.4	27	35	20	17	18	23	35	25
Grade 5	2499.0	2522.3	18	30	26	27	32	22	24	22
Grade 6	2523.1	2549.2	13	23	36	38	31	28	19	12
All Grades	N/A	N/A	21	28	29	27	26	26	24	19

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	25	27	46	41	29	32	
Grade 4	24	27	35	43	41	30	
Grade 5	16	25	52	43	32	32	
Grade 6	17	22	53	51	30	28	
All Grades	20	25	47	45	33	30	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	31	55	44	23	26
Grade 4	22	26	52	48	27	26
Grade 5	27	40	50	40	23	20
Grade 6	20	34	56	54	24	12
All Grades	23	33	53	47	24	21

<b>Listening</b>						
<b>Demonstrating effective communication skills</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	22	16	66	68	12	15
<b>Grade 4</b>	16	22	63	70	20	9
<b>Grade 5</b>	13	25	70	63	17	13
<b>Grade 6</b>	13	17	67	75	19	8
<b>All Grades</b>	16	20	67	69	17	11

<b>Research/Inquiry</b>						
<b>Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	22	32	60	54	18	14
<b>Grade 4</b>	30	27	47	55	23	18
<b>Grade 5</b>	27	39	60	50	13	11
<b>Grade 6</b>	17	34	69	58	15	8
<b>All Grades</b>	24	33	59	54	17	13

**Conclusions based on this data:**

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.
2. Significant growth was made from 2015-2016 in all grade levels except 3rd grade.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	85	85	85	85	85	85	100.0	100
Grade 4	82	94	79	93	79	93	96.3	98.9
Grade 5	85	89	82	88	82	88	96.5	98.9
Grade 6	93	94	90	93	90	93	96.8	96.9
All Grades	345	362	336	359	336	359	97.4	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2431.7	2426.3	19	13	28	31	36	32	16	25
Grade 4	2434.5	2453.4	8	11	13	19	43	42	37	28
Grade 5	2465.7	2498.0	4	17	15	18	40	35	41	30
Grade 6	2501.6	2542.5	10	23	26	23	27	34	38	20
All Grades	N/A	N/A	10	16	21	23	36	36	33	26

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	25	45	42	28	33
Grade 4	10	16	27	31	63	53
Grade 5	5	26	40	28	55	45
Grade 6	14	28	39	43	47	29
All Grades	14	24	38	36	48	40



<b>Problem Solving &amp; Modeling/Data Analysis</b>						
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	31	24	44	49	26	27
<b>Grade 4</b>	14	11	51	58	35	31
<b>Grade 5</b>	6	16	37	49	57	35
<b>Grade 6</b>	13	20	47	55	40	25
<b>All Grades</b>	16	18	44	53	40	30

<b>Communicating Reasoning</b>						
<b>Demonstrating ability to support mathematical conclusions</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	24	16	64	65	13	19
<b>Grade 4</b>	11	13	38	48	51	39
<b>Grade 5</b>	5	16	50	49	45	35
<b>Grade 6</b>	13	20	52	55	34	25
<b>All Grades</b>	13	16	51	54	35	30

**Conclusions based on this data:**

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
2. Significant growth was made from 2015-2016 in all grade levels except 3rd grade.

**School and Student Performance Data**

**CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						17		***	50		***	17			17
1				23	30	26	46	39	42	19	22	26	12	9	5
2	7		17	17	24	43	50	52	22	13	20	9	13	4	9
3			9	8	13	26	75	58	52	4	21	13	13	8	
4	7			36	36	35	50	36	50	7	24	5		4	10
5		17	10	60	50	40	40	33	50						
6					***		***		***						
<b>Total</b>	3	1	7	21	28	32	56	45	43	11	21	12	10	6	6

**Conclusions based on this data:**

1. We anticipate a large percentage of our 4th and 5th graders at the Intermediate level to move to Early Advanced so they can be reclassified in 2017.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					4	8	20	23	40	32	38	20	48	35	32
1	3		5	21	29	23	45	38	45	17	21	23	14	13	5
2	7		17	17	24	43	50	52	22	13	20	9	13	4	9
3			8	8	13	27	75	58	54	4	21	12	13	8	
4	7			36	36	32	50	36	55	7	24	5		4	9
5		17	18	60	50	36	40	33	45						
6					***		***		***						
<b>Total</b>	3	1	7	16	23	27	48	40	44	15	23	12	18	12	10

#### Conclusions based on this data:

1. We anticipate our students in grades 3rd-5th moving from Intermediate to Early Advanced.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	102	107	102
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	102	107	102
Number Met	48	60	63
Percent Met	47.1%	56.1%	61.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	119	9	121	10	112	13
Number Met	21	--	25	--	34	6
Percent Met	17.6%	--	20.7%	--	30.4%	46.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Our learners made significant growth as measured by the CELDT from 2015 to 2016 under AMAO 1.

**School and Student Performance Data**

**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	615	654	660
Percent with Prior Year Data	100.0		100
Number in Cohort	615	654	660
Number Met	343	347	371
Percent Met	55.8	53.1	56.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	637	129	629	158	613	190
Number Met	126	60	137	79	157	78
Percent Met	19.8	46.5	21.8	50.0	25.6	41.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

**Conclusions based on this data:**

1. At the district level, learners are making growth according to the CELDT, but not enough to meet the NCLB targets. EL students that have been EL for more than five years are not making as much growth.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.
<b>SCHOOL GOAL #1:</b>
Personalized learning plans (PLPs) will be developed collaboratively by administration, teachers, parents, and students to meet the academic growth needs of all learners.
<b>Data Used to Form this Goal:</b>
Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) scores and District Reading Assessments (DRAs). State progress indicators will be measured by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT). Chronic absence and truancy will be measured by truancy rates and analysis of site attendance reports. Positive learning environment indicators will be suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

**Findings from the Analysis of this Data:**

Based on 2015 CELDT data, there was an increase in EL students meeting AMAO 1 and 2.

DRAs: Percentage of all students meeting DRA benchmarks May 2016.

TK: 53%

Kinder: 73%

1st: 66%

2nd: 88%

3rd: 79%

4th: 78%

5th: 84%

6th: 81%

MAP Math: Percentage of students meeting personal growth targets May 2016.

Kinder: 75%

1st: 75%

2nd: 61%

3rd: 76%

4th: 55%

5th: 81%

6th: 96%

MAP Reading: Percentage of students meeting personal growth targets May 2016.

Kinder: 65%

1st: 82%

2nd: 71%

3rd: 71%

4th: 73%

5th: 77%

6th: 64%

2015-2016 Truant students = 184

Suspension rates continue to drop. We had 11 suspensions for 2015-16. CDE Data Quest has not yet reported 2015-16.

HFZ: There has been a significant decrease in the percentage of students in grade 5 in the needs improvement category according to the PFT. CDE Data Quest has not yet reported 2015-16.

**How the School will Evaluate the Progress of this Goal:**

- AMO 1.1 Maintain zero misassignments of teachers
- AMO 1.2 Continued IEP monitoring by Special Education
- AMO 1.3 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs
- AMO 1.4 Student growth on CAASPP State Assessments will be analyzed and monitored
- AMO 1.5 Cohort of EL students less than five years attaining English proficiency will increase no less than 5% and the percentage of ELs meeting the annual growth rate as measured by the CELDT will increase by at least 10%
- AMO 1.6 Maintain reclassification rate of grade 6 ELs enrolled since grade 1
- AMO 1.7 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater
- AMO 1.8 Chronic absenteeism will decrease by 1% or greater
- AMO 1.9 Suspension and expulsion rate will decrease by 1%
- AMO 1.10 The percentage of students in grade 5 in the HFZ will increase by 3% in both areas
- AMO 1.11 85% of students will meet grade level reading targets as measured by DRAs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.1 and 1.2: Continue certificated TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction. Curriculum coaches will support special education intern teachers. Admin will collaborate with intern college support providers and coaches.	1 year	Administration and support staff	Sped Supplemental Curriculum	4000-4999: Books And Supplies	Title I	82.57
Action 1.3: Fall 2016 MAP scores will be used to set growth goals with students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. This data will be shared with parents in November. Progress towards meeting these goals will be shared with parents and students after the winter and spring 2017 testing windows. Teachers will determine if students met their individual growth	1 year	All staff, parents, and students	Subs for student goal setting	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	165.00
			Subs for student goal setting	1000-1999: Certificated Personnel Salaries	Title I	110.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
goals based on spring 2017 MAP scores. Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope and engagement) to address whole child learning and motivation.						
Action 1.4: SBAC reports will be shared with staff, students, and parents to monitor growth from 2015 to 2016.	1 year	All staff, parents, and students				
Action 1.5 and 1.6: All teachers will be trained in RALLI strategies. School-wide focus will be on integrated ELD lessons and instructional strategies. EL students will receive a minimum of 200 minutes a week of ELD instruction.	1 year	Administration, teachers, and support staff	Bilingual Services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,000.00
			ELAC Meetings	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	275.00
			SCOE EL Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
Action 1.7 and 1.8: The attendance secretary and administration will work together in using Illuminate to monitor student attendance. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.	1 year	Administration and support staff				
Action 1.9: We will implement Youth Development Practices to create a safe and engaging school culture.	1 year	All staff, parents, and students				
Action 1.10: We will implement our Wellness Action Plan. See attached document.	1 year	All staff, parents, and students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.11: All TK-2 students have 30 minutes of small group SIPPS reading instruction daily. All 3rd graders receive whole class SIPPS Challenge instruction. All K-3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Implement small group reading instruction for students in 4-6 that are not reading on grade level. Intervention data will be recorded in Illuminate.	1 year	Administration, support staff, students	Support staff	2000-2999: Classified Personnel Salaries	Title I	12,327.82
			Support staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	85,033.88
			SIPPS Training	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,985.00
			Support staff	2000-2999: Classified Personnel Salaries	Title III	6,948.45

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, and virtual while closing the achievement gap.
<b>SCHOOL GOAL #2:</b>
100% of students will meet PLP growth goals in reading, math, and student engagement. The school will continue to narrow the achievement gap for all significant subgroups.
<b>Data Used to Form this Goal:</b>
In order for 100% of all students to demonstrate they are “on track” for college and career readiness as measured by District Reading Assessments, MAP scores and CAASPP assessments, the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) must be implemented in educational settings that meet a variety of needs.
<b>Findings from the Analysis of this Data:</b>
When analyzing MAP scores, the percentage of students "on track" is higher in reading than compared to math. We are seeing the same trend when analyzing SBAC scores. The percentage of students meeting standards is higher in ELA when compared to math.
<b>How the School will Evaluate the Progress of this Goal:</b>
AMO 2.1 CCSS implementation with 100% of all students taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. AMO 2.2 100% of all students are taught with CCSS math units developed by the New York State Education Department: Eureka Math Program. AMO 2.3 100% of teachers will receive professional learning for implementation of the NGSS. AMO 2.4 100% of all students utilize technological resources as needed in order to support academic growth. AMO 2.5 Increase service learning participation by 10%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 2.1: All staff will have access to high quality professional development opportunities. Site funds will be used to purchase	1 year	All staff	Supplemental ELA 6th grade	4000-4999: Books And Supplies	Title I	43.36

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supplemental CCSS curriculum.			Step Up to Writing 5th and 6th grade	4000-4999: Books And Supplies	Title I	2,717.20
			Supplemental ELA 4th grade	4000-4999: Books And Supplies	Title I	131.26
Action 2.2: Math adoption will be monitored and evaluated through classroom observations, module pacing, and assessment scores.	1 year	Administration and teachers				
Action 2.3: Site funds will be used to purchase NGSS supplies and supplemental curriculum.	1 year	Administration and teachers	4th grade NGSS Curriculum	4000-4999: Books And Supplies	Title I	745.40
Action 2.4: Site funds will be used to support online learning to differentiate instructional support.	1 year	Administration and teachers	Ren Learn	4000-4999: Books And Supplies	LCFF - Supplemental	5,929.00
			Discovery Education	4000-4999: Books And Supplies	Title I	1,600.00
			IXL Site License	4000-4999: Books And Supplies	Title I	2,725.00
			Matific Training	5800: Professional/Consulting Services And Operating Expenditures	Title I	935.00
			Starfall	4000-4999: Books And Supplies	Title I	270.00
Action 2.5: All students will participate in at least one service learning activity.	1 year	Administration, teachers, and support staff				

**Planned Improvements in Student Performance**

**School Goal #3**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b> Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
<b>SCHOOL GOAL #3:</b> Administration will use Edivate to document classroom observations and educator personalized growth plans. Biweekly, educators will update their gradebooks in Illuminate Parent Portal.
<b>Data Used to Form this Goal:</b> In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Community surveys will be conducted annually to measure the effectiveness of the continual improvement process.
<b>Findings from the Analysis of this Data:</b> The Edivate platform has improved from 2015 and teachers will be using this system to set and monitor their growth plans.
<b>How the School will Evaluate the Progress of this Goal:</b> AMO 3.1 All administrators and teachers will develop personalized growth plans. Administrators and teachers will track and document the progress in Edivate. AMO 3.2 Fully integrate Student Information System (Illuminate). AMO 3.3 Continue providing families access to data through parent and student portals. AMO 3.4 Continue use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 3.1: Edivate will be used to document educator growth plans and classroom observations.	1 year	Administration and teachers	Teacher goal setting meetings	1000-1999: Certificated Personnel Salaries	Title I	220.00
Action 3.2 and 3.3: Illuminate will be used to communicate students' progress to parents.	1 year	Administration and teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 3.4: SPSA goals and data will be shared with all stakeholders.	1 year	Administration				

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b> Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.
<b>SCHOOL GOAL #4:</b> The school will work collaboratively with district supervisors to maintain high standards for our school facilities.
<b>Data Used to Form this Goal:</b> Cuts in routine and deferred maintenance have resulted in disrepair and negative community feedback regarding school facilities. In order for 100% of all learners to participate in the educational process at clean and hazard free schools for 21st Century learning, facilities shall maintain "Good" standard of repair and condition as measured by the California Facilities Inspection Tool (FIT). Facility conditions will be monitored and reported on a quarterly basis via the Williams Quarterly Report. Health and wellness will be supported by nutritional menus based on federal guidelines.
<b>Findings from the Analysis of this Data:</b> Cuts in routine and deferred maintenance have resulted in disrepair and negative community feedback regarding school facilities.
<b>How the School will Evaluate the Progress of this Goal:</b> AMO 4.1 School will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE). AMO 4.2 Maintain zero Williams facilities complaints. AMO 4.3 School will follow actions identified in our Wellness Action Plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 4.1 and 4.2: On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.	1 year	Administration and district staff				
Action 4.3: Wellness Committee will meet each trimester to monitor our Wellness Action Plan.	1 year	Administration and Wellness Committee				





**Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

**Centralized Service Goal #1**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subjects</b>
<b>SCHOOL GOAL #1:</b>
All certificated staff will set professional growth goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Each certificated staff member will have \$1,000 to spend towards their professional growth goal. Administration will have 1:1 meetings with teachers to discuss their growth plans. Edvivate will be used to document this process.	1 year	Certificated staff				

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	101,321.73	7,193.85
Title I Part A: Parent Involvement	1,309.00	1,034.00
Title III	6,782.30	-166.15
Title I	40,879.00	16,486.39

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	94,127.88
Title I	24,392.61
Title I Part A: Parent Involvement	275.00
Title III	6,948.45

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	770.00
2000-2999: Classified Personnel Salaries	107,310.15
4000-4999: Books And Supplies	14,243.79
5800: Professional/Consulting Services And Operating	3,420.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	165.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	88,033.88
4000-4999: Books And Supplies	LCFF - Supplemental	5,929.00
1000-1999: Certificated Personnel Salaries	Title I	330.00
2000-2999: Classified Personnel Salaries	Title I	12,327.82
4000-4999: Books And Supplies	Title I	8,314.79
5800: Professional/Consulting Services And	Title I	3,420.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	275.00
2000-2999: Classified Personnel Salaries	Title III	6,948.45

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	110,427.72
Goal 2	15,096.22
Goal 3	220.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lois Yount	X				
Gilberto Gil		X			
Maria West		X			
Jennifer Frerichs		X			
Jessica Quezada				X	
Rose Sulamo			X		
Lisa Marquez				X	
Amalia Klug				X	
Elisha Sutton				X	
Casey Raboy				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**


The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
X	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 6, 2016.

Attested:

Lois Yount		12/6/16
Typed Name of School Principal	Signature of School Principal	Date
Maria West		12/6/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## Action Planning Chart School Year 2016-17

School Name: River Oaks Elementary

District: Galt Joint Unified School District

Principal: Lois Yount


School Leader: Donna Gill


Title: Assistant Principal

Phone (209)745-4614

Action Step	Steps to Achievement	Lead Person(s)	By When?	Resources	Evidence of Success
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Fill in based on Prioritization Results	Steps that need to be taken to accomplish Action Step	Who will take responsibility to ensure steps are accomplished?	By what date will you accomplish each step to achievement?	What resources (people, tools, technical support, funding) are needed to accomplish action steps?	1) What evidence is needed to demonstrate implementation of the HSP Framework? 2) What evidence is needed to demonstrate implementation of Steps to Achievement?
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**Action Planning Chart  
Partners and Stakeholders Document**

<p>1) #101 School is implementing the district wellness policy and providing feedback to the district regarding its progress annually</p>	<p>a. Wellness Committee meets to review the district policy to determine steps for action plan.</p> <p>b. Update Action Plan and continue implementing</p> <p>c. Review Action Plan with SSC</p>	<p>a. Wellness Committee</p> <p>b. Wellness Committee</p> <p>c. Lois Yount</p>	<p>a.9/7/16</p> <p>b.9/7/16 10/12/16 1/4/17 3/8/17</p> <p>c.12/6/16</p>	<p>*Wellness committee members</p> <p>*Money</p>	<p>*Agendas</p> <p>*Completed Plan</p> <p>*Implementation</p> <p>*Task Accomplished</p>
<p>2 ) #103 Family members and guardians have the opportunity to provide input to implementation of wellness policy activities</p>	<p>a. PTA participation</p> <ul style="list-style-type: none"> <li>• Jog A Thon</li> <li>• Sugar Free popsicle celebrations</li> <li>• Popcorn Celebrations</li> <li>• Fall Festival Activities</li> </ul> <p>b. Parents bringing healthy lunches to "Picnic on the Grounds"</p> <p>c. Display opportunities</p>	<p>a. PTA</p> <p>a. School Staff</p> <p>a. Custodian</p> <p>b. Parents</p> <p>c. Gill &amp; Valencia</p>	<p>a. 9/16/16</p> <p>b. 9/28/16 &amp; 5/24/17</p> <p>c.10/28/16</p>	<p>a. PTA donations</p> <p>a. Parent &amp; community support</p>	<p>*Flyers and other communications sent to home &amp; staff</p> <p>*Photos taken at events</p> <p>*Implementation of tasks</p> <p>*Completion of tasks</p>

**Action Planning Chart  
Partners and Stakeholders Document**

Action Step	Steps to Achievement	Lead Person(s)	By When?	Resources	Evidence of Success
3) #104 Students have the opportunity to provide input on the implementation of wellness policy activities	a. Students participating in Runnin' for Rhett  b. Intermediate Student Garden  c. Primary Student Garden  d. Friday Sing  e. Engage NY Sprint Warm-ups  f. Assemblies: <ul style="list-style-type: none"> <li>• BMX Bike Display (Anti-bullying and perseverance)</li> <li>• Anti-bullying (TBD)</li> </ul>	a. Student Council  b. Jennifer Sunseri  c. Melody Swars  d. Mark Frizzi  e. Wellness Committee will provide warm-up ideas to staff  f. Gill/Yount	a. 2016/17  b. Once a week  c. Once a week  d. Once a month  e. Once a month  f. BMX 11/10/16 TBD	a. Student Council Funds  c. Donations & EIA money  d. Videos provided by Healthy Generations  e. websites  f. PTA will fund	*Students will share their miles with school at Friday Sing.  *Students will supply the staff room with fresh vegetables (Fall & Spring)  *Observing students during PE classes  *Students will be using warm-up during their math sprint lesson. * Students will have an opportunity to engage in a Q & A session during assemblies
4) #109 School has secured funds or	a. Review Action Plan	a & b. Wellness Committee	a & b. 9/7/16  c. 10/3/16	a. To be determined	*Spreadsheet reflecting funds

**Action Planning Chart  
Partners and Stakeholders Document**

resources to support wellness of students and staff	<p>b. Determine funding from budget</p> <p>c. PTA donations</p> <p>d. PTA Fundraisers: Jog-a-thon, Fall Festival</p>	<p>c. Administration</p> <p>d. PTA</p>	d. 12/16	<p>c. To be determined</p> <p>d. Supplied by company</p>	*Fundraiser amounts announced at PTA meetings monthly
<p>5) #404a At the elementary level, comprehensive health education is required for all students and includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activities</p>	<p>a. Dairy Council Educational Kits</p> <p>b. District Website Nutrition and Fitness link</p> <p>c. Friday Sing</p> <p>d. Jog-a-thon</p> <p>e. Balanced lunch, BFLC &amp; SOAR snack</p> <ul style="list-style-type: none"> <li>● Protein</li> <li>● Carbs</li> <li>● Vegetables</li> <li>● Fruit</li> <li>● Milk</li> </ul> <p>f. SOAR after school program 20 minutes</p> <ul style="list-style-type: none"> <li>● Basketball</li> </ul>	<p>a. Wellness Committee</p> <p>b. District Health Manager</p> <p>c. Mark Frizzi</p> <p>d. PTA</p> <p>e. Cafeteria staff</p> <p>f. SOAR support staff</p>	<p>a. 10/28/16</p> <p>b. Updated monthly</p> <p>c. 4<sup>th</sup> Friday of each month</p> <p>d. 9/16/16</p> <p>e. Every day</p> <p>f. 20 minutes daily</p>	<p>a. Free resources from Dairy Council</p> <p>b. Free resource info provided by various websites</p> <p>c. Free Website</p> <p>d. PTA Funds</p> <p>e. Students &amp; assistance</p> <p>f. SOAR support staff</p>	<p>* Videos used during Friday Sing Activities</p> <p>* Jog-A-Thon student recognition on school website.</p> <p>*Monitoring the amount of food being consumed by students</p> <p>*Monitoring Student Activity</p>

**Action Planning Chart  
Partners and Stakeholders Document**

	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Jungle Gym</li> </ul> <p>g. Staff/Student Salad Bar</p> <p>h. 200 minutes of PE every 10 instructional days</p>	<p>g. Cafeteria staff</p> <p>h. PE Specialist &amp; structured classroom PE</p>	<p>g. Daily</p> <p>h. Daily/Weekly</p>	<p>g. Purchased by staff and student during lunches</p> <p>h. Free Website Resources (Go Noodle)&amp; School Equipment</p>	
<p>6) #503 School Staff have opportunities to participate in physical activities or healthy eating programs</p>	<p>a. Wellness Wednesday</p> <p>b. Staff Exercise Challenge</p>	<p>a and b. Wellness Committee</p>	<p>a. 9/21/16 1/11/17 4/5/17</p> <p>b. 11/16-12/16</p>	<p>a. Participating staff members bring healthy food items</p> <p>b. Participating staff members record physical activities to collectively reach goal.</p>	<p>*Sign-up sheets</p> <p>* Staff members less stressed and more energetic</p>

**Partners and Stakeholders We Need to Involve**

**Action Planning Chart  
Partners and Stakeholders Document**

<b>Action Step</b>	<b>Partner/Stakeholder</b>	<b>The "Ask"</b>	<b>Lead Person(s)</b>	<b>By When?</b>
Fill in based on Action Planning Chart	Community partners or key people who can help your SWC implement an Action Step	What will you ask your partner or stakeholder to do for your SWC and/or to support the implementation of your school's Action Plan?	Who will take responsibility to make contact and follow-up with the partner or stakeholder?	By what date will you follow-up with the partner or stakeholder?
Help with activities related to campus celebrations and activities	PTA	Funding for student celebrations and acknowledgement	Lois Yount	10/1/16

# The Single Plan for Student Achievement

**School:** Valley Oaks Elementary School  
**CDS Code:** 34 67348 6033310  
**District:** Galt Joint Union ESD  
**Principal:** David Nelson  
**Revision Date:** November 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** David Nelson  
**Position:** Principal  
**Phone Number:** 209-745-1564  
**Address:** 21 C Street  
Galt, CA 95632  
**E-mail Address:** [dnelson@galt.k12.ca.us](mailto:dnelson@galt.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Valley Oaks Elementary School's Vision and Mission Statements

#### Valley Oaks Vision Statement

We envision:

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

#### Valley Oaks Mission Statement

Education is the shared responsibility of everyone: student, teacher, parent and community.

Valley Oaks Elementary is committed to: Growing And Learning Together

## School Profile

The following is the School Profile at Valley Oaks for the 2016-2017 school year:

The Valley Oaks staff works hard to create and maintain a culturally sensitive school environment that is positive, safe, nurturing, caring, and academically challenging. High standards have been set for behavior and academic personal growth. Valley Oaks recognizes students daily through the Principal's Pat on the Back program (for social, behavioral, and academic student successes) and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We know how important it is for both students and parents to be active in all aspects of the school, as participating and having a voice in the activities of the school create a sense of ownership and school pride. Students have multiple opportunities to participate in extracurricular activities such as: ASES After-School Program, Student Council, Cross-Age Tutoring, Band, Choir, Worker Bees, Safety Patrol, After School Clubs through the Bright Future Learning Center (BFLC), Running Clubs, and ABC Tutors. Parents are encouraged and welcomed to participate in school events, as well as volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive Parent Teacher Organization (PTO), English Learner Advisory Committee (ELAC), and School Site Council (SSC).

All students are challenged to meet individual growth goals identified in their Personalized Learning Plans (PLPs) and to perform to the best of their personal abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths at school. Teachers, coaches, instructional assistants, specialists, and administration collaborate on a regular basis in order to facilitate a standards-based education for all learners and to review procedures and programs for intervention. Careful and precise data analysis of state and district assessments drives instruction and the need for enrichment and interventions.

- Number of Students for 2016-2017: 554
- 3 students in Transitional Kindergarten
- 74 students in Kindergarten, 18.5 per teacher
- 58 students in 1st grade, 19.3 per teacher
- 73 students in 2nd grade, 18.25 per teacher



- 77 students in 3rd grade, 19.25 per teacher
- 91 students in 4th grade, 30.3 per teacher
- 68 students in 5th grade, 22.67 per teacher
- 86 students in 6th grade, 28.67 per teacher
- 24 students in SDC SpEd, 12 per teacher

#### Student Profile:

- 291 Male students and 266 Female students
  - 479 Hispanic/Latino students (86%)
  - 61 White students (11%)
  - 6 Asian students (1%)
  - 4 Native Hawaiian or Other Pacific Islander students (<1%)
  - 3 Filipino students (<1%)
  - 2 Two or More Races (<1%)
  - 1 American Indian students (<1%)
  - 1 African-American/Black students (<1%)
- 310 students are English Learners (56%), 478 students are Socio-Economically Disadvantaged (86%), 73 students qualify for Migrant Education services (13.1%).

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

**Student Survey:** The results of the most recent Gallup Student Survey shows some very positive trends for Valley Oaks. There were four (4) categories in which our students were surveyed: 1) Hope, 2) Engagement, 3) Entrepreneurial Aspiration, and 4) Career/Financial Literacy. In each of these categories, students showed increased positive responses from 2015. This means that there is an increase of students at Valley Oaks feel like they are hopeful, who feel engaged while at school, who have aspirations of entrepreneurship, and who have attitudes and behaviors needed for healthy participation in the economy. In Spring 2016, we conducted Student Listening Circles and the results of that indicated that students have interest in expanding the following areas: 1) Student Choice, 2) Arts and Crafts, 3) Academic Learning Opportunities, 4) College/Career Experiences, 5) Music/Choir, 6) Science/Extra-Curricular, and 7) Sports.

**Parent Survey:** The most recent surveys conducted with our parent groups, ELAC (English Learner Advisory Committee) and PTO (Parent/Teacher Organization), as well as an All-Parent survey show there are some promising signs (awareness of PLP and what it is/includes has risen dramatically over the past two years, most parents know about and are satisfied/very satisfied with the integration of technology in ELA/Math and through the BFLC) and others that are a bit disheartening (fewer parents know a lot about MAP assessments than in the previous year, only 19% are very satisfied with service learning opportunities, guest speakers, field trips, etc., and fewer parents think the school is safe and clean than in the previous year).

**Teacher Survey:** Teachers met with the Site Administration in the beginning of the school year. These discussions or surveys serve the purpose of finding out areas of strength of teachers, areas where teachers feel like they want to improve, and for teachers to give suggestions on how to improve the school facilities, the school culture, student achievement, and teacher effectiveness. The results of these surveys show that in general, Valley Oaks teachers embrace the Common Core State Standards (CCSS) and see them as vital to student growth and achievement, appreciate and desire the Professional Development opportunities provided by the district - in all content areas, want to increase their use of purposeful educational technology in the classroom and desire to get more training/professional development in that area, desire to continue to learn and implement RALLI strategies throughout the day (Integrated ELD) and during Designated ELD (English Language Development). Additionally, the discussions show that Valley Oaks teachers take pride in the facilities of their school and desire that it be maintained properly both outside (grounds) and inside, with functioning equipment (HVAC, Technology), so that attention can be focused on instruction. The surveys also indicate that Valley

Oaks teachers are desirous to increase student achievement through improvement to their own teaching effectiveness and implementation of training opportunities. Furthermore, teachers have indicated a need for new ELA/ELD curricular materials that align with the CCSS. Additionally, teachers indicated that "refreshers" in early reading (SIPPS) and staff development in the area of Writing would be very beneficial.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching are observed and teachers who are in their evaluation year have at least six (6) of the 10-15 minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A pilot Teacher Evaluation is being used this year with teachers who volunteer and have positive ratings in their previous evaluation cycle(s).

Furthermore, all classrooms are visited by site administration in informal walk-throughs during the entire school year, with an emphasis on observing student engagement and excellent teaching practices.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Valley Oaks Elementary School staff members have conducted comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, establish learning goals, outcomes/expectations for ELA & Mathematics. District Curriculum Coaches provide professional development and support the implementation of the California Common Core State Standards (CCSS).

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Valley Oaks Elementary meet "Highly Qualified" teacher requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Valley Oaks will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. Professional development is available to all teachers with \$1,000 funding (over 15-16 and 16-17) provided to support meeting personal professional development goals.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS. The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) will participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools will be utilized to implement and support the CCSS.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The PLCs continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, will establish learning goals, outcomes/expectations for ELA & Mathematics. PLCs meet on a weekly basis to review data, review assessments and curriculum, and engage in CCSS-based planning.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are all aligned with the Common Core Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level PLC's have flexibility with lesson pacing in order to meet the personalized needs of each learner.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Engage New York/Eureka Math (CCSS) materials are provided for all students in grades K-5, and Illustrative Math in grade 6. For ELA, current adopted materials are utilized, but adapted to align with CCSS. Bridge materials are developed and utilized by PLCs to supplement core materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Math task force is currently working, district-wide, with new materials in a trial/pilot program to evaluate the effectiveness of the programs. ELA pilot considerations to take place in the spring of this 2016-2017 school year.

### Opportunity and Equal Educational Access

#### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not making growth will receive assistance in the classroom through differentiated instruction and support from Instructional Assistants, Bilingual Instructional Assistants, and online courseware. After-school support are also available through the BFLC via clubs and mentoring programs.

#### 14. Research-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. RALLI training will be provided to all teachers, and refreshers given throughout the year, to support instruction in the area of English Language Development throughout the day in the form of Integrated ELD and Designated ELD.

### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SWP funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks' educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided support in the area of reading and math instruction and intervention.

## 18. Fiscal support (EPC)

SWP funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

### **Description of Barriers and Related School Goals**

Lack of sufficient quantity and quality of leveled reading materials can be a barrier to literacy. Actions are made in this plan to address this area of concern.

Low levels of parent involvement can be a barrier to student/family/school connectedness. Actions are made in this plan to address this area of concern.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	88	100	85	99	85	99	96.6	99
Grade 4	95	79	93	77	93	77	97.9	97.5
Grade 5	90	92	85	91	85	91	94.4	98.9
Grade 6	98	82	98	82	98	82	100.0	98.8
All Grades	371	353	361	349	361	349	97.3	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2378.7	2369.3	6	9	18	12	35	26	41	53
Grade 4	2413.2	2424.1	6	9	14	19	29	22	51	49
Grade 5	2438.8	2440.4	1	8	22	16	25	19	52	57
Grade 6	2486.9	2461.1	3	4	22	16	41	33	34	48
All Grades	N/A	N/A	4	7	19	16	33	25	44	52

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	10	49	34	47	56
Grade 4	8	9	44	38	48	53
Grade 5	5	10	39	34	56	56
Grade 6	9	6	44	40	47	54
All Grades	6	9	44	36	50	55

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	7	55	38	38	55
Grade 4	5	14	48	44	46	42
Grade 5	6	9	45	36	49	55
Grade 6	8	9	56	43	36	49
All Grades	7	9	51	40	42	50

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	12	62	57	32	31
Grade 4	8	9	67	66	26	25
Grade 5	1	4	66	58	33	37
Grade 6	4	5	77	67	19	28
All Grades	5	8	68	62	27	31

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	6	65	46	31	47
Grade 4	5	13	45	47	27	40
Grade 5	9	15	61	47	29	37
Grade 6	9	9	70	62	20	29
All Grades	7	11	60	50	27	39

**Conclusions based on this data:**

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy.
2. More Valley Oaks students (grades 3-6) Nearly Met or Did Not Meet standard for English Language Arts/Literacy Overall Achievement than those who Met or Exceeded the standard.
3. Listening and Research/Inquiry were the two areas of English Language Arts/Literacy in which Valley Oaks students achieved the best results.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	88	100	87	100	87	100	98.9	100
Grade 4	95	79	93	78	93	78	97.9	98.7
Grade 5	90	92	87	92	87	91	96.7	100
Grade 6	98	82	98	82	98	82	100.0	98.8
All Grades	371	353	365	352	365	351	98.4	99.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2392.3	2389.7	1	6	21	15	40	30	38	49
Grade 4	2397.1	2437.9	1	5	6	17	32	44	60	35
Grade 5	2434.1	2428.8	0	1	9	13	30	21	61	65
Grade 6	2467.5	2458.5	1	1	11	17	40	33	48	49
All Grades	N/A	N/A	1	3	12	15	36	31	52	50

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	10	43	32	47	58
Grade 4	2	13	15	24	83	63
Grade 5	1	5	26	20	72	75
Grade 6	3	4	35	27	62	70
All Grades	4	8	30	26	66	66



<b>Problem Solving &amp; Modeling/Data Analysis</b>						
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	10	10	45	47	45	43
<b>Grade 4</b>	8	12	41	40	52	49
<b>Grade 5</b>	3	4	26	26	70	69
<b>Grade 6</b>	2	6	44	43	54	51
<b>All Grades</b>	6	8	39	39	55	53

<b>Communicating Reasoning</b>						
<b>Demonstrating ability to support mathematical conclusions</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 3</b>	5	13	54	54	41	33
<b>Grade 4</b>	3	14	35	37	61	49
<b>Grade 5</b>	2	2	46	43	52	55
<b>Grade 6</b>	2	5	42	50	56	45
<b>All Grades</b>	3	9	44	46	53	45

**Conclusions based on this data:**

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy.
2. More Valley Oaks students (grades 3-6) Nearly Met or Did Not Meet standard for Mathematics Overall Achievement than those who Met or Exceeded the standard.
3. Communicating Reasoning was the area of Mathematics in which the Valley Oaks students achieved the best results.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						33	40	***	17	60	***	17			33
1		2	5	22	35	38	49	44	32	15	9	16	15	11	8
2			4	20	8	15	43	51	48	30	20	19	8	20	13
3		2		20	21	15	52	40	46	18	21	29	9	14	10
4	9		3	25	24	30	48	45	42	11	21	12	7	11	12
5		3		20	24	14	80	59	76		10	7		3	3
6				32	47	29	53	53	57	11		11	5		4
<b>Total</b>	2	1	2	22	23	23	50	47	48	17	16	17	9	12	10

#### Conclusions based on this data:

1. The level at which the highest percentage of Valley Oaks students performed was Intermediate, with 48% of students scoring at this level (Grades K-6).
2. The majority of Valley Oaks scored below the goal of Early Advanced and Advanced (76% scored at Intermediate, Early Intermediate, or Beginning).
3. The results have been very consistent over the last three years. There is a gap between where we desire students to achieve (Early Advanced/Advanced) and where they actually achieved (Intermediate/Early Int./Beginning).

**School and Student Performance Data**

**CELDT (All Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		2	2	3	9	6	28	43	23	34	29	32	34	18	36
1	2	2	7	21	33	34	47	42	30	13	9	14	18	14	16
2			4	19	10	14	40	51	49	29	20	18	12	20	16
3		2		18	20	15	47	39	44	16	20	28	18	18	13
4	9		3	24	24	29	47	45	39	11	21	11	9	11	18
5		6		17	22	13	72	53	73		9	10	11	9	3
6				30	44	28	50	50	53	10	6	9	10		9
<b>Total</b>	2	2	2	18	20	19	44	45	43	19	18	19	18	15	17

**Conclusions based on this data:**

1. Twenty-one (21%) percent of our English Learners scored at the Early Advanced and Advanced Levels.
2. The highest percentage of English Learners scoring in any one level was the Intermediate Level, with 43% of all students falling in that range.
3. The results in each of the CELDT levels is consistent over the previous three (3) years.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	222	241	237
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	222	241	237
Number Met	118	112	110
Percent Met	53.2%	46.5%	46.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	240	44	236	52	233	63
Number Met	42	10	41	16	47	12
Percent Met	17.5%	22.7%	17.4%	30.8%	20.2%	19.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Valley Oaks did not meet the target for AMAO 1 (Annual Growth) or AMAO 2 (Attaining English Proficiency).
2. The Annual Growth (students gaining one level of proficiency on CELDT) at Valley Oaks over the past two (2) years is consistent and less than three (3) years ago.
3. The percentage of EL students with 5 or more years of EL instruction who attained English Proficiency was less than the percentage of EL students with less than 5 years of EL instruction.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	615	654	660
Percent with Prior Year Data	100.0		100
Number in Cohort	615	654	660
Number Met	343	347	371
Percent Met	55.8	53.1	56.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	637	129	629	158	613	190
Number Met	126	60	137	79	157	78
Percent Met	19.8	46.5	21.8	50.0	25.6	41.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. For AMAO 1, while the district results for annual growth increased, it was slightly below the NCLB target percentages.
2. For AMAO 2, the district results show an increase in students meeting the English Proficiency Status with less than 5 years of instruction; a decrease in students with more than 5 years of instruction.
3. For AMAO 3, the district consistently has met the participation rate goal for yearly progress of EL students.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Goal 1 - Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.
<b>SCHOOL GOAL #1:</b>
Personalized learning plans developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"> <li>• Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons.</li> <li>• State progress indicators will be measured by the California Assessment of Student Performance and Progress (CAASPP) when deployed.</li> <li>• Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency.</li> <li>• Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1.</li> <li>• Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence.</li> <li>• Positive learning environment indicators will be suspension and expulsion rates, middle school dropout rates.</li> <li>• Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).</li> <li>• Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).</li> </ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"> <li>• Based on 2015-2016 CELDT data, there was neither a decrease nor increase in EL students achieving AMAO 1 (annual growth), while the percentage of EL students achieving AMAO 2 (Proficiency in less than 5 years) increased and the percentage of EL students achieving AMAO 2 (Proficiency with 5+ years) decreased.</li> <li>• District Reading Assessments (DRAs): Valley Oaks as a school continues to score lower than the district mean on DRAs.</li> <li>• Truant students and suspension/expulsion rates have decreased by over the past two years.</li> <li>• The percentage of students meeting four or more of the six fitness standards has shown improvement.</li> </ul>

**How the School will Evaluate the Progress of this Goal:**

- 1.1 Maintain zero misassignments of teachers.
- 1.2 Continued IEP monitoring by Special Education.
- 1.3 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs.
- 1.4 2015-2016 CAASPP data will be used to measure growth from the baseline formed in 2014-2015.
- 1.5 Cohort of EL students less than five years attaining English proficiency will increase no less than 5%.
- 1.6 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4%.
- 1.7 Improve reclassification rate of grade 6 ELs enrolled since grade 1.
- 1.8 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater.
- 1.9 Chronic absenteeism will decrease by 1% or greater.
- 1.10 Suspension and expulsion rate will decrease 0.1%
- 1.11 The percentage of students in grade 5 meeting 4+ out of 4 Healthy Fitness Zone targets will increase by 5%.
- 1.12 84% of students will meet grade level reading targets as measured by MAP testing and DRAs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1.1 and 1.2: Continue certificated TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction.</p> <p>Support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.</p>	2016-2017 school year	<ul style="list-style-type: none"> <li>• Teacher(s)</li> <li>• Administration</li> <li>• Sp. Education Teachers</li> <li>• Speech/Language Pathologists</li> <li>• Psychologist</li> </ul>	<p>Workshops/Conferences Costs</p> <p>Workshops/Conferences Costs</p> <p>Release Time/Substitutes</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Formula Funds</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1500</p> <p>800.00</p> <p>900</p>
<p>Action 1.3: Fall 2016 MAP scores will be used to set growth goals for students in Reading, Math, and Language (2-6). Teachers will determine if students need to make a year's growth or more than a year's growth.</p> <p>Teachers in all grades, K-6, will meet individually with students to establish MAP goals and actions for the year. This data will be shared with parents at Back to School Night in November.</p>	2016-2017 school year	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> </ul>	<p>Release Time for Teachers to goal set with Students</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Progress towards meeting these goals will be shared with parents and students after the Winter and Spring 2016 testing windows. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Spring 201 MAP scores.</p> <p>Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.</p>						
<p>Action 1.4: SBAC reports will be shared with staff, students, and parents and used as baseline data.</p>	Beginning of 2016-2017 school year	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administration</li> </ul>	No Funding Cost			0.00
<p>Actions 1.5, 1.6, 1.7: In order to increase English Learner student achievement, staff will be trained in RALLI strategies for the purpose of increasing effectiveness in English Language Development (ELD) instruction. School-wide focus on using Designated ELD minutes to use core curriculum to enhance the English skills of our ELs.</p> <p>Curriculum Coach (Literacy) will work with all teachers (emphasis on K-3) on developing strong early literacy skills using SIPPS and other early literacy materials.</p> <p>Instructional Assistants will work with small student groups in areas of literacy (with emphasis on K-3).</p>	2016-2017 School Year	<ul style="list-style-type: none"> <li>Teachers</li> <li>EL Coach</li> <li>Literacy Coach</li> <li>Instructional Assistants</li> <li>Bilingual Instructional Assistants</li> <li>Administration</li> </ul>	<p>Release Time for Training with EL Coach</p> <p>Release Time for ELD planning</p> <p>ELD Instructional Materials / Technology</p> <p>Bilingual Instructional Assistants</p> <p>Bilingual Instructional Assistants</p> <p>Instructional Assistants</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF - Supplemental</p> <p>Title III Part A: Language Instruction for LEP Students</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1500.</p> <p>600.</p> <p>500.</p> <p>89256.</p> <p>16214.</p> <p>9433.</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 ABP).</p> <p>Designated ELD instruction with lead EL teacher and coach support will target instructional strategies and learner needs.</p> <p>ELD Professional Development will be provided from County Expert.</p> <p>Release time for PLC ELD planning.</p> <p>Valley Oaks will purchase materials and technology to support ELD instruction.</p> <p>Valley Oaks will purchase Professional Development opportunities to support writing instruction.</p> <p>Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff.</p>			Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	67837.
			Professional Development Training for ELD	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.
			Writing Instructional Materials / Training (SUTW)	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3000.
			School Supplies/Materials	4000-4999: Books And Supplies	Site Formula Funds	20000.
<p>Actions 1.8 and 1.9: In order to reduce chronic absenteeism and truancy, school counselor and/or office staff will make calls, send letters to families of students with attendance difficulties. Conferences will be held by administration and/or school secretary with parents of students with attendance difficulties to work on solutions.</p>	2016-2017 School Year	<ul style="list-style-type: none"> <li>• Office Staff</li> <li>• Teachers</li> <li>• Administration</li> <li>• Social Worker</li> </ul>	Student Awards/Incentives	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1000.
			Newsletter/School flyer Translations	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will ensure proper attendance record-keeping through communication with attendance secretary.</p> <p>Administration will include attendance information in each month's newsletter.</p> <p>Awards/Incentives will be given to students with best attendance in the school.</p>						
<p>Action 1.10: In order to reduce the number of suspensions and expulsions, all staff will work with students identifying strengths and strive for positive communications with all students.</p> <p>Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.</p> <p>Training will be provided to Yard Supervisors to help prevent problems before they occur.</p> <p>Students will attend and participate in Drug-Free, Anti-Bullying, and Positive Behavior and Choices promotions, instruction, and assemblies.</p> <p>Alternatives to suspensions, such as buddy classrooms, removal of student privileges, and conferences with parents, will be used before a</p>	2016-2017 School Year	<ul style="list-style-type: none"> <li>• Office Staff</li> <li>• Yard Supervisors</li> <li>• Teachers</li> <li>• Administration</li> </ul>	<p>Yard Supervisor Training / Materials</p> <p>Student Incentives/Awards</p> <p>Anti-Bullying/Positive Behavior Assembly and/or Presentations</p> <p>Additional hours for Classified Staff for additional help/coverage of students</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Formula Funds</p>	<p>500.</p> <p>4000.</p> <p>2800.</p> <p>500.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>suspension is given.</p> <p>Students will be allowed to self-administer or be assigned a "time-out" in the office, in a "student station".</p> <p>Incentives for proper and appropriate student achievement and behavior will be given through Stinger Cards (8 Great Traits) as well as Principal Pat on the Back certificates.</p> <p>Classified staff will be paid additional hours to receive additional instruction and/or provide additional help/coverage to ensure that students are monitored, safe, and being taken care of.</p>						
<p>Action 1.11: In order to help more students achieve 4+ of the Healthy Fitness Zone targets, classroom teachers and PE teacher will ensure proper amount of PE minutes each week.</p> <p>Classroom teacher and PE teacher will focus 5th grade PE instruction on areas of the HFZ targets - specifically areas that can be impacted by repeated exercise.</p> <p>In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will purchase supplemental fitness equipment, technology, and supplies for students.</p>	2016-2017 School Year	<ul style="list-style-type: none"> <li>• PE teacher</li> <li>• Classroom teachers</li> <li>• Admin</li> </ul>	<p>Recess Equipment</p> <p>Fitness Equipment and Supplies</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Formula Funds</p> <p>Site Formula Funds</p>	<p>500.</p> <p>5000.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1.12: In order to have 84% of students meeting DRA benchmarks by the end of the school year, teachers will work with curriculum coach to establish proper reading groups and routines for all students, with an emphasis on grades K-3.</p> <p>Teachers will meet separately with curriculum coach to be retrained, refreshed, or taught anew the best reading strategies for their students at their grade levels.</p> <p>Instructional Assistants will be trained on how to best utilize reading materials, such as SIPPS.</p> <p>The school will help purchase the newest edition of SIPPS so that students will have the best tools to learn to read, and then train teachers on how to use the materials most effectively.</p> <p>The school will purchase additional supplementary literacy materials.</p> <p>The school will provide supplemental after-school "Extended Day" materials and instruction to EL students, Migrant, Low SES, and struggling students.</p>	2016-2017 School Year	<ul style="list-style-type: none"> <li>Curriculum Coach</li> <li>Classroom Teachers</li> <li>Instructional Assistants</li> <li>Administration</li> </ul>	<p>Release Time/Training for SIPPS, Intervention Techniques</p> <p>SIPPS Materials (3rd Edition)</p> <p>Supplemental Support (Ext. Day)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>600.</p> <p>1000.</p> <p>6000.</p>

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Goal 2: Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, visual/performing arts, outdoors, community, virtual while closing the achievement gap.
<b>SCHOOL GOAL #2:</b>
100% of students will meet PLP growth goals in reading, math, language, and student engagement through the implementation of CCSS and NGSS and in multiple learning environments. The school will continue to narrow the achievement gap for all significant subgroups.
<b>Data Used to Form this Goal:</b>
So that 100% of all students can demonstrate they are "on track" for college and career readiness as measured by District Reading Assessments, MAP scores and CAASPP assessments, the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) must be implemented in a variety of educational settings that meet a variety of needs.
<b>Findings from the Analysis of this Data:</b>
While staff have received professional development and training in the area of CCSS and many have received professional development and training in the area of NGSS, assessment results, both from MAP scores and CASSPP results, show the percentage of students "on track" is higher in reading and language when compared to math. The percentage of students meeting standards is higher in ELA when compared to math.
<b>How the School will Evaluate the Progress of this Goal:</b>
2.1 CCSS implementation with 100% of all students taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS, or other CCSS materials being considered/piloted for adoption. 2.2 100% of all students are taught with CCSS math units developed by the Eureka Math (Engage New York), Illustrative Math (IM), or other CCSS materials being considered for adoption. The Engage New York (ENY) units were developed through the state's Race To The Top (RTTT) grant. 2.3. Teachers at each grade level will implement NGSS lessons. 2.4 100% of all students utilize technological resources as needed in order to support academic growth and enrichment skill development. 2.5 Maintain service learning participation at 100%. 2.6 100% of all students will have access to additional literary sources, including non-fiction texts. 2.7 100% of students will have access to additional music/band equipment to develop visual and performing skills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 2.1: 100% of all students will be taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLC's) and aligned with CCSS.</p> <p>All staff will have access to high quality professional development opportunities. Site funds will be used to purchase supplemental CCSS curriculum.</p>	2016-2017 School Year	Teachers, Administration	Supplemental CCSS curriculum	4000-4999: Books And Supplies	LCFF - Supplemental	6200.
<p>Action 2.2: All Valley Oaks students are taught using the Eureka math/Engage NY materials. Grade 6 will be taught utilizing the Illustrative Math (IM) curriculum being piloted.</p> <p>Math adoption will be monitored and evaluated through classroom observations, module pacing, and assessment scores.</p>	2016-2017 School Year	Teachers, Administration	No additional cost to Valley Oaks.			0
<p>Action 2.3: In order for 100% of teachers to receive professional learning for implementation of the NGSS, Valley Oaks will begin with site-based, trained NGSS "experts."</p> <p>The NGSS-trained teachers will attend workshops and lesson sharing throughout the school year and will share back at meetings.</p> <p>All K-6 teachers will receive Professional Development (from the</p>	2016-2017 School Year	Teachers, Administration	Professional Development provided at no additional cost to Valley Oaks	None Specified	None Specified	0.00
			NGSS Science Materials	4000-4999: Books And Supplies	Site Formula Funds	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>district office) in NGSS and how to begin lesson implementation.</p> <p>All K-6 teachers will teach NGSS lesson(s) with their students during 2016-2017 school year.</p>						
<p>Action 2.4: Site funds will be used to support online learning to differentiate instructional support.</p> <p>School Funds will be used to have 1:1 student-chromebook ratio in grades 2-6.</p> <p>There will be a "pilot" with selected 6th grade students that will have daily Chromebook and Internet access at both school and home for all students in the class (regardless of home computer/internet availability), with the purpose of blending the students' learning throughout the school day and after school hours.</p> <p>All students will participate in the use of technology through RenLearn (AR), Compass Odyssey, Lexia, and other web-based programs.</p> <p>All students will be given opportunity to earn participation in a Literary Incentive each trimester (meeting AR goals).</p> <p>Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers,</p>	2016-2017 School Year	Teachers, Administration, BFLC Technician	<p>RenLearn (AR, STAR Reading)</p> <p>Technology maintenance, upgrades, and improvements (Hardware)</p> <p>Purchase of Chromebooks Cart</p> <p>Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters</p> <p>Instructional Technology Materials (Software/Hardware)</p> <p>BFLC Technology for Robotics (Software/Hardware)</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Formula Funds</p>	<p>5631.</p> <p>3318.</p> <p>1254.</p> <p>3400.</p> <p>6800.</p> <p>2520.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and staff in all technology-related areas.</p> <p>The BFLC will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.</p>						
<p>Action 2.5: Service learning participation will maintain at a level of 100% of all students.</p> <p>Students will participate in one or more school-sponsored service learning projects.</p>	2016-2017 School Year	Teachers, Administration	Materials to be used during service learning projects	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	400.
<p>Action 2.6: Site funds will be used to purchase supplementary literary materials to assist students in reaching their PLP Reading goals, especially in the area of non-fiction text.</p>	2016-2017 School Year	Administration, BFLC technician.	Literary Resources (Books, etc.)	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	8000.
<p>Action 2.7: Site funds will be used to purchase supplementary music/band instruments and supplies to provide all students with additional access to newer, modern visual/performing arts tools.</p>	2016-2017 School Year	Administration, Music Teacher	<p>Music materials and/or instruments</p> <p>Band Materials and/or instruments</p> <p>Music/Band Instrument Repair</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Formula Funds</p> <p>None Specified</p> <p>Site Formula Funds</p>	<p>2700.</p> <p>0.</p> <p>2400.00</p>



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
<b>SCHOOL GOAL #3:</b>
Administration will use Edivate to document classroom observations and educator personalized growth plans. Biweekly, educators will update their gradebooks in Illuminate Parent Portal. Additionally, students, staff, parents and community will have opportunities to give input as it relates to district and site goals.
<b>Data Used to Form this Goal:</b>
In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Community surveys will be conducted annually to measure the effectiveness of the continual improvement process.
<b>Findings from the Analysis of this Data:</b>
Due to formatting issues, teachers did not use Edivate in 2015-2016 to document their professional growth goals. Formatting was addressed and in 2016-2017, teachers utilized a more user-friendly version of Edivate to document their goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
3.1 All administrators and teachers will develop personalized growth plans. Administrators will track and document the progress in Edivate. 3.2 Fully integrate Student Information System (Illuminate). 3.3 Continue providing families access to data through parent and student portals. 3.4 Continue use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 3.1: All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities.	1st Trimester, 2016-2017 School Year	Administration, Teachers	Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time)	None Specified	Educator Effectiveness	28,607.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Educators engage in professional growth goal setting and are supported by professional development opportunities that are valued and maximized. Educators have money to spend specifically on their professional growth area by the end of the 2016-2017 school year.</p> <p>Site Administration will meet with their supervisors to establish professional learning focus area(s).</p> <p>Edivate will be used to document the outcome of the observations/meetings.</p>						
<p>Action 3.2: In order to fully integrate the Student Information System (Illuminate), Office Staff will be trained on how to utilize Illuminate.</p>	August 2016	Administration, Office Staff	No additional cost to site			0
<p>Action 3.3: In order to continue providing families access to data through parent and student portals, information was provided to parents at 2016-2017 Back to School Night. Login and access information was made available to parents in English and Spanish via the school website.</p> <p>Ongoing conversations with stakeholders regarding the information system and other important school topics take place on a regular basis, via Parent/Teacher conferences and regular PTO, ELAC and SSC meetings.</p> <p>Spanish translations, both written</p>	2016-2017 School Year	Administration, Teachers, Office Staff	<p>Interpreting Services</p> <p>Bilingual Office Assistant</p> <p>Child Care at Parent Meetings</p> <p>Parent Training Materials</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Parent Involvement</p> <p>LCFF - Supplemental</p> <p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p>	<p>1000.</p> <p>4,434.</p> <p>800.</p> <p>253.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and verbal, are provided for parents at all meetings, including Parent/Teacher Conferences via our bilingual staff members.</p> <p>Parents will be invited, by flyer, email, and phone calls, to participate in discussions with site administration, as well as important parent meetings held at the school or at the district office.</p>						
<p>Action 3.4: In order to continue the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting, Valley Oaks will continue to use varied avenues for student, parent, teacher feedback regarding SPSA and LCAP goal areas.</p> <p>The School Site Council will review and advise SPSA annually.</p> <p>Surveys will be conducted for staff and students.</p>	2016-2017 School Year	Administration, Teachers	Supplies for Meetings/Surveys	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	200.

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Goal 4: Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.
<b>SCHOOL GOAL #4:</b>
Valley Oaks staff will work collaboratively with district office personnel to ensure that school grounds are monitored, maintained, and equipped for 21st Century learning. Healthy eating, nutritional awareness, and fitness activities will be promoted and emphasized.
<b>Data Used to Form this Goal:</b>
Valley Oaks is one of the oldest schools in the district, celebrating 50 years of existence, having been built in 1966. Cuts in routine and deferred maintenance in previous years have resulted in disrepair and some negative community feedback regarding school facilities. In order for 100% of all learners to participate in the educational process at clean and hazard-free schools for 21st Century learning, facilities shall maintain "Good" standard of repair and condition as measured by the California Facilities Inspection Tool (FIT).  Facility conditions will be monitored and reported on a quarterly basis via the Williams Quarterly Report.  Health and wellness will be supported by nutritional menus based on federal guidelines.
<b>Findings from the Analysis of this Data:</b>
Valley Oaks's physical age, combined with cuts in routine and deferred maintenance, have resulted in some disrepair and some negative community feedback regarding school facilities.
<b>How the School will Evaluate the Progress of this Goal:</b>
4.1 School will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE). 4.2 Maintain zero Williams facilities complaints. 4.3 School menu will be planned according to federal nutritional guidelines. 4.4 Additional materials will be purchased to equip a Parent/Student Conference Room.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 4.2: In order to maintain zero Williams facilities complaints, regular	2016-2017 School Year	Administration, Teachers,	No Cost to site			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
campus inspections by site custodial staff, site administration, and district staff will ensure that the campus facility issues are addressed in the quickest manner possible and maintained throughout the school year.		Custodial Staff, District Maintenance and Operations				
Action 4.3: Breakfast, lunch, and after school menus will continue to follow federal nutritional guidelines.	2016-2017 School Year	Administration, Kitchen Staff, District Food Services	No Cost to site			0
Action 4.4: School funds will be used to purchase additional supplemental materials to properly equip the Student/Parent Conference Room. This room will be used to meet with students in small groups, for Foster/Family services to meet with students, for Parents to meet with teachers/school personnel for SSTs, IEPs, and other meetings/conferences.	2016-2017 School Year	Administration, Teachers	Materials/Equipment	4000-4999: Books And Supplies	Site Formula Funds	300.

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subject Areas</b>
<b>SCHOOL GOAL #1:</b>
All certificated staff will have access to meaningful observation, evaluation, and professional development resources and opportunities. Educators will engage in professional growth goal setting. The provision of professional development opportunities will be valued and maximized by certificated staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated staff will meet with site administration by end of October to establish professional learning focus area(s).  Edivate will be used to document the outcome of these meetings.	To be completed by November 4, 2016	Administration Certificated staff members (33)	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	250.00
Certificated staff will each receive \$1000 to be used to directly support professional learning focus area(s) and must be related to district LCAP goals.	To be completed/spent by June 2017	Administration Each Certificated Staff Member (33)	Educator Effectiveness Funds (Professional Learning Focus Area(s))	None Specified	Educator Effectiveness	28607.00

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Basic Grants Low-Income	54,241.00	1,477.00
Title I Part A: Parent Involvement	2,053.00	0.00
Title III Part A: Language Instruction for Educator Effectiveness	17,171.00	957.00
	28,607	0.00
LCFF - Supplemental	194,977.00	19,750.00
Site Formula Funds	43,681.00	3,889.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Educator Effectiveness	28,607.00
LCFF - Supplemental	175,227.00
None Specified	0.00
Site Formula Funds	39,792.00
Title I Part A: Basic Grants Low-Income and Neglected	52,764.00
Title I Part A: Parent Involvement	2,053.00
Title III Part A: Language Instruction for LEP Students	16,214.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	11,600.00
2000-2999: Classified Personnel Salaries	189,474.00
4000-4999: Books And Supplies	76,976.00
5000-5999: Services And Other Operating Expenditures	5,200.00
5800: Professional/Consulting Services And Operating	2,800.00
None Specified	28,607.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Educator Effectiveness	28,607.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	161,527.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,200.00
5000-5999: Services And Other Operating	LCFF - Supplemental	500.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	500.00
4000-4999: Books And Supplies	Site Formula Funds	36,092.00
5000-5999: Services And Other Operating	Site Formula Funds	3,200.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	5,600.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	9,433.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	33,431.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	1,500.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	2,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,800.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	253.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP	16,214.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	235,940.00
<b>Goal 2</b>	43,123.00
<b>Goal 3</b>	35,294.00
<b>Goal 4</b>	300.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Nelson	X				
Sylvia Ferreira		X			
Norma Anderson		X			
Kristin Szyper		X			
Nadia Gamez			X		
Monique Hafoka				X	
Jimmy Patterson				X	
Monica Garcia				X	
Cinthia Guzman				X	
Elculano Ortiz				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	_____
X	English Learner Advisory Committee	<i>Rujina Flores</i> Signature
	Special Education Advisory Committee	_____
	Gifted and Talented Education Program Advisory Committee	_____
	District/School Liaison Team for schools in Program Improvement	_____
	Compensatory Education Advisory Committee	_____
	Departmental Advisory Committee (secondary)	_____
	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/5/2016.

Attested:

David Nelson	<i>David Nelson</i>	<i>12/6/16</i>
_____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
Nadia Gamez	<i>Nadia Gamez</i>	<i>12/6/16</i>
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

# The Single Plan for Student Achievement

**School:** McCaffrey Middle School

**CDS Code:** 34 67348 0100040

**District:** Galt Joint Union ESD

**Principal:** Ron Rammer

**Revision Date:** November 7, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Ron Rammer

**Position:** Principal

**Phone Number:** 209-745-5462

**Address:** 997 Park Terrace Drive  
Galt, CA 95632

**E-mail Address:** rrammer@galt.k12.ca.us

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### McCaffrey Middle School's Vision and Mission Statements

Our Vision is:

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

Our mission is:

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

## School Profile

"Learners Today, Leaders Tomorrow" is the motto for Robert L. McCaffrey Middle School. McCaffrey Middle School (MMS) has a staff of nearly 100 classified and certificated staff serving just over 900 seventh and eighth grade students. Our learner population is composed of 38% White, 54% Latino and within this population 7% of our learners have disabilities, 7% are English Learners and 61% are socio-economically disadvantaged youth.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

McCaffrey Middle School students, parents and staff have participated in some of the following surveys: Youth Development Network Fish Bowl, Facilities Master Plan Survey, Gallup Student Wellness Survey, Staff Google Surveys, Safety Survey and the West Ed Survey. These surveys revealed a need for additional anti-bullying programs and education, a desire for a cleaner, well maintained campus and class offerings related to career paths.

Summary of Results: For more information on these surveys, please see attached documents at the end of this plan.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School administrators perform formal and informal observations of both classified and certificated staff. Classroom mini-observations (informal) take place on a weekly basis with staff receiving immediate feedback. Instructional Assistants are provided with performance feedback by the certificated teacher with whom they are paired. At McCaffrey Middle School, the staff is meeting

or exceeding performance goals. Those staff not meeting expectations are receiving additional support in an effort improve performance. Ongoing professional development is offered to all staff on a regular basis.

#### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McCaffrey Middle School student achievement is measured using the Measures of Academic Progress (MAP) Assessment by NWEA and the CAASPP State Assessment. The data from these assessments along with classroom common assessments informs school personnel on appropriate actions for a Personalized Learning Plan (PLP) for each student.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Formal and informal formative and summative assessments are used to inform and modify instruction on an ongoing basis. Data from these assessments are also used to update PLPs at the end of each trimester. Students and parents have access to the parent portal to self monitor learner progress and performance.

#### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet NCLB Highly Qualified teacher requirements. Principals will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct on-going mini observations with face-to-face and written feedback utilizing Edviate (the on-line evaluation/professional development system). As noted above, curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (curriculum coaches).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of McCaffrey Middle School certificated staff have access to professional development through district wide professional development days, release time to work with our Academic Coaches, professional conferences, online courses through Edviate, and district wide collaboration days as well as weekly Wednesday collaboration time.



5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school continues to provide professional development in order to fully implement Common Core State Standards (CCSS). The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings based on the findings and recommendations of the CALLI (California Language and Learning Innovation) team. Additionally, teachers have anytime access to Edivate, an on-line collection of educational videos. Teachers can utilize these and tie them to their own personalized professional development. Additionally, teachers and administrators develop Educator Professional Growth Plans (personal goal-setting) through the use of Edivate for personalized professional development.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

McCaffrey Middle School teachers have the assistance and support of site and district academic coaches as well as guidance and support from site administration.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All McCaffrey Middle School teachers meet every Wednesday as part of ongoing collaboration and professional growth. Teachers meet as teams or grade level content areas to discuss learner data in an effort to provide the most effective instructional strategies and practices.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All McCaffrey Middle School curriculum and instructional materials are aligned to the the current CCSS and Next Generation Science Standards (NGSS) content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

McCaffrey Middle School meets the recommended instructional minutes for all core subjects including but not limited to literacy and math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The year long schedule of McCaffrey Middle School allows teachers the flexibility to incorporate sufficient intervention courses before, during and after school. Full teaming (math, science, social studies, language arts and physical education) allows teachers the time to meet with students on an individual basis during advisory and class.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of instructional materials are available to all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials are aligned with SBE-adopted including current CCSS and NGSS state standards.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All services provided by the regular school program enable underperforming students to meet standards.

14. Research-based educational practices to raise student achievement

McCaffrey Middle School utilizes research based educational practices garnered from state documents including Taking Center Stage. Common Core and NGSS have played an integral role in the development of content specific curriculum. PLPs are developed for each student to provide access to content that provides choice as well as individualization when possible.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

McCaffrey Middle School provides a school counselor, health assistant, school nurse, School Resource Officer, bilingual instructional assistants, After School Education and Safety (ASES) program, AVID, joint agreement with Sacramento County Office of Education and MMS to provide a CARE program for students struggling in school, Curriculum Coaches, extended Bright Future Learning Center (BFLC) hours, and extended teacher office hours for individual help as needed.

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. McCaffrey Middle School has elected a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Language Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants. Students in need of support outside of the regular classroom will have access to before and after school programs through After School Education and Safety (ASES), the Galt Assisted Learning and Enrichment Program (GALEP), and Service Learning.

Student Study Team referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the school counselor and administration, will develop an intervention action plan to support student progress and learning. Additionally, the Student Study Team will monitor and follow-up on student progress.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there are active Leadership and Advisory Class Committees that process ideas and issues that directly impact student achievement.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Educator Effectiveness Funds will be used to provide professional development to support teacher and administrative growth plans.

Schoolwide Program funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including Supplemental and Concentration (EIA), Title I and Title III.

### 18. Fiscal support (EPC)

Title I, Title III, Centralized Services to provide support (Bilingual Instructional Assistants, Bilingual Office Assistants, Instructional Assistants, Coach, Campus Monitor).

## **Description of Barriers and Related School Goals**

1. Students inability to understand and use basic fundamental mathematics skills and demonstrate conceptual understanding.
2. Students inability to plan, develop and organize their thoughts into a cohesive essay supported by evidence.
3. Students inability to consistently and effectively deconstruct a task or prompt.
4. Any form of bullying has a negative impact on student well-being and engagement.

These barriers are addressed in the following school goals and actions sections that follow.

1. PLPs developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each learner to meet their academic growth needs.
2. McCaffrey Middle School will implement CCSS and NGSS in classrooms and other learning spaces through a variety of personalized and blended learning environments while closing the achievement gap.
3. School site will use meaningful evaluation and self-reflection to continuously improve classroom instruction and student achievement.
4. An Educator Professional Growth Plan developed by certificated staff will be valued and supported by administration. This important process will be addressed on an ongoing basis with administration to ensure all necessary support and funding is provided.
5. The implementation of full teams (math, science, social studies, language art and physical education) will support success for all learners by ensuring individual needs are being discussed and addressed.
6. McCaffrey Middle School will be a safe, healthy, clean, hazard free and well equipped campus for 21st Century Learning.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	411	424	406	420	405	420	98.8	99.1
Grade 8	439	403	427	399	425	398	97.3	98.8
All Grades	850	827	833	819	830	818	98.0	98.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2511.5	2533.9	5	9	27	36	32	29	36	26
Grade 8	2541.5	2561.3	7	9	32	39	33	35	28	18
All Grades	N/A	N/A	6	9	30	38	33	32	32	22

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	13	18	43	50	44	33
Grade 8	18	20	48	54	35	26
All Grades	15	19	45	52	39	30

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	13	21	50	50	38	29
Grade 8	16	16	54	58	30	26
All Grades	14	18	52	54	34	28

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	9	14	65	68	26	18
Grade 8	9	15	65	70	26	15
All Grades	9	14	65	69	26	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	14	17	56	59	30	25
Grade 8	16	20	60	60	24	20
All Grades	15	18	58	59	27	23

**Conclusions based on this data:**

1. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text. The academic literacy needs of our learners will continue to be addressed by all teachers through their use of strategies learned in the Content Area Language and Literacy (CALL) program and California Language and Learning Innovation (CALLI).
2. Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies learned in the CALL program and CALLI. In addition to these two educational partners (CALL and CALLI), our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. setting a purpose for reading and 3. citing evidence in the learner's writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	411	424	405	420	405	420	98.5	99.1
Grade 8	439	404	429	400	429	399	97.7	98.8
All Grades	850	828	834	820	834	819	98.1	98.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2503.5	2525.1	8	11	16	20	33	41	42	27
Grade 8	2528.8	2531.3	14	13	17	15	27	34	42	38
All Grades	N/A	N/A	11	12	17	18	30	38	42	32

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	14	17	32	42	53	41
Grade 8	17	18	31	34	52	48
All Grades	16	17	31	38	53	45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	9	19	58	50	33	32
Grade 8	15	16	55	55	30	29
All Grades	12	17	57	52	31	30

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	11	14	68	56	21	30
Grade 8	13	14	48	57	39	29
All Grades	12	14	58	56	30	29

**Conclusions based on this data:**

1. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of mathematical concepts and procedures. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the College Preparatory Math Program (CPM) that is being piloted this year by all math teachers.
2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program that is being piloted this year by all math teachers.
3. Teachers need to be clear and purposeful in their use of daily personalized learning targets in order to monitor learner progress. These learning targets will be clearly stated both visually (on the board) and verbally (through opening dialogue).

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	14	6	4	67	59	72	14	31	16		3	4	5		4
8	16	14	18	53	41	54	11	41	21	16		4	5	5	4
<b>Total</b>	15	9	11	60	52	62	13	35	19	8	2	4	5	2	4

#### Conclusions based on this data:

1. Learners need to build academic literacy in all content areas to move towards re-designation. Learners will participate in structured learning experiences that provide the opportunity for them to demonstrate the understanding of the text. The academic literacy needs of our learners will be addressed by all teachers participating and implementing strategies learned in the CALL program and CALLI partnership.
2. Learners need to participate in structured learning experiences that provide the opportunity for them to build oral and written academic language. The academic literacy needs of our learners will be addressed by all teachers participating in on-going training to implement strategies from the CALL program and CALLI partnership. In addition to CALL and CALLI, our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	14	6	7	68	58	67	14	30	15		3	4	5	3	7
8	14	13	16	48	38	52	14	38	19	14	4	3	10	8	10
<b>Total</b>	14	9	12	58	49	59	14	33	17	7	4	3	7	5	9

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	40	54	53
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	40	54	53
Number Met	32	36	39
Percent Met	80.0%	66.7%	73.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	38	3	52	6	50
Number Met	--	27	--	31	--	34
Percent Met	--	71.1%	--	59.6%	--	68.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Efforts in the area of school wide literacy have resulted in McCaffrey Middle School ELL students making significant academic progress. These successful practices will continue in an effort to further close the academic achievement gap. The academic literacy needs of our students will be addressed by all teachers participating in on-going training addressing the implementation and strategies of the CALL program and CALLI partnership. In addition to CALL, our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies.

**School and Student Performance Data**

**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	615	654	660
Percent with Prior Year Data	100.0		100
Number in Cohort	615	654	660
Number Met	343	347	371
Percent Met	55.8	53.1	56.2
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	637	129	629	158	613	190
Number Met	126	60	137	79	157	78
Percent Met	19.8	46.5	21.8	50.0	25.6	41.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

**Conclusions based on this data:**

1. McCaffrey Middle School's focus on literacy in all content areas has resulted in an achievement level significantly higher than the state average. These efforts that have proven to close the academic achievement gap will continue. The academic literacy needs of our students will be addressed by all teachers participating in on-going training addressing the implementation and strategies of the CALL program and CALLI partnership. In addition to CALL, our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Content Areas</b>
<b>LCAP/LEA GOAL:</b> Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.
<b>SCHOOL GOAL #1:</b> Personalized Learning Plans (PLPs) developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each learner to meet their academic growth needs.
<b>Data Used to Form this Goal:</b> <ol style="list-style-type: none"><li>1. Academic performance growth goals on PLPs will be determined by Measures of Academic Progress (MAP) score comparisons.</li><li>2. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).</li><li>3. Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT).</li><li>4. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absences. The actual Average Daily Attendance is 94.7% and the truancy rate is 32.15%.</li><li>5. Positive learning environment indicators will include Suspension &amp; Expulsion rates. McCaffrey Middle School's current rate is 0.9%.</li><li>6. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measure by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages meeting HFZs for the following: 1-mile run 67%, Body Mass Index 61% , Curl-Up 95%, Trunk Lift 98%, Push-Ups 82%, Sit and Reach 74% and Shoulder Stretch 74%.</li><li>7. Dropout Rate is 0%.</li><li>8. Core Subject Area Performance Data (Renaissance Program qualifiers): Top Dog Level (Superintendent's Honor Roll) is currently 8% of the student population, Gold Level (Principal's Honor Roll) is currently 13% of the student population, and Green Level (does not correspond to a honor roll level) is currently 47% of the student population.</li><li>9. Reclassification rates.</li></ol>

**Findings from the Analysis of this Data:**

In order to provide McCaffrey Middle School students with a rigorous Common Core State Standards curriculum that will prepare them for college or career, all students will do the following:

1. meet or exceed their PLP goals,
2. students with an Individualized Education Plan (IEP) will be monitored using multiple measures including MAP, state assessments, CELDT, chronic absence and truancy rates, healthy fitness zones, and district assessments.

**How the School will Evaluate the Progress of this Goal:**

AMO 1.1a The percentage of students meeting their Engagement Goal on their PLP will increase 5% from 92% to 97%.

AMO 1.1b The percentage of students reporting being "Hopeful/Engaged" will increase 5% from 51% to 56% for "hope" and from 57% to 62% for "engaged".

AMO 1.2 The misassignment of teachers will be maintained at 0%.

AMO 1.3 100% of IEPs will be affirmed in SEIS by the end of each academic year.

AMO 1.4a The percentage of students meeting/exceeding their personal growth target for Reading for the year will increase 10%, from 72% to 82% as measured by MAP.

AMO 1.4b The percentage of students meeting/exceeding their personal growth target for Math for the year will increase 10%, from 80% to 90% as measured by MAP.

AMO 1.5a The percent of students meeting/exceeding their grade level mean RIT in Reading in the winter (trimester 2) will increase 10% from 55% to 65% as measured by MAP.

AMO 1.5b The percent of students meeting/exceeding their grade level mean RIT in Math in the winter (trimester 2) will increase 10% from 50% to 60% as measured by MAP.

AMO 1.6a The percentage of students in grades 7-8 meeting or exceeding the standard in ELA (data taken from CAASPP website - test results) on the CAASPP will increase 10%, from 47% to 57%.

AMO 1.6b The percentage of students in grades 7-8 meeting or exceeding the standard in Math (data taken from CAASPP website - test results) on the CAASPP will increase 10%, from 30% to 40%.

AMO 1.7a Cohort of EL students less than five years attaining English proficiency will increase by 5% or greater, from 21.8% to 26.8% as measured by the CELDT.

AMO 1.7b Cohort of EL students greater than five years attaining English proficiency will increase by 5% or greater, from 50% to 55% as measured by the CELDT.

AMO 1.8 Percentage of English Learners making Annual Progress in Learning English will increase by 10% or greater, from 53.1% to 63.1% as measured by the CELDT.

AMO 1.9 The English Learner reclassification rate will increase by 1% or greater, from 8.1% to 9.1%.

AMO 1.10 Truancy rate will decrease by 1% or greater, from 32.19% to 31.19%.

AMO 1.11 Chronic absenteeism will decrease by 1% or greater, from 3.98% to 2.98%; while maintaining district attendance at 96% or greater.

AMO 1.12 The suspension will decrease by 0.1%, from 3.3% to 3.2% and the expulsion rate will decrease district wide by 0.1%, from 0.2% to 0.1%.

AMO 1.13 The middle school dropout rate will be maintained at 0%.

AMO 1.14 The percentage of students in grade 7 in the HFZ will increase by 3% in all areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.1a Support advisory period class enabling teachers to work with individual learners and their PLP's.  Implement and support the formation of True Teams (math, science, social studies, ELA, PE).  Visitation to model programs (Lindsey, CA., Pewaukee, WI, etc.).	'16-'17 school year	Admin / staff	Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,488
			Team support through release time for collaboration	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Visitation Expenses	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000
Action 1.2 Any vacancies will be filled by Highly Qualified Teachers.	'16-'17 school year	Admin	no cost			0
Action 1.3 Ensure IEP's are properly implemented by all staff.	'16-'17 school year	Special Education Teachers, Regular Education Teachers, and Admin	No cost			0
Action 1.4 Support the MAP assessment to ensure growth and validity.  Provide supplemental materials for math and ELA in an effort to increase academic achievement.	'16-'17 school year	Admin / staff	Professional Development including Conferences and Workshops	5000-5999: Services And Other Operating Expenditures	Title I	0
			Supplies needed for each student in order to complete the MAP assessment	5000-5999: Services And Other Operating Expenditures	Title I	1,500
			Supplies needed for each student in order to complete the MAP assessment	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,500
			Purchase tech programs (Quill, Mangahigh, Sum Dog, etc)	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Purchase library books to update and maintain our collection	4000-4999: Books And Supplies	Title I	4,500
Action 1.5 Support the MAP assessment to ensure growth and	'16-'17 school year	Admin / staff	No cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
validity (costs are reflected in Action 1.4).						
Action 1.6 Support student achievement on the CAASP (costs are reflected in Action 1.4).	'16-'17 school year	Admin / staff	No cost			0
Action 1.7 Improve the academic achievement of ELLs by providing necessary support throughout the school day including in our AVID classes.	'16-'17 school year	Admin / staff	Bilingual Instruction Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	40,000
			Bilingual Instruction Assistants	2000-2999: Classified Personnel Salaries	Title III	3,500
			ASES support / Instructional Assistant	2000-2999: Classified Personnel Salaries	Title I	5,600
			ASES support / Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,600
			AVID summer training	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000
			AVID / ELD field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			AVID teachers stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000
			AVID substitutes for collaboration and field trips	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500
			Assemblies	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000
			AVID College Tutors	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	17,000
Action 1.8 Additional certificated support of ELLs to maximize student achievement as supported by the district (.4 ELD teacher).	'16-'17 school year	Teachers	No cost			0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1.9 Maximize resources to increase the reclassification rate of our ELLs (see Actions 1.7 and 1.8).</p> <p>Provide release time for ELD support.</p>	'16-'17 school year	Teacher / Bilingual IA	Release time for ELD teachers to collaborate	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,200
<p>Action 1.10 Provide personnel and strategies / activities to decrease the truancy rate.</p> <p>Provide counseling services and administrative support for students who are excessively truant.</p> <p>Use School Resource Officer, as needed.</p> <p>Use the SART process and SARB referrals as needed.</p> <p>Provide incentives for Perfect Attendance.</p>	'16-'17 school year	Admin / Support Staff	<p>Perfect attendance recognition and celebration</p> <p>Staff will attend training / workshops on drop-out prevention, truancy, absenteeism, attendance, etc</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p>	<p>2,000</p> <p>500</p>
<p>Action 1.11 Provide incentives and support to decrease chronic absenteeism as supported by Action 1.10.</p>	'16-'17 school year	Admin / staff	No cost			0
<p>Action 1.12 Provide incentives and support to decrease suspensions as supported by Action 1.10.</p>	'16-'17 school year	Admin / staff				
<p>Action 1.13 Provide incentives and support to maintain a 0% drop-out rate as supported by Action 1.10.</p>	'16-'17 school year	Admin / staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.14 Support physical education classes with needed material that will have a positive impact on learner's healthy fitness zone.	'16-'17 school year	staff	Conferences and workshops and supplies to build staff knowledge on activities that would have a positive impact on a learner's healthy fitness zone	5000-5999: Services And Other Operating Expenditures	Title I	500
			Supplies to build staff knowledge on activities that would have a positive impact on a learner's healthy fitness zone	4000-4999: Books And Supplies	Title I	500

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.
<b>SCHOOL GOAL #2:</b>
McCaffrey Middle School will implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. Academic performance growth goals on PLPs will be determined by Measures of Academic Progress (MAP) score comparisons.</li><li>2. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).</li><li>3. Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT).</li><li>4. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absences. The actual Average Daily Attendance is 95.4% (as reported by the district) and the truancy rate is 46% (385 / 837 as reported in CBEDS)</li><li>5. Positive learning environment indicators will include Suspension &amp; Expulsion rates as calculated using CALPADS data. McCaffrey Middle School's current rate is 57 / 837 = 6.8%. This includes 1 expulsion and 68 suspensions with 57 unduplicated offenses.</li><li>6. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measure by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages for each of the HFZs: Aerobic Capacity 65.4%, Body Composition 54.2%, Abdominal Strength 94.8%, Trunk Extension 87.6%, Upper Body Strength 82.9%, Flexibility 76.1%.</li><li>7. Dropout Rate is 0%.</li><li>8. Core Subject Area Performance Data (Renaissance Program qualifiers based on 2nd trimester grades): Top Dog Level (Superintendent's Honor Roll) is currently 14% of the student population, Gold Level (Principal's Honor Roll) is currently 14% of the student population, and Green Level (does not correspond to a honor roll level) is currently 49% of the student population.</li></ol>

**Findings from the Analysis of this Data:**

In order to provide McCaffrey Middle School students with a rigorous Common Core State Standards curriculum that will prepare them for college or career, all students will do the following:

1. meet or exceed their PLP goals,
2. students with an Individualized Education Plan (IEP) will be monitored using multiple measures including Measures of Academic Progress (MAP), state assessments, CELDT, chronic absence and truancy rates, healthy fitness zones, and district assessments.

**How the School will Evaluate the Progress of this Goal:**

AMO 2.1 Continue CCSS implementation with 100% of all students taught with current CCSS aligned district materials and supplemental bridge resources.

AMO 2.2 Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.

AMO 2.3 100% of science teachers will receive NGSS professional development.

AMO 2.4 100% of all students utilize technological resources as needed in order to support academic growth.

AMO 2.5 Service learning participation will increase from 70% to 80%.

AMO 2.6 100% of all students will continue to have access to courses in the Visual and Performing Arts (VAPA).

AMO 2.7 100% of all grade 7 and 8 students will continue to have access to Career Technical Education opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 2.1 Design and revision of units of study using currently adopted materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS.  Instructional/Bilingual Assistants will support the development of literacy	'16-'17 school year	Admin / staff	Instructional Assistant for after school program (ASES) - see Goal 1	2000-2999: Classified Personnel Salaries		0
			Bilingual Instructional Assistants (2) - see Goal 1	2000-2999: Classified Personnel Salaries		0
			Bilingual Instructional Assistants (2) - see Goal 1	2000-2999: Classified Personnel Salaries		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>strategies that allow students to show growth towards being College and Career Ready (see Goal 1 actions).</p> <p>An independent reading program (Accelerated Reader through Renaissance Learning) will be used to support student literacy growth as outlined by the ELA/ELD framework.</p>			<p>Renaissance Learning</p> <p>Bilingual Office Assistant for translation as needed - see Goal 1</p> <p>Department support through release time for collaboration</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>LCFF - Supplemental</p>	<p>8,500</p> <p>5,000</p>
<p>Action 2.2 Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.</p>	'16-'17 school year	Admin / Staff	<p>Supplemental materials for ELD instruction</p> <p>Professional Development including Conferences and Workshops</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>5,000</p> <p>3,000</p>
<p>Action 2.3 100% of middle school students are taught integrated life, earth, physical science and engineering units in order to begin the transition to the NGSS.</p> <p>Provide supplemental materials.</p>	'16-'17 school year	Admin / staff	<p>Professional Development to fully implement NGSS</p> <p>Supplemental Materials and Supplies for science</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>2,000</p> <p>2000</p>
<p>Action 2.4 100% of all students utilize technological resources as needed in order to support academic growth.</p>	'16-'17 school year	Admin / staff	<p>Hardware</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>22,000</p>
<p>Action 2.5 Service learning participation will increase to a minimum of 80%. Service learning will be addressed on each learner's PLP as well as in class including, but not limited to, Service Learning and Leadership exploratory classes.</p>	'16-'17 school year	Admin / staff	<p>Supplies</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 2.6 100% of all students will continue to have access to courses in the Visual and Performing Arts (VAPA) including band, choir, art thru literature, drama (school play).	'16-'17 school year	Admin / staff	Supplies	4000-4999: Books And Supplies	Title I	1,000
Action 2.7 100% of all grade 7 and 8 students will continue to have access to Career Technical Education opportunities.	'16-'17 school year	Admin / staff				

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b> Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
<b>SCHOOL GOAL #3:</b> Processes and measures for continuous improvement and accountability are applied throughout McCaffrey Middle School, including personalized evaluation processes. School site will use meaningful evaluation and self-reflection to continuously improve classroom instruction and student achievement.  An Educator Growth Plan developed by certificated staff will be valued and supported by administration. This important process will be addressed on an ongoing basis with administration to ensure all necessary support and funding is provided.
<b>Data Used to Form this Goal:</b> 1. Academic performance growth goals on PLPs will be determined by Measures of Academic Progress (MAP) score comparisons. 2. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). 3. Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT). 4. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absences. The actual Average Daily Attendance is 94.7% and the truancy rate is 32.15%. 5. Positive learning environment indicators will include Suspension & Expulsion rates. McCaffrey Middle School's current rate is 0.9%. 6. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measure by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages for each of the HFZs: Aerobic Capacity 65.4%, Body Composition 54.2%, Abdominal Strength 94.8%, Trunk Extension 87.6%, Upper Body Strength 82.9%, Flexibility 76.1%. 7. Dropout Rate is 0%. 8. Core Subject Area Performance Data (Renaissance Program): Top Dog Level (Superintendent's Honor Roll) is currently 8% of the student population, Gold Level (Principal's Honor Roll) is currently 13% of the student population, and Green Level (does not correspond to a honor roll level) is currently 47% of the student population.

**Findings from the Analysis of this Data:**

1. There is a need to use a calibrated, consistent observation tool with staff.
2. Individualized professional development will be provided through state funding. Protocols must be set up to monitor the implementation and progress of this growth plan.

**How the School will Evaluate the Progress of this Goal:**

AMO 3.1 Maintain 100% of all site administrators and teachers using the current employee evaluation system (EES) to develop and reflect upon professional growth goals and teaching practice.

AMO 3.2 Parent engagement/use of parent portal will increase by 10% from 54% to 64% as measured by Illuminate reports.

AMO 3.3 Baseline data will reflect 50% of parents and students will be involved in the creation/development of the PLP as measured by parent conferences.

AMO 3.4 Stakeholder participation and involvement in the district's LCAP process will increase by 10%, from 260 families to at least 286 families that participate and provide feedback on continual improvement efforts.

AMO 3.5 Teacher and parent feedback on their overall sense of safety and school connectedness will be gathered through teacher talks and stakeholder meetings with a baseline satisfactory rate of 50%.

AMO 3.6 Parents of unduplicated students will be represented in all stakeholder meetings (DAC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Aciton 3.1 All administrators and teachers use the EES to develop personalized growth plans for all adult learners.	'16-'17 school year	Admin	No cost			0
Action 3.2 Parent engagement/use of parent portal will increase by 10% as measured by Illuminate reports.	'16-'17 school year	Admin	No cost			0
Action 3.3 Baseline data will reflect 100% of students will be involved in the creation/development of the PLP as measured by participation during advisory.	'16-'17 school year	Admin / staff	No cost			0



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning.
<b>SCHOOL GOAL #4:</b>
McCaffrey Middle School will be a safe, healthy, clean, hazard free and well equipped campus for 21st Century Learning.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. Academic performance growth goals on PLPs will be determined by Measures of Academic Progress (MAP) score comparisons.</li><li>2. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP).</li><li>3. Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT).</li><li>4. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absences. The actual Average Daily Attendance is 94.7% and the truancy rate is 32.15%.</li><li>5. Positive learning environment indicators will include Suspension &amp; Expulsion rates. McCaffrey Middle School's current rate is 0.9%.</li><li>6. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measure by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages for each of the HFZs: Aerobic Capacity 65.4%, Body Composition 54.2%, Abdominal Strength 94.8%, Trunk Extension 87.6%, Upper Body Strength 82.9%, Flexibility 76.1%.</li><li>7. Dropout Rate is 0%.</li><li>8. Core Subject Area Performance Data (Renaissance Program): Top Dog Level (Superintendent's Honor Roll) is currently 8% of the student population, Gold Level (Principal's Honor Roll) is currently 13% of the student population, and Green Level (does not correspond to a honor roll level) is currently 47% of the student population.</li><li>9. Student Survey given 2 times per year (December and May).</li></ol>
<b>Findings from the Analysis of this Data:</b>
Students desire for a clean and safe campus is clearly articulated through surveys.

**How the School will Evaluate the Progress of this Goal:**

AMO 4.1 ALL schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).

AMO 4.2 Maintain zero Williams facilities complaints.

AMO 4.3 Maintain meeting/exceeding of federal nutrition guidelines on school menus.

AMO 4.4 Increase the number of lunches served each day by 10%, from 2,100 children served to 2,310 children served.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 4.1 McCaffrey will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).	'16-'17 school year	Admin / staff	No Cost			0
Action 4.2 Maintain zero Williams facilities complaints.	'16-'17 school year	Admin / District	No cost			0
Action 4.3 Maintain meeting/exceeding of federal nutrition guidelines on school menus.	'16-'17 school year	Admin / District				
Action 4.4 Increase the number of lunches served each day by 10%, from 2,100 children served to 2,310 children served.	'16-'17 school year	Admin / District				

**Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

**Centralized Service Goal #1**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Common Core State Standards Implementation</b>
<b>SCHOOL GOAL #1:</b>
Provide the necessary resources needed for students to achieve at their highest potential.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of special education students will be supported by instructional assistant(s).	'16-'17 school year	Admin	No cost			0
A curriculum coach will be provided to support all certificated staff.	16-'17 school year	Admin	Salary	0000: Unrestricted	Title I	22,055
A campus monitor will be employed to insure campus safety.	16-'17 school year	Admin	No cost			0

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>
Goal 2 -- Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
LCFF - Supplemental	131,115	9,827.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Supplemental	121,288.00
Title I	55,600.00
Title III	3,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	5,500.00
2000-2999: Classified Personnel Salaries	70,188.00
4000-4999: Books And Supplies	38,000.00
5000-5999: Services And Other Operating Expenditures	58,200.00
5800: Professional/Consulting Services And Operating	8,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	61,088.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	49,700.00
2000-2999: Classified Personnel Salaries	Title I	5,600.00
4000-4999: Books And Supplies	Title I	33,000.00
5000-5999: Services And Other Operating	Title I	8,500.00
5800: Professional/Consulting Services And	Title I	8,500.00
2000-2999: Classified Personnel Salaries	Title III	3,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	130,888.00
<b>Goal 2</b>	49,500.00
<b>Goal 4</b>	0.00



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

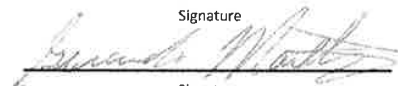
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ron Rammer	X				
Heather Nelson - Chairperson		X			
Terry Glenn		X			
Annette Pfeiffer		X			
Jamie Ortega				X	
Juana Morales				X	
Steve Wulf - Vice Chairperson				X	
Eva McCormick - Secretary			X		
Mattingly Nelson					X
Abby Partridge					X
Myracle Franco					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

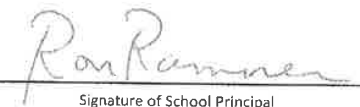
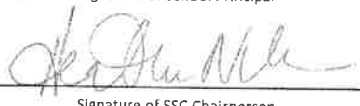
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 14, 2015.

Attested:

<u>Ron Rammer</u> Typed Name of School Principal	 Signature of School Principal	<u>12/5/16</u> Date
<u>Heather Nelson</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>12/5/16</u> Date